Promoting self-efficacy through microteaching in a flipped classroom in US teacher education: focusing on elementary pre-service teacher's ESL teaching for culturally and linguistically diverse English language learners

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플립드 러닝에서 수업시연을 통한 미국 초등 예비교사의 자기 효능감 향상 방안: 다문화 배경 영어학습자 대상 ESL 수업시연을 중심으로

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Abstract This study explores the impact of a flipped classroom, in terms of self-efficacy, for elementary pre-service teachers in US teacher education programs. This research project explores how ESL microteaching activity in the flipped classroom shapes teacher-candidates' self-efficacy regarding teaching culturally and linguistically diverse (CLD) students. By analyzing ESL microteaching videos, pre-service teachers' reflection papers, and individual interviews with the course instructors, the study results show how pre-service teachers enhance their self-efficacy in teaching CLD English language learners in mainstream content subject classrooms. Moreover, the researchers provide suggestions on how teacher educators can utilize the flipped classroom to create an authentic and meaningful learning experience, such as using ESL microteaching for pre-service teachers to shape their self-efficacy in order to be well-prepared for CLD English language learners. The implication is that Korean pre-service teachers should be prepared to teach CLD students in their mainstream classrooms.

요 약 초등예비교사들이 다문화 배경 학습자를 가르쳐 그들의 학업성취도를 높이는 것이 국가적 과제로 떠올랐다. 본 연구는 초등 예비교사를 양성하는 미국 대학의 예비교사들이 수업시연을 통해 다문화 배경 영어학습자를 가르칠 때 어떻게 자기 효능감이 향상되는지 고찰하였다. 대학의 수업을 플립드 러닝으로 설계하여 수업 전에 내용을 미리 학습한 뒤, 실제 수업시간에는 다문화 배경 영어학습자 대상 예비교사들의 ESL 수업시연을 연습하였다. 예비교사의 ESL 수업시연 동영상, 예비교사의 감상문 및 담당교수 인터뷰를 분석한 결과, 내용교과를 가르치는 초등학교 교실에서 다문화 배경 영어학습자를 잘 가르칠 수 있도록 예비교사들은 적절하게 준비되고 있다고 느꼈으며 자기 효능감이 향상되었다. 또한, 본 연구는 교사 교육자들이 플립드 러닝을 활용하여 수업시연과 같은 실제적인 학습 경험을 제공하여 다문화 배경 영어학습자를 잘 가르칠 수 있도록 예비교사를 준비시키는 방안을 덧붙였다. 마지막으로 이상의 연구를 한국의 상황에 적용하여 국제화 시대에 한국의 예비교사들도 다문화 학생을 가르칠 수 있도록 교사양성기관에서 준비될 필요가 있음을 지적하였다.

1. Introduction

Due to an increasing number of immigrants and transnational citizens, mainstream (content) teachers in the United States are expected to work with English language learners (ELLs) and differentiate their instructions based on diverse student's needs[1-3]. However, most teachers in the US are not effectively prepared to teach and work with culturally and linguistically diverse ELL students in K-12[2-3]. Considering this context, educating pre-service teachers with ESL coursework and professional development is a critical issue.

Flipped learning has recently emerged as an innovative instructional method that continues to grow in the education field. An advantage of flipped learning is that the teacher is able to redirect instructional time to allow for more collaborative and hands-on activities for students[4]. Additional benefits include improvement of students' motivation and learner autonomy[5]. However, little research has been conducted in order to examine the effectiveness of the flipped learning method for English language learners[6] as well as in regards to pre-service teachers' ESL teacher education[7].

To respond to this call, this study investigated two research questions as follows:

(1) How do pre-service teachers (PSTs) perceive their self-efficacy in teaching culturally and linguistically diverse English language learners through ESL microteaching in a flipped classroom?

(2) How do the course instructors perceive PSTs' self-efficacy in teaching culturally and linguistically diverse English language learners through the ESL microteaching in a flipped classroom?

Based on the research questions, this study aims to explore how ESL microteaching in a flipped classroom shapes pre-service teachers' self-efficacy in teaching culturally and linguistically diverse ELLs for their future mainstream classrooms.

2. Literature Review

2.1 Implementing a Flipped Learning in Teacher Education

Fraga and Harmon[8] investigated pre-service teachers' perspectives of the flipped classroom and examined how it impacted student achievement. The study participants were 51 pre-service teachers who enrolled in the course of *Reading for Teachers Grades 4-8*. The majority of students consisted of Hispanic students in a teacher preparation program focusing on special education. This article used a comparative research format. The control group consisted of 26 participants with conventional teaching (non-flipped) and an intervention group (flipped classroom), which consisted of 25 participants. This study used mixed research methods. The qualitative data included weekly journals, informal quizzes, lesson plans, and course artifacts. Quantitative data consisted of an exam that was developed by the instructor, and pre- and post-questionnaires.

The study results showed that pre-service teachers liked the flipped classroom because they could preview and clarify course materials before class and received ample support through online classroom discussion. In addition, pre-service teachers liked the flipped classroom model in terms of time flexibility and freedom to work individually. This indicated that students could control their own learning process in the flipped classroom model. However, the author explained that there was no significant difference in students' exam scores between flipped and non-flipped classroom. This finding indicates that the flipped model of instruction may not have a significant advantage over conventional instruction in a word study test.

Vaughan[9] flipped the course of *Introduction to the Teaching Profession* for pre-service teachers in the US. Based on the concept of "teaching the younger generation", the author argues that teacher education courses should implement an innovative pedagogy, such as flipped classroom, to meet the need of future

students.

Before class, the instructor created a lecture video (20-30 minutes) and posted it on the Blackboard website (LMS). After watching the video, pre-service teachers posted their reflections through an online discussion forum. After that, the professor looked through the discussion forum and figured out what misconceptions pre-service teachers might have. In the classroom, pre-service teachers were prepared to engage in small group activities, such as debates about educational policies in the US. The author explained that classroom activities helped pre-service teachers develop their own understanding of how educational policy shaped classroom teachers' jobs and roles in school.

2.2 Implementing a Flipped Learning in Korea

Kang[10] examined the effectiveness of the flipped learning approach in a general English course in Korea. Study participants were 24 EFL university students who majored in various disciplines. As a course designer, the instructor provided pre-recorded lecture videos about grammatical knowledge and a YouTube worksheet as a formative assessment. A flipped classroom was compared to a non-flipped (regular) classroom using pre- and post-test measures of grammatical and vocabulary knowledge.

The study findings showed that the flipped classroom students outperformed regular classroom students on measures of vocabulary and grammatical knowledge. The student logs also showed that the flipped learning format could maximize face-to-face time through more interaction between students and other students, and students and instructor. The results from the questionnaire and interviews further indicated that students were satisfied with the flipped learning model due to its ability to foster cooperative in-classroom activities and to provide a flexible learning environment. However, the drawback of flipped learning was that some students did not watch

the instructor's lecture video before class time.

Sung[11] flipped an English content-based class (English Curriculum and Evaluation) for 12 EFL pre-service teachers. These students were pre-service English teachers in Korea. Pre-service teachers were required to read weekly readings and watched the professor's lecture videos about teaching methods and curricular development. After watching the videos, students were also required to post their thoughts and opinions on the LMS Platform to engage in online discussion and team activities, including topics such as developing lesson plans. Weekly reflections in this study, called Thought Papers (TPs), were intended for pre-service teachers to connect relevant theories to specific teaching contexts.

This study used a qualitative case study method due to the small sample of students (n=12). Based on course evaluations and course artifact analysis, most students thought positively of the flipped learning model. Specifically, students preferred to receive constant feedback from the professor and liked to interact with their peers through both face-to-face and online discussion. In addition, students indicated that the LMS provided additional materials and that the mobile messenger KaKaoGroup helped them keep track of the coursework. However, a few students showed some concerns because they needed to cover a lot of course assignments every week, so the flipped classroom created a large workload.

2.3 Microteaching in Teacher Education Programs

Microteaching has been proved as an effective learning method that is widely used for the professional development of pre-service teachers. The practice of microteaching was first developed by Dr. Dwight Allen of Stanford University in the mid-1960s. In the past few decades, microteaching has been used worldwide as an instrument for teacher training. Bell[12] defines microteaching as "the common practice of having students in educational methods courses teach a lesson

to their peers in order to gain experience with lesson planning and delivery" (p. 24). Ogeyik[13] further explains microteaching as a professional development tool in teacher education programs. These definitions imply that the microteaching activity provides teacher-candidates with opportunities to explore and reflect on their own teaching styles and to acquire new teaching techniques by observing their peers' microteaching activities. Many researchers have been implementing the microteaching activities in various teacher education programs to bring a meaningful teaching and learning experience to PSTs[14]. Previous studies argue that the microteaching experience provides PSTs with a clear connection between theory and practice and helps them improve their pedagogical skills in regards to lesson planning, implementation, and evaluation[15-16].

2.4 Self-Efficacy Beliefs

Bandura[17] defines self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). Bandura's theory of self-efficacy suggests that efficacy could be the most influential factor in teachers' early teaching profession because the first few years of teaching experiences could be critical for them to develop long-term teacher efficacy[17].

Bandura[17-18] further proposes four sources to increase one's self-efficacy expectations: mastery experiences, vicarious experiences, verbal persuasion, and emotional arousal. Bandura's self-efficacy model can be interpreted as (a) teachers' own – either negative or positive – teaching experiences; (b) vicarious observations of other teachers' failure or success in teaching; (c) peer encouragement or criticism through critical discussion; and (d) teacher's individual psychological stress that affects their self-efficacy beliefs[19].

Among these four expectations, the mastery experience is the most important source of self-efficacy beliefs for pre-service teachers[20] because the

perception of one's teaching can significantly contribute to future teaching success or failure. Successful teaching performances through microteaching will be a strong indicator of teachers' self-efficacy development in the long run.

3. Research Methodology

3.1 How Flipped Classroom Operated

The flipped classroom design included several lecture videos that were recorded at a studio during the Spring 2017 semester. The recording was divided into three 20-minute video segments that addressed various areas of teaching reading and writing to CLD English language learners.

Table 1. Procedure of flipped classroom

Stages	Students' Activities	Assessment	Time
Pre-class	- Reading course materials - Watching Videos	- Online quizzes	1.5 hours
In-class	- Modifying lesson plans - ESL microteaching practices	- Informal assessment: classroom participation - Formal assessment: ESL microteaching under the rubric	2.0 hours
After-class	- Posting reflection after teaching - Online discussion	- Discussion	30 minutes

The participating pre-service teachers (PSTs) were asked to watch the video and take an online quiz prior to class. In addition, they were instructed to design a mini reading and writing lesson plan for ELL students based on a given topic. The mini lesson plans were presented and video-recorded in class for PSTs' ESL microteaching demonstrations. The flipped classroom experiment was conducted throughout the semester. Table 1 shows the course procedure of the flipped classroom.

3.2 Study Participants and Data Collection

Participant PSTs were predominantly white, and about 20 percent of them indicated that they could speak a language other than English (mostly Spanish). The data sources consisted of 14 recorded videos of ESL microteaching activities, PSTs' reflections (n=78) after ESL microteaching, and individual interviews with the course instructors (n=2).

Since we collected various types of data, the strength of this study design was confirmed using data triangulation through cross-checking[21]. To ensure the integrity of the data, we collected data showing PST's perceptions and course instructor's perspectives regarding ESL microteaching experiences: the former through reflection papers and the latter from interviews. Based on the collected data, we were able to compare and contrast how the PSTs and instructors perceived their ESL microteaching practices. Video-taped ESL microteaching demonstrations were examined and analyzed to utilize as cross-reference materials in validating other data sources, such as reflections and interview data.

3.3 Data Analysis

The college course set an evaluation rubric with six elements for the ESL microteaching, which could become a basis for analysis of recorded ESL microteaching demonstrations: 1) fostering comprehensible input, 2) engaging peer interaction, 3) fostering higher-order thinking skills, 4) providing academic language support, 5) utilizing ELLs' funds of knowledge, and 6) providing individual accommodations, such as slower speech[22]. The pre-service teachers' reflections and course instructors' interview data were coded following Creswell's multi-step design analysis[23]. Researchers read study participants' written narratives and reread them through the lens of self-efficacy framework. We then convened to discuss general and specific codes that emerged in the data. Our team identified specific themes, such as pre-service teachers' preparedness of teaching and working with

CLD English language learners. Researchers utilized thematic analysis on all codes from the collected data to determine final themes.

4. Study Findings

This research project aims to understand how the ESL microteaching activity in the flipped classroom in US teacher education programs influences elementary PSTs' self-efficacy in teaching CLD students. After analyzing microteaching videos, PSTs' reflections, and course instructors' interviews, we found five major themes: 1) PSTs' perceptions of preparedness in teaching CLD English language learners; 2) PSTs' learning about planning and implementing ELL accommodations; 3) PSTs' descriptions about their future plans; 4) limitations of the microteaching activity; and 5) improvements based on microteaching rubric. This chapter will describe the themes in detail.

4.1 PSTs' Perceptions of Well-Preparedness in Teaching CLD English Language Learners

The PSTs reported that the ESL microteaching activity in the flipped classroom made them feel more prepared to teach and work with English learners with culturally and linguistically diverse backgrounds. Before having the ESL microteaching, they have not received any opportunities to practice their ELL strategies in teacher education program. The flipped classroom, however, created a space for PSTs to design and revise their lesson plans as in-class activities. In other words, flipped classroom enabled the PSTs to be engaged in course contents in advance. They had enough time to work on lesson plans and microteaching as in-class activities.

Activities in the flipped classroom have affected our knowledge on how to teach English language learners in that we have learned some essential strategies to best teach our

students. The lesson plan activity especially helped us apply and utilize what we learned from pre-class session (from reflection #35).

In-class activities helped me learn how to teach ELLs because it made me actually implement all of the strategies that we have been learning about in advance (from reflection #50).

PSTs also described that the ESL microteaching activity in the flipped course was the most beneficial one in terms of teacher preparedness:

We feel this microteaching activity genuinely helped us learn about teaching ELLs. Before ESL microteaching, we had obviously learned a lot through our readings and classroom lectures, but we never really had to apply this knowledge. We have also always observed ELL classrooms or students, but never really had to plan for teaching any. I think this microteaching helped us to better understand what it really takes to implement a lesson that ELLs will understand and be able to apply to their own work (from reflection #5).

The course instructors also confirmed that the PSTs were better prepared to teach ELLs as a result of microteaching in the flipped classroom. One of course instructors said that:

I thought the microteaching activity was very affective for pre-service teachers' learning about how to teach ELLs. It gave them a better idea about what is specifically needed to be done to be sure about the ELLs needs were accommodated (from course instructor #1).

Multiple data sources indicated that the microteaching activity in the flipped classroom was a meaningful activity to increase PSTs' self-confidence in teaching ELLs.

4.2 PSTs' Learning about Planning and Implementing ELL Accommodations

Since the flipped classroom created an avenue for many hands-on activities during class time, PSTs received many opportunities to plan and implement ELL accommodations. For instance, PSTs designed 10 to 15-minute mini-lesson plans before ESL microteaching. After receiving their instructor's feedback, they were able to implement them in the real practice through ESL microteaching. In addition, PSTs recognized the importance of fostering CLD students' literacy skills, through strategies such as focusing on ELL vocabulary instruction for reading and using sentence frames for writing. Also, PSTs realized the importance of developing content knowledge as well as English language proficiency.

The participating PSTs and even two course instructors described that the microteaching activity further encouraged PSTs to recognize the importance of accommodating CLD English language learners' needs.

This microteaching lesson taught us to discover and utilize various accommodations like sentence frames, word banks, and graphic organizers; thus, selecting those that are appropriate for the student's proficiency level. Through the planning process, we also learned how to differentiate between a content and language objective (from reflection #9).

Through microteaching activity, PSTs learned valuable lessons about planning and accommodating ELLs and it helped reinforce their ESL knowledge and pedagogy during the ESL course (from course instructor #2).

4.3 PSTs' Descriptions of their Future Plans

Through the ESL microteaching activity in the flipped classroom, PSTs critically reflected on what they would do better and do differently in their future teaching. PSTs wanted to incorporate ELL's cultural and linguistic background in content-based instruction and focus on their higher-order thinking skills. Importantly, PSTs realized that tapping into ELLs' funds of knowledge, such as their home language and culture, was a critical issue.

We realized there were many missed opportunities to incorporate our ELL students' cultural background. We would

work to ask him more questions that relate to his favorite holiday, Cinco De Mayo. This would show the ELL we are taking a personal interest in his life and provide the rest of the class with new knowledge and a diverse perspective on a holiday they may not know. We would also include more peer interaction to help the ELL complete the given assignment (from reflection #22).

Some PSTs wanted to build on background knowledge for CLD students and to find out more ELL resources in their home language, such as Spanish. This means that finding out appropriate resources, such as bilingual books and relevant literature, was key to success in CLD English language learner's literacy development. Some PSTs wrote that:

Some changes we would make to make the lesson more effectively accommodate English language learners would be to have the book in front of them and to build upon more of their background knowledge more (from reflection #7).

Depending upon the native language of ELLs, we would have the classroom labeled of items in their language (i.e. TV, restroom, whiteboard, etc.), provide a culturally diverse classroom library, and work more one-on-one of different topics throughout the school year (from reflection #60).

4.4 Limitations of the Microteaching Activity in the Flipped Classroom

Although the flipped classroom provided positive teaching and learning experiences for PSTs, there were some limitations. Specifically, PSTs responded that a 10 to 15 minute mini-lesson could limit their abilities to demonstrate their ELL accommodation skills. This implied that the microteaching activity in the flipped classroom should be extended to longer than 20 minutes so that PSTs received enough time to implement and demonstrate what they had planned. In addition, teaching to their peers in the microteaching activity made them feel awkward as they felt the circumstances lacked authenticity.

If we were teaching this lesson to a real ELL, there may not

be as much peer discussion when the students were talking with their shoulder partner. Also, the linguistically diverse students may not participate as much in whole group discussion when explaining what the words mean (from reflection #12).

During the interviews, the instructors also pointed out limitations that PSTs mentioned above. Both instructors agreed that creating an authentic teaching environment for PSTs was a key element for implementing ESL microteaching in the flipped classroom. One of the instructors mentioned:

While recording PSTs' microteaching, I realized that it was necessary for us to keep thinking about how to make the microteaching activity more authentic in the flipped classroom. Because PSTs felt somewhat weird to teach in front of their peers and they already knew that if they teach real ELLs, things that they planned might be not effectively implemented (from course instructor #2).

4.5 Some improvements based on the ESL microteaching rubric

The interviews with course instructors show that the instructors evaluated that the PSTs provided comprehensible input by using graphic organizers and creating collaborative activities. In addition, the PSTs created an individual worksheet for English language learners so that they could provide one-on-one instruction (tutoring) in the microteaching sessions.

However, course instructors mentioned that the PSTs needed more practices to develop higher-order thinking skills for ELLs. They pointed out that PSTs had a hard time creating critical thinking questions or higher thinking questions for students with low English proficiency. This indicated that if PSTs encounter a CLD language learner of a beginning level, they would focus on asking lower level thinking questions.

Moreover, the PSTs may not be confident in infusing linguistic and cultural backgrounds in their own instruction if English language learners come from non-Hispanic backgrounds. This indicated that PSTs

are more comfortable in working with students of Hispanic heritage because some PSTs can speak Spanish as their second language. However, when they work with students, for example, from East Asian backgrounds, they may not be familiar with how to tap into the students' cultural and linguistic backgrounds. One instructor mentioned that:

PSTs need to consider specific accommodations for Korean and Chinese ELL because these languages are not based on Roman language. Some PSTs tried to incorporate Korean and Chinese as a resource during microteaching activity, but they had difficulties pronouncing words because what they did was to utilize Google translation (from course instructor #2).

In sum, the PSTs needed to work continuously to develop their abilities to create and ask critical thinking questions for ELLs and incorporating cultural and linguistic background.

5. Discussions and Conclusion

This study showed that the flipped classroom provided not only opportunities for PSTs to practice ELL reading/writing strategies and pedagogy, but it also created an avenue for the course instructor to provide valuable feedback. Through ESL microteaching activities in the flipped classroom, elementary PSTs learned necessary ESL strategies by observing their peer's microteaching and they received more opportunities to demonstrate their accommodations skills[14].

The analysis of the interviews with the course instructors further suggested that PSTs experienced the application of Second Language Acquisition theories into imagined classrooms[13]. However, the artificial environment of microteaching sessions and limited time could have had a negative impact on PSTs' ESL microteaching experiences[24].

The recorded ESL microteaching videos in the flipped classroom showed that pre-service teachers

demonstrated their ELL accommodation effectively in terms of providing comprehensible input for ELLs with many visual aids and graphic organizer. They created a collaborative activity by means of assigning native English students as peer helpers. Finally, teacher candidates provided individual accommodation, such as tutoring for CLD English language learners.

However, PSTs needed more practice to accommodate ELLs based on English language proficiency and tapping into funds of knowledge in the microteaching rubric. PSTs' microteaching demonstrations were expected to improve in conducting culturally and linguistically responsive teaching[25], such as incorporating aspects like native language usage and support.

Based on self-efficacy as a theoretical framework, this research aimed to understand how the ESL microteaching in the flipped classroom shapes teacher-candidates' self-efficacy in teaching culturally and linguistically diverse English Language Learners in their mainstream classes. We can come to the conclusion that PSTs promote their self-efficacy beliefs through the discussion focusing on Bandura's four sources of self-efficacy beliefs.

First of all, ESL microteaching in the flipped classroom provided an opportunity for a mastery experience for individual PSTs. Furthermore, pre-service teachers could increase their self-efficacy beliefs by observing their peers' successful ESL teaching demonstrations. This implied that PSTs could promote their self-efficacy beliefs through vicarious modeling. Verbal persuasion, one of Bandura's sources for self-efficacy, however, was excluded in our analysis because it was not the main focus of this study. However, pre-service teachers received verbal and written feedback from their peers after microteaching activities. Lastly, in terms of emotional arousal, PSTs still showed anxiety about teaching ELLs in different teaching contexts. Through the microteaching activity, PSTs could be exposed to diverse teaching conditions, for instance, of having non-Hispanic ELL students and

could experience emotional difficulties about teaching linguistically minority students.

To be concluded, flipping the ESL course in a US teacher education program allowed the pre-service teachers to practice what they already learned pre-class during in-class time. The college PST course in this study required PST students to demonstrate ESL microteaching during in-class time, which contributed to enhancement of the PSTs' self-efficacy in teaching culturally and linguistically diverse English language learners in their future mainstream content subject classrooms.

6. Implication

This study hopes to contribute to previous literature about how ESL microteaching activities in the flipped classroom shape teacher candidates' self-efficacy in teaching not only content, but also language. This study suggests that teacher educators consider implementing the flipped classroom in ESL teacher education programs so that we can understand effectiveness of flipping courses in order to better prepare elementary pre-service teachers. In addition, considering the increasing number of culturally and linguistically diverse student population, future research should also consider exploring how the flipped classroom influences teacher candidates' self-efficacy in teaching CLD students.

These implications are also applicable to teacher educators and pre-service teachers in Korean contexts given that the country has recently witnessed a rapid increase of multicultural students in schools. Culturally and linguistically diverse students are reportedly low-achieving at Korean elementary and secondary schools due to their limited proficiency in Korean. In this respect, Korean PSTs should be prepared to teach and work with CLD Korean language learners in their future content subject classrooms. In doing so, educators teaching PSTs need to infuse KSL (Korean as a second language) pedagogical skills and practices

into the traditional curriculum. Microteaching activities in flipped classroom designs can help Korean pre-service teachers to enhance their self-efficacy in teaching KSL learners of diverse backgrounds. Lastly, more research should be conducted regarding how to prepare pre-service teachers to become culturally and linguistically responsive teachers[25] in Korean contexts.

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