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Examining the impact of technology-mediated oral communicative tasks on students' willingness to communicate and communicative performance

Nadia Veronica Jaramillo Cherrez
Iowa State University

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Examining the impact of technology-mediated oral communicative tasks on students' willingness to communicate and communicative performance

by

Nadia Veronica Jaramillo Cherrez

A dissertation submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of
DOCTOR OF PHILOSOPHY

Co-majors: Education (Curriculum and Instructional Technology); Human Computer Interaction

Program of Study Committee:
Larysa Nadolny, Major Professor
Connie Hargrave
Seda McKilligan
Volker Hegelheimer
Cristina Pardo-Ballester

The student author, whose presentation of the scholarship herein was approved by the program of study committee, is solely responsible for the content of this dissertation. The Graduate College will ensure this dissertation is globally accessible and will not permit alterations after a degree is conferred.

Iowa State University

Ames, Iowa

2019

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DEDICATION

In memory of my beloved grandmothers, Dora María and Enma Efigenia.

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NOMENCLATURE

L2	Foreign or second language
L1	First language
SLA	Second Language Acquisition
ISLA	Instructed Second Language Acquisition
TBLT	Task-Based Language Teaching and Learning
CALL	Computer-assisted language learning
CMC	Computer-Mediated Communication
ACMC	Asynchronous Computer-Mediated Communication
SCMC	Synchronous Computer-Mediated Communication
WTC	Willingness to Communicate
ACTFL	American Council for the Teaching of Foreign Languages

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ABSTRACT

This study examines the impact of technology-mediated pedagogical tasks on students' willingness to communicate and communicative performance in the intermediate level of Spanish at Iowa State University. Drawing from the framework on technology-mediated tasks by Gonzalez-Lloret & Ortega, 2014, and the World-Readiness Standards for communicative performance of the American Council on the Teaching for Foreign Languages, the technology-mediated pedagogical tasks were designed and implemented over the course a semester on the video platform Flipgrid. A quasi-experimental mixed-methods research with two groups of participants: (1) technology-mediated tasks (FG), and comparison group (CG) was conducted. Quantitative data sources included a pre-post survey on learners' willingness to communicate, scores on speaking quizzes, scores on final oral presentation, scores and analytic data from the Flipgrid tasks. The qualitative data included learners' reflections on their participation in the technology-mediated oral (FG group only), learners' midterm and final survey, focus-group interviews with students, and semi-structured interviews with instructors. Results of this study indicated that the implementation of the technology-mediated pedagogical tasks facilitated students' increase in their willingness to communicate and communicative performance, as well as in the use of Spanish in spontaneous ways. In addition, the findings suggest that students in the FG group perceived increased confidence in their speaking skills while participating in the tasks within a safe and free-from judgment learning environment. The findings also showed the instructor's mixed perceptions while facilitating the technology-mediated tasks. The course instructor believed that students' apparent growth in their communicative performance responded more from students' interest and motivation than from extended practice. Contrastively, students in the CG had statistically significantly higher scores in the post-survey

than students in the FG, specifically for the variable *international posture*. In addition, the CG group's instructor perceived that students' speaking skills related mostly to the learning environment and the support provided.

This dissertation shows that the design of the pedagogical tasks is closely connected to the affordances of the technology applications, therefore, placing greater emphasis on evaluating how the technology can leverage language learning. This study has pedagogical as well as theoretical implications regarding the design of technology-mediated pedagogical tasks and the conditions of the learning environment that can foster or hinder students' willingness to participate and communicative performance.

CHAPTER 1. INTRODUCTION

Meaningful second language (L2) learning experiences necessitates a strong focus on the communicative needs and interests of learners (Gonzalez-Lloret, 2007; Gonzalez-Lloret, & Ortega, 2014; Long, 2014; Nunan, 2004) and their motivations for learning the L2 (Lantolf, 2000). To create these experiences, the instructional approach should foster language use more actively. An approach that can fulfill this goal is Task-Based Language Teaching (TBLT), an approach deeply rooted in principles of second language acquisition and language pedagogies (Long, 2014; Nunan, 2004; Van den Branden, 2016). The TBLT approach is a lens to examine new opportunities and demands of a globalized world and the challenges catalyzed by digital technologies. TBLT emphasizes learning through authentic real-life tasks whereby a person uses the language for real communicative purposes (Gonzalez-Lloret, & Ortega, 2014; Long, 2014; Thomas & Reinders, 2010). From a pedagogical standpoint, TBLT emphasizes a connection between needs and content, communication and interaction, authentic use of language, language use and language process, learners' personal experiences, and language use inside and outside of the classroom (Nunan, 2004). With the influential role of technology in today's L2 classrooms, tasks mediated through technology are theorized to enhance the L2 learning experience because learners can use the language in authentic, real-life, and meaningful interaction and collaboration (Gonzalez-Lloret & Ortega, 2014; Thomas & Reinders, 2010).

Technology has been widely used in educational environments, facilitating learning and teaching. The integration of technology in instruction challenges teachers to know what and how they use technology (Hubbard & Levy, 2006; Koehler & Mishra, 2006). This integration needs to be guided by pedagogical principles that assist teachers in designing instructional strategies to facilitate learning of the content, in-depth knowledge of the concepts, and identifying the unique

affordances that technology has overall and for the subject matter (Koehler & Mishra, 2009). In L2 learning, similar perspectives have been emphasized. Regardless of the inherent nature of the technologies and their potential for facilitating L2 communication and interaction (Chapelle, 2003), the integration of technology in L2 education should respond to educational and language developmental principles that derive from theories on second language acquisition (SLA) and learning (Chapelle, 2001, 2003; Gonzalez-Lloret, 2003; Gonzalez-Lloret & Ortega, 2014; Levy & Stockwell, 2006; Ortega, 2017), guidelines for materials design (White & Reinders, 2010) and affective and contextual factors (Rosell-Aguilar, 2007) as well as the constraints of the technology (Salaberry, 2000). This integration should seek to move beyond a technocratic use of technology, and make L2 learning more meaningful and authentic.

In today's world, technology provides access to a great deal of information, communication with others remotely, and opportunities for learning; as a result, its integration into L2 learning seems inevitable (Gonzalez-Lloret & Ortega, 2014). Second language researchers strive to make sense of the role of new technologies and how they fit into teaching and learning practices. In fact, L2 education has made extensive use of communication and information technologies to improve L2 teaching and learning (Grgurović, Chapelle, & Shelley, 2013; Lai & Li, 2011; Sauro, 2011; Thorne, 2013; Zhao, 2003), positioning technology as one critical element in L2 instruction (Gonzalez-Lloret & Ortega, 2014; Hampel, 2010).

1.1 Statement of the Problem

Learning an L2 goes beyond the mere knowledge of linguistic items, grammatical rules, and varied lexicon. Second language learners are to “use the language they have learned in school or college to communicate confidently and effectively with other users of the [L2]” (Willis & Willis, 2009, p.1). To accomplish this goal, L2 instructional strategies for communicative purposes facilitate the use of the L2 for authentic, meaningful, and real-life like

communication (Egbert, Herman, & Lee, 2015; Moranski & Kim, 2016; Richards, 2005).

Further, technology and its affordances offer great potential to provide L2 learners with opportunities to increase linguistic knowledge (Blake, 2016; Hegelheimer & Fischer, 2006; Li & Hegelheimer, 2013), develop socio-pragmatic competence (Blattner & Fiori, 2011; Sykes, 2008, 2013), enhance interaction and collaboration (Lee, 2009; Li & Zhu, 2017; Toetenel, 2014), promote digital literacy skills (Arnold & Harris, 2017), foster cultural awareness and understanding (Pardo-Ballester, 2012) in the L2 learning and teaching process.

While the overarching goal of learning an L2 is to communicate effectively and confidently with other speakers of the L2 (Willis & Willis, 2009; Yashima, Zenuk-Nishide, & Shimizu, 2004), spontaneous and sustained communication in the L2 is not always ensured even when learners have high linguistic competence (Macintyre, Dörnyei, Clément, & Noels 1998; Macintyre, 2007) or available opportunities to use the L2 for functional purposes. It has been observed that some students take advantage of the opportunities to use the L2 for communicative purposes, while others opt to avoid it (Macintyre et al., 1998; Macintyre, 2007). In other words, learners' willingness to communicate in the L2 is highly situated-specific and context-dependent (Macintyre et al., 1998; Macintyre, 2007; Yashima et al., 2004).

A pedagogical approach that can help students focus on language use for communication purposes is the implementation of TBLT. As technology has become another important element in educational settings, technology-mediated tasks can offer new opportunities for learning the L2 and for developing confidence in using it for active communication (what students can do with the language) (Gonzalez-Lloret & Ortega, 2014; Lai & Li, 2011; Ziegler, 2016). Examining technology-mediated instructional strategies that assist learners in progressively building their confidence to speak the L2, foster opportunities for increasing willingness to communicate in the

L2, and enhance oral communicative performance is warranted. Further, technology-mediated pedagogical tasks will make possible to create context-dependent and situated-specific opportunities that can help understand learners' needs to communicate in the L2, their engagement with the tasks, and the needs that drive their willing to communicate or not in the L2 (Macintyre, 2007).

This dissertation study investigated the design and implementation of pedagogical tasks mediated through an asynchronous audio-video platform. Specifically, the study used the Flipgrid social discussion platform and focused on the impact of these tasks to promote willingness to communicate and communicative performance in an intermediate flipped Spanish class.

1.2 Research Questions

The researcher investigated the impact of the technology-mediated pedagogical tasks through the following research questions:

1. How do tech-mediated oral communication tasks impact intermediate Spanish learners' willingness to communicate?
2. How do tech-mediated oral communication tasks impact intermediate Spanish learners' oral communicative performance?
3. What are Spanish learners' perceptions of their experience during the technology-mediated oral communication tasks?

CHAPTER 2. REVIEW OF THE LITERATURE

A major challenge in L2 education is to have learners speak in the language (Blake, 2016). Teachers need to seek instructional approaches that can assist learners in developing not only language but also their willingness, motivation, and confidence in taking risks in using the L2 for communication purposes (Macintyre et al., 1998, Dörnyei, 2010; Yashima et al., 2004). An approach that has shown promising results on creating authentic and meaningful learning experiences where learners use the L2 for more functional purposes is task-based language teaching (TBLT) (Ellis, 2003; Gonzalez-Lloret, & Ortega, 2014; Nunan, 2004; Samuda & Bygate, 2008; Thomas & Reinders, 2010). Tasks as activities that resemble real-life situations reside at the core of TBLT, promoting L2 learning through L2 use in holistic activities (Samuda & Bygate, 2008). Further, tasks implemented through technology are theorized to enhance the language learning experience and extend learning opportunities beyond the classroom (Evans, 2009; Lai & Li, 2011; Sauro, 2014; Stockwell, 2010). It is also possible that integrating technology and tasks can promote willingness to communicate using the L2 (Compton, 2004; Lepore, 2014; Reinders & Wattana, 2014, 2015), and oral communication in particular.

Determining the unique affordances of specific tools and software programs can be a challenge for teachers (Koehler & Mishra, 2009; Levy, 2012). Integrating technology in the classroom is not an easy task because it requires teachers to have a clear understanding of how diverse technology applications can facilitate learning, skills to evaluate these applications, and support in the use of technology (Bitner & Bitner, 2002; Chapelle, 2001; Salaberry, 2000). Mere knowledge on technology and its applicability is not a sufficient condition to effectively bring technology into instruction or improve learning. Teachers also need to know more than just technological knowledge, but also the pedagogical principles that guide instructional strategies

and the content of the discipline to be taught (i.e., TPACK). In this regard, technology, pedagogy, and content inextricably interact in ways that facilitate teaching with technology more effectively (Koehler & Mishra, 2006).

The L2 research literature builds upon the theoretical foundation of the learning sciences and technology integration. Teachers need to purposively use the different technologies to support computer-assisted language learning environments (CALL) (Hubbard & Levy, 2006), evaluate the affordances that technologies offer based on solid theoretical principles on second language acquisition (SLA) theories and pedagogy (Chapelle, 2001; 2017; Gonzalez-Lloret & Ortega, 2014; Levy & Stockwell, 2006), and consider the prominent role of technology in language pedagogy and in materials design (White & Reinders, 2010). Teachers are advised to carefully examine technology affordances that will lead to innovation in their teaching practices, rather than to replace classroom activities with similar technology (Gonzalez-Lloret & Ortega, 2014). Teachers are also advised to make pedagogical decisions related to integrating CALL by examining the connection between the affordances of digital technologies and the complexity of language tasks (Chapelle, 2001; Gonzalez-Lloret & Ortega, 2014; Levy & Stockwell, 2006; Salaberry, 2000; Tai & Chuang, 2012).

Research shows that technological affordances can enhance L2 learning in ways that were not possible previously in the classroom (Gonzalez-Lloret & Ortega, 2014; Levy & Stockwell, 2006; Levy, 2012). For instance, with the rapid development of technology, it is possible to promote interaction and collaboration with other L2 speakers at a distance, immersion in the L2 culture and life (Belz, 2003; Sykes, 2008), engagement in L2 real life activities and tasks (Gonzalez-Lloret, 2003; 2007; Sauro, 2014), as well as problem solving and creativity with tasks that are meaningful and that can impact others (Warschauer, 2004). Thus, investigating

technology-mediated pedagogical tasks to develop willingness to communicate and communicative performance will help increase understanding on the interaction among pedagogical principles of task design, technology affordances, and factors that can foster or limit the use of L2.

This chapter is organized in six main sections that review the theoretical foundations for this study: (1) Task-based language teaching and learning, (2) communicative competence and performance, (3) oral communicative tasks, (4) willingness to communicate, (5) World Readiness Standards by the American Council for the Teaching of Foreign Languages (ACTFL), and (6) Web 2.0 technology (Figure 2.1). The first section provides a review of the theoretical and pedagogical underpinnings of TBLT, and the framework for integration of technology and tasks proposed by Gonzalez-Lloret & Ortega (2014). The section on communicative competence and performance addresses language development related to uses of the L2 for oral communicative purposes and the ability to use the L2. The section on willingness to communicate discusses factors that influence the decisions learners make about when and with whom they want to communicate in the L2. The ACTFL World Readiness Standards provides an overview of the performance standards for language learning that guide the development of the pedagogical tasks of this study. Lastly, the section on Web 2.0 technology provides an overview of this type of technology, and a description of the affordances of the Flipgrid application and its potential to develop willingness to communicate and communicative performance.

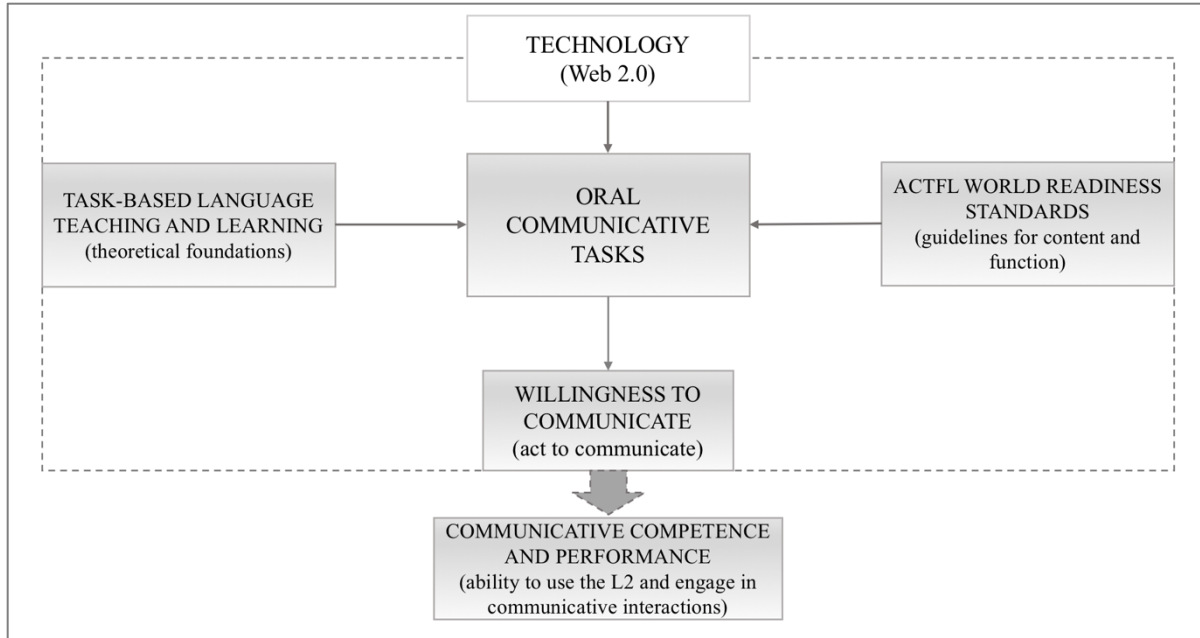


Figure 2.1 Conceptual model that illustrates the theoretical foundation of the study

2.1 Task-Based Language Teaching and Learning

The Task-Based Language Teaching and Learning (TBLT) framework developed around the decade of the 1980's as an approach to use the L2 for real-life situations; that is, to do tasks that native speakers of the L2 would normally do in their daily life (Bygate, Norris, & Van den Branden, 2009; Long 1981, 2014; Van den Branden, 2016). These tasks require the use of the L2 to accomplish an objective that may not necessarily have a linguistic outcome. The TBLT framework derives from psycholinguistic and socio-cultural perspectives of SLA (Long, 2014; Doughty & Long, 2003; Skehan, 2003; Van den Branden, 2006), and from pedagogical perspectives on language teaching (Nunan, 2004). On the one hand, the psycholinguistic perspective emphasizes cognitive processes for language acquisition to enable learners to acquire, use, and interact with the L2, whereas the socio-cultural perspective focuses on the social context and interactions in which learners engage when using the L2. On the other hand, the pedagogical perspective seeks to use tasks as a set of classroom techniques aimed to promote

interaction and use of the L2 for communicative purposes (Bygate et al., 2009).

When tasks are used in the context of an L2 classroom, their nature changes to adapt to pedagogical tasks where there is a language-oriented outcome (Nunan, 2004). Precisely, a *pedagogical task*, as the critical element in L2 instruction, can be defined as “a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather to manipulate form” (Nunan, 2004; p. 4). Thus, a task-based approach for L2 instruction responded to the need to emphasize the use of *activities* or *tasks* to give learners opportunities to use the L2 for real communication without neglecting the focus on linguistic form (Nunan, 2004; Samuda & Bygate, 2008; Thomas & Reinders, 2010).

The pedagogical view of TBLT maximizes learners’ exposure to meaningful input that, along with the linguistic resources they have at hand, can be used to accomplish their communicative and functional goals (Chapelle, 2001; Ellis, 2003; Nunan, 2004; Van den Branden, 2016). While in this process of using language for functional purposes, learners can build a repertoire of linguistic resources, which is presumed to induce explicit language knowledge (Ellis, 2003; Nunan, 2004; Skehan, 2003; Van den Branden et al., 2009). In other words, learners build up their explicit knowledge of the L2 through the learning process and implicit knowledge they gain while communicating meaningfully, as opposed to learning the L2 with the present-practice-produce instruction (Nunan, 2004; Van den Branden, 2016).

2.1.1 Technology-mediated TBLT

Technology-mediated TBLT offers multiple advantages for L2 instruction because tasks mediated with technology can resemble real and authentic uses of language that learners can encounter outside a formal learning environment (Godwin-Jones, 2005; 2011; Lai & Li 2011; Levy & Stockwell, 2006; Ortega, 2009). Technology-mediated TBLT has been implemented through computer-assisted language learning (CALL) (Stockwell, 2010) opening an opportunity to intensify the use of tasks and technology. While TBLT emerged as a counter response to grammar-oriented approaches to L2 instruction (Samuda & Bygate, 2008; Skehan, 2003; Thomas & Reinders, 2010), CALL has responded to the rapid advancement of technology and its potential for language teaching and learning (Blake, 2016; Chapelle, 2001; Grgurović et al., 2013; Lai & Li, 2011; Thomas & Reinders, 2010).

Language researchers, teachers, curriculum developers, and other stakeholders face the challenge of examining more in-depth how technology-mediated tasks are used for language learning, the affordances that technology brings to enhance the L2 learning and use, and its implications not only for language learning, but also for developing digital literacy skills (Arnold & Harris, 2017; Gonzalez-Lloret & Ortega, 2004). Researchers and teachers alike strive to investigate the types of tasks and conditions that work best for L2 learning (Ellis, 2003) and in technology-enhanced learning environments (Gonzalez-Lloret & Ortega, 2014; Müller-Hartmann & Dittfurth, 2010). Having a clear pedagogical understanding of the potential of tasks will help examine their use for L2 learning (Ellis, 2003; Nunan, 2004; Samuda & Bygate, 2008), while CALL will help explore aspects related to task-based instruction through an integrated focus, merging multiple language skills and resources (Evans, 2009).

New technologies will not serve any beneficial purpose unless their design, use and evaluation are guided by theoretical underpinnings to SLA and instruction (Gonzalez-Lloret &

Ortega, 2014). For instance, “TBLT can be particularly relevant for informing and maximizing the potential of technological innovations for language learning” (p. 3), because this approach engages learners in doing things through the active use of language. Through a pedagogical task-based approach, learners can be exposed to authentic language contexts with rich language input and cultural interactions. Thus, integrating technology into pedagogical tasks can transform the learning opportunities that learners have for learning and using an L2.

In order to accomplish a successful integration of technology and tasks, Gonzalez-Lloret & Ortega (2014) proposed a framework for technology-mediated tasks. This new framework includes three requirements: (a) TBLT-informed definition of tasks, (b) implications of using technology in L2 educational settings, and (c) integration of tasks and technology in the L2 curriculum (Figure 2.2). This framework guided the design of the pedagogical tasks mediated through the asynchronous technology tool Flipgrid.

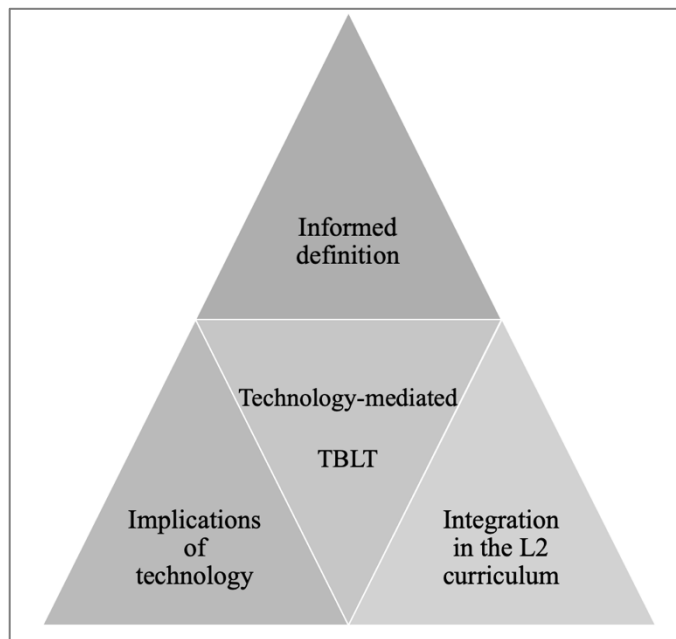


Figure 2.2 Framework for technology-mediated tasks
(based on Gonzalez-Lloret & Ortega, 2014)

2.1.1.1 TBLT-informed definitions. Integrating technology and tasks in L2 instruction requires working with an informed definition of tasks (Gonzalez-Lloret & Ortega, 2014). Drawn from existing research, Gonzalez-Lloret & Ortega (2014) identified five key features that characterize the nature of L2 tasks: (a) primary focus on meaning, (b) goal orientation, (c) learner-centeredness, (d) holism, and (e) reflective learning (Table 2.1). These characteristics provide the foundation for creating tasks that are responsive to the principles of TBLT.

Table 2.1 *Key characteristics of tasks*

Criteria	Description
<i>Primary focus on meaning</i>	Language learning being incidental, where the primary focus of the task is on meaning rather than on linguistic form. All or part of any particular language focus should be implicit
<i>Goal orientation</i>	The language-action experience should result in communicative purposes that encourage the use of language, or resulting outcomes from task completion (e.g. communication)
<i>Learner-centeredness</i>	Based on learners' needs and wants, requires learners to use their knowledge on linguistic and non-linguistic resources to complete the task
<i>Holism</i>	Tasks need to reflect real-life or authentic language use and real-world relationships
<i>Reflective learning</i>	Tasks must involve learners in higher-order thinking and reflection, not only on learning through direct experiential opportunities for language learning.

Several studies on technology-mediated TBLT have reported the adoption of a specific definition of task that addresses one or more of the characteristics in Table 2.1. A notable aspect of these research studies is that the conceptualization of a task reflected more than one of the key features suggested by Gonzalez-Lloret & Ortega (2014)'s framework. The definitions in these studies pertain to focus on meaning with opportunities to focus on linguistic form (Hampel, 2006, 2010; Rosell-Aguilar, 2005; Wang, 2014), goal orientation and intercultural awareness (Hauck & Youngs, 2008), communication and negotiation of meaning (Smith, 2004), developing

communicative abilities (Kirkgöz, 2014), achieving a linguistic objective (Stockwell, 2010), learner centeredness (Nielson, 2014), and addressing linguistic content and writing processes (Oskoz & Elola, 2014).

Studies that focused on meaning have found that learners were able to implicitly focus on form while they engaged in the process of negotiation of meaning and interactive competence (Hampel, 2006, 2010; Hauck & Youngs, 2008; Smith, 2004; Wang, 2014). In other words, learners directed their attention to linguistic forms as they engaged in communicating with others whereby they used the L2 to complete the tasks. For instance, Hauck and Youngs (2008) used Chapelle's framework for task appropriateness to guide the design of tasks for telecollaborative synchronous and asynchronous French online learning. Conversely, Wang's (2014) study was informed by Willis (1996) definition of task for which learners used the L2 to achieve a real outcome. The tasks designed in Hauck and Youngs' study involved meaning focus, learner fit, potential for focus on form, impact, and practicality. These tasks engaged learners in interaction and communication to enhance their intercultural competence. Despite the researchers' clear focus on what tasks should accomplish, some of the learners perceived that the tasks lacked potential for their L2 development and focus on form. In this regard, the task design and its implementation exemplified conflicting aspects between the level of task authenticity and its goal orientation.

Moreover, Wang (2014) used tasks in the virtual environment Second Life for an English-as-a-Foreign Language (EFL) course to promote speaking and communicative skills in business contexts. Through a task cycle that included pre-task, during task, and post-task, learners engaged in the use of L2 for real communication. The results revealed that students were active turn-initiators during the tasks and interacted during the role-playing activity. Whereas the

strategies used by the teacher revealed more direct control and directives given at the pre-task stage than during and post-task to guide students in how to interact and participate as well as to provide them with technical scaffolding.

Studies on learner-centeredness followed a methodological principle of TBLT to design their technology-mediated tasks (Gonzalez-Lloret, 2003; Nielson, 2014, Reinders, 2006). These studies implemented a needs analysis to identify the learners' interests in the L2. From the needs analysis, technology-mediated tasks were developed. Noticeably, Nielson's (2014) and Reinders' (2006) studies conducted a learner needs analysis prior to designing the language tasks to be implemented. In Nielson's study, the needs analysis assisted in identifying the target or real-life tasks as the cornerstone of the course upon which pedagogical tasks were designed. Whereas, Reinders's (2006) study implemented a recursive needs analysis that assisted learners to identify resources and skills they needed to improve their learning. This study sought to implement a language initiative to provide self-access resources and support for students in New Zealand who had English as an additional language. The resources and materials resembled academic tasks such as writing essays.

Other studies have adopted a definition of task to focus on goal orientation and negotiation of meaning (Stockwell, 2010; Smith 2004). In these studies learners engaged in tasks that required them to accomplish a linguistic outcome (e.g., linguistic or lexical focus). These findings indicated that learners focused their attention on conveying meaning and producing linguistic structures while they engaged in the tasks. Furthermore, other studies showed their approach to TBLT by adopting a broader notion of tasks. These studies described tasks in terms of their overall goal. For instance, tasks were considered language activities with focus on meaning and linguistic reinforcement (O'Dowd & Ware, 2009), language and communication

skills (Fiori, 2005; Smith & Gorsuch, 2004; Weinberg, Knoerr, & Vandergrift, 2011), and linguistic awareness (Rosell-Aguilar, 2005).

Most studies have conceptualized tasks beyond mere extensions of classroom activities, simplistic language drills, or regurgitation of rotten memorizations. Despite, the conceptualization of tasks, there is still scarce evidence on the use of pedagogical tasks relying upon learner-centeredness, holism, and reflection. All but one study lacked the reflection piece, a fundamental characteristic in the technology-mediated TBLT framework proposed by Gonzalez-Lloret & Ortega (2014). For instance, Hauck and Youngs' (2008) study had learners complete a reflection piece as part of the tasks, albeit this reflection was not considered a language task. This gap in the literature suggests that further research is necessary to illustrate the connection between the conceptualization and characteristics of tasks for L2 instruction, the selection of technology to implement the tasks, and language outcomes. I can argue that by connecting these aspects, the design and implementation of technology-mediated tasks will be more successful and meaningful.

2.1.1.2 Implications of using technology in TBLT. The second key requirement for the integration of technology and tasks pertains to the implications that technology brings when it is used in L2 instruction (Gonzalez-Lloret & Ortega, 2014). For Gonzalez-Lloret & Ortega (2014), the role of technology is not neutral in designing language learning experiences, rather, technology “spearheads a set of new demands and actions which in and of themselves become target tasks and hence part of the curriculum” (p.7). Research on technology-mediated TBLT have shown promising results for the efficacy and practicality of this integration. For instance, L2 tasks can resemble authentic and real-life tasks for online education, connect learners remotely to exchange information, and learn about culture in more interactive ways. In order to

understand the implications of technology for TBLT, several studies have examined the affordances and limitations of computer-mediated communication (CMC) (Table 2.2).

Table 2.2 *Description of affordances and limitations identified in CMC*

Type of Technology	Affordances	Limitations
<i>Asynchronous Computer-Mediated Communication (ACMC)</i> (<i>email, discussion forums, chats</i>)	<ul style="list-style-type: none"> ▪ Delayed nature of the communication exchange ▪ Flexible access to information (time, location) ▪ Use of visual cues (emoticons) ▪ Complex language exchange ▪ Reflection on information exchange ▪ Interaction and collaboration 	<ul style="list-style-type: none"> ▪ Lack of immediate feedback ▪ Lack of immediate negotiation of meaning ▪ Limit presence
<i>Synchronous Computer-Mediated Communication (SCMC)</i> (<i>instant messaging/chats</i>)	<ul style="list-style-type: none"> ▪ Immediate response ▪ Visual saliency of text-based information ▪ Language exchanges in real time ▪ Immediate feedback and error correction ▪ Reflection on language exchange 	<ul style="list-style-type: none"> ▪ Overlapping exchanges (disjointed communication) ▪ Lack of paralinguistic and non-verbal cues ▪ Lack of adjacency

In particular, studies investigated synchronous, and asynchronous online chats and discussion forums (Blake, 2000; Collentine, 2009; Darhower, 2002; Freiermuth & Huang, 2012; Halvorsen, 2012; Hampel, 2010; Lee 2002; Pelletieri, 2000; Smith, 2003; 2004; Stockwell, 2010). These studies found several affordances of CMC. For instance, while synchronous chats and forums allowed immediate negotiation of meaning in real time, and greater language production, the asynchronous chats and forums led to more accurate language output. According to Blake (2000), the amount of interaction and negotiation of meaning depends more on the type of tasks than on the technology used. Further, the affordance facilitated by the use of emoticons

in chats can enhance how meaning is conveyed during the communication exchanges, thus overcoming the lack of nonverbal cues in technology-mediated interactions (Halvorsen, 2012).

2.1.1.3 Integration of technology-mediated TBLT in the curriculum. In L2 educational settings, technology does not solely affect teaching and learning practices in the classroom, but it also affects the entire language curriculum (Nielson, 2014). Since tasks are a critical element in L2 instruction, because these lead learners to achieve diverse communicative as well as linguistic goals, tasks also become central for curriculum design (Gonzalez-Lloret & Ortega, 2014). In this regard, TBLT also needs to be addressed at a curricular level. Drawing on Norris, Bygate, & Van den Branden's (2009) discussion on curriculum and syllabus, Gonzalez-Lloret & Ortega (2014) suggested giving the L2 curriculum more visibility when integrating tasks and technology. This visibility should respond to a conceptualization of curriculum at a micro and macro levels. Because TBLT is more than an L2 methodology, attention to the macro level is necessary. This macro level involves course or program outcomes identified within the institutional contexts, educational activities planned in accordance to the contexts and resources, and learners' and teachers' characteristics identified within the educational context and processes. As for the micro level, this pertains to the "task-based learning experience" (Norris et al., 2009, p. 132) wherein pedagogical tasks, teaching strategies, and assessments are created to ensure TBLT is realized.

Research on the integration of technology-mediated TBLT at the curricular level is scarce. A handful of studies have examined the integration of TBLT in L2 programs in teacher education (Fuchs, Hauck, & Müller-Hartmann, 2012; Raith & Hegelheimer, 2010), and English-for-Biologists courses (Sarré, 2014). These studies looked beyond implementing TBLT in a

particular course. Nevertheless, implications for implementing TBLT in the L2 curriculum remains unclear in regard to meeting learners' needs and communicative goals.

2.2 Communicative Competence and Performance

Learning an L2 goes beyond learning isolated linguistic items, but it rather involves the use of the L2 for communication. Therefore, communicative tasks mediated through technology should seek to create opportunities for communicative activities that enhance the use of the L2. A communicative language approach involves learning processes and goals within the central concept of *communicative competence* (Savignon 1972, 2002). This *communicative competence* is characterized as strategies such as involving expression, interpretation, and negotiation of meaning (Savignon, 1972, 2002). Each of these strategies seek to develop learners' ability, to use the L2 and interact with other L2 speakers, convey meaning through coping strategies, take risks to use the L2, and use of linguistic and non-linguistic resources to experience L2 in communication.

Communicative competence is supported through solid principles based on theories of language, linguistic theories, and other related fields (Canale & Swain, 1980; Savignon, 2002; Nunan, 2004). These principles include, (1) facilitating integration of communicative, competence, grammatical competence, sociolinguistic competence, discourse competence, (2) responding to learners' communication needs, (3) engaging learners in meaningful communicative interaction (4) resorting to optimal use of L1 acquisition and use strategies, and (5) meeting learners' L2 communication needs (Canale & Swain, 1980). Thus, communicative tasks are theorized to place learners in realistic situations as close to real-world contexts as possible (Canale & Swain, 1980; Littlewood, 2013; Savignon, 2002). These tasks promote the use of L2 for authentic communicative goals, rather than mere attainment of linguistic accuracy (Canale & Swain, 1980; Littlewood, 2013; Savignon, 2002; Skehan, 2003). Thus, learning and

using an L2 require effective strategies and conditions to engage learners in authentic and contextualized activities or tasks to address their communication needs and interests (Gonzalez-Lloret & Ortega, 2014; Lee & Van Patten, 2003; Littlewood, 2013; Long, 2014; Nunan, 2004; Savignon, 2002).

L2 learners' performance relates to their ability to use the language that has been learned (ACTFL, 2015). In order to promote L2 performance, learners need to engage in real uses of the L2 so that they can show evidence of what they can do with the language. This involves tasks that prepare learners to use the L2 in functional communication and to mobilize grammatical knowledge. Performance in the L2 can be evidenced by "what the language learner is able to do, in what contexts and content areas, how much and what kind of language the learners is able to produce or understand, the expectations of accuracy, and what strategies the language learner uses to communicate" (ACTFL, 2015, p. 3). In this regard, L2 performance can be maximized through pedagogical tasks. Further, for L2 learners to demonstrate their communicative performance, they need opportunities to practice the use of the language in diverse tasks that can help them transfer their knowledge and skills to contexts outside the classroom (ACTFL, 2015). All in all, instructional strategies and assessment practices should respond to the overarching goal of learning an L2. It is in this way that a TBLT approach can foster communicative competence and performance.

2.3 Oral Communicative Tasks

Learning and using an L2 for communicative purposes involve a process that encompasses much more than learning an L2 in discrete parts. Neither does it rely solely on linguistic structures used in isolation, learned in artificial contexts, and expected to be error-free (Littlewood, 2013; Long, 1989, 2014; Shumin, 2002; Skehan, 2006). Developing L2 oral communicative skills demands more than knowing grammar and vocabulary. Shumin (2002)

argues that oral skills require the ability to interact appropriately with L2 speakers, use of paralinguistic cues, and body language. Therefore, developing oral skills needs effective instructional strategies that can assist learners in practicing and using the L2 bearing in mind that “language is a form of social action” (Shumin, 2002, p. 206). Since communicative interactions, negotiation of meaning, gap noticing, and mutual scaffolding are theorized to develop L2, teachers need to create opportunities that engage learners in using the L2 to create more meaningful and coherent oral language product. A task-based approach can offer opportunities to use of the L2 more meaningfully, effectively, and confidently, where “learners actively engage in meaning focused activities” (Willis & Willis, 2009, p.3).

2.3.1 Oral Communicative Tasks and Technology

Digital technologies and applications have been used to foster speaking skills and develop oral communication and proficiency (Table 2.3). These technologies can be effective in providing opportunities to use the L2 in authentic settings and for real-life communication.

Table 2.3 *Description of technology affordances for oral communicative competence*

Technologies and Applications	Facilitation of Oral Communicative Competence
<i>Multimodal CALL applications (text, chat, audio, video, images)</i>	<ul style="list-style-type: none"> ▪ Collaboration, interaction, and discussions ▪ Negotiation of meaning and identification of language gaps ▪ Enhancement of oral input, output, and feedback ▪ Scaffolding for language use and meaning
<i>Voice-based blogs</i>	<ul style="list-style-type: none"> ▪ Identification of language gaps ▪ Planning spoken language output ▪ Increase in linguistic complexity
<i>Tutorial CALL programs</i>	<ul style="list-style-type: none"> ▪ Pronunciation practice ▪ Memorization of linguistic items
<i>Videoconferencing applications</i>	<ul style="list-style-type: none"> ▪ Engagement in mutual feedback (video) ▪ Increase in speaking practice ▪ Collaboration and interaction in real time
<i>Speech recognition applications</i>	<ul style="list-style-type: none"> ▪ Pronunciation practice ▪ Increase in fluency ▪ Identification of speaking difficulties

Multimodal computer applications such as asynchronous CMC and synchronous CMC that include text, chat, audio, video, images can facilitate interaction, negotiation of meaning, information exchange, discussions in audio-video supported communication (Blake, 2000, 2009; Jepson, 2005; Levy & Kennedy, 2004; Lin 2015; Payne & Whitney, 2002; Sauro, 2004; Wang, 2007). Further, text-based and video-based blogs can be used to promote the development of oral communicative competence and performance, and fluency (Sun, 2009). Other technologies for oral communication include podcasting (Ducate & Lomicka, 2009; Hampel, 2003; Lord, 2008; Sze, 2006), learning platforms (Hauck & Youngs 2008; Jenks, 2009; Rosell-Aguilar, 2005; Sokolova, Golovacheva, & Chernaya, 2015), and virtual worlds (Deutschmann, Panichi, & Molka-Danielsen, 2009).

Developing speaking language skills can be effectively assisted through tutorial CALL and CMC (Blake, 2016). Tutorial CALL programs aim to facilitate the learning and practice of linguistic items, lexicon, and pronunciation that assist memorization and retrieval (Blake, 2016). However, according to Blake the lack of feedback in tutorial CALL posits a drawback on its potential to enhance speaking skills. Blake (2016) also suggests that CMC can make speaking and feedback more appealing to language learning. For instance, CMC applications can facilitate the interaction and feedback with other L2 learners and speakers. The use of these tools helps planning speaking and therefore increase accuracy, linguistic complexity, and promote fluency (Guillen & Blake, 2016). Further, multimodal affordances such as video and audio can allow learners to record themselves and identify their mistakes, facilitating speech correction as needed (Sokolova et al., 2015), as well as engagement in the tasks in a more personal way (Wang, 2007).

Other technologies that can assist in the development of oral communicative performance include speech recognition systems, dictation applications, and pronunciation software.

However, the lack of feedback in these technologies remains an issue. Voice-based blogs, and podcasting have been used for speaking skills, interestingly, while blogs have been mostly used to develop and promote writing skills and peer interaction, Sun (2009) implemented blogs as an integral component of the course to promote the development of public speaking skills and oral proficiency. The task-based voice blogs were open in nature for out-of-classroom oral practice, but these tasks lacked instructions on using blogs. The results of the study indicated that learners perceived improvement in their oral proficiency despite having to deal with the complexity of technology. Thus, solely bringing technology into L2 instruction may not impact the learning process. While the overarching goal of learning an L2 is to use it to communicate effectively and confidently with other speakers of the L2 (Willis & Willis, 2009), spontaneous and sustained communication in the L2 is not always ensured even when there is high communicative competence (Macintyre et al., 1998). It has been observed that some students take advantage of the opportunities to use the L2 for communicative purposes, while others prefer to avoid it (Macintyre et al., 1998; Macintyre, 2007). This free will to choose when and how to communicate can be affected by several aspects, including linguistic, psychological, communicative, and contextual factors. Therefore, willingness to communicate becomes another important, but challenging, goal in language education (Macintyre et al., 1998, 2007).

2.4 Willingness to Communicate

Willingness to communicate (WTC) was originally conceptualized in communication literature for first language use as the probability of engaging in communication when free to do so (McCroskey & Baer, 1985). McCroskey & Baer (1985) viewed WTC as a personality trait with focus on speaking which related to communication apprehension, communicative competence, self-esteem, and introversion-extroversion. However, Macintyre et al. (1998) expanded the conceptualization of WTC to the L2 domain because this concept is not regarded

as a simple manifestation of the willingness to communicate in the L1 (Yashima et al., 2004). Macintyre et al. (1998) included other modes of language production, and situational variables with both “transient and enduring influences” (p. 546). For Macintyre (2007) WTC is “the probability of speaking when free to do so” (p. 564). Through WTC, it is possible to identify micro-level process and rapid changes that can facilitate or inhibit L2 learners’ act to communicate.

2.4.1 Willingness to Communicate in the L2

In their conceptualization of WTC in the L2, Macintyre et al. (1998) defined it as the learner’s “readiness to enter into discourse at a particular time with a specific person or persons, using an L2” (p. 547), and proposed a heuristic model that interrelates potential influences on the WTC in the L2. These influences include enduring and situational aspects. The enduring influences are stable and long-term characteristics of the context or individual. Whereas the situational aspects can vary in a given time and can be considered more transient and context-dependent.

Situational factors relate to communicative opportunities to use the L2. This includes learner’s control on the use of L2, learners’ desire to communicate with a specific person, and learners’ communicative self-confidence. Macintyre et al., (1998) argued that “the ultimate goal of learning process should be to engender in language students the willingness to seek out communication opportunities and the willingness to communicate in them” (p. 547), implying that opportunity alone is not sufficient condition to display WTC. According to Macintyre et al., (1998) students may take the opportunity to use the L2 because presumably they feel confident in their knowledge of the language. They may also feel motivated by the context, content, perceived competence, lack of anxiety, and interpersonal situation where the communication takes place (Macintyre et al., 1998). Some communicative situations may involve more

confidence than others, especially in relation to prior experiences in using the L2. Therefore, anxiety can be influenced by feelings of tension and apprehension (Macintyre et al., 1998). Anxiety can fluctuate in time and context affecting self-confidence and WTC (Gregersen, 2003; Hewitt & Stephenson, 2012), causing fear of embarrassment and losing face (Gonzalez-Lloret & Ortega, 2014; Gregersen, McIntyre, & Meza, 2014; Kessler, 2010), and leading to error making (Gregersen, 2003). In particular, research has found that speaking inherently raises students' anxiety (Hewitt & Stephenson, 2012; Horwitz, E., Horwitz, M., & Cope 1986; Kessler, 2010) which can also affect their WTC in the L2 (McIntyre, 2007).

Enduring factors include motivation, affective-cognitive context, and societal and individual context. According to Macintyre et al. (1998) motivation relates to communication with an interlocutor to “aim at limiting the cognitive, affective and behavioral freedom to communicate” (Macintyre et al., 1998, p.550), and to the feeling of belonging to a group. Learners can feel motivated to learn an L2, identify, and affiliate with those in the L2 community (Dörnyei, 2010; Lu, & Hsu, 2008; Macintyre et al., 1998; Yashima et al., 2004), but also display attitudes to have less contact with an L2 community and be part of it. For Macintyre et al. (1998) “[e]njoyment and satisfaction in learning and using the L2 may encourage the individual to apply a more intense and thorough effort to the learning process” (p. 552). Positive attitudes are believed to derive from pleasant experiences in learning and using the L2, intrinsic motivation, or positive associations to the L2 community. Thus, stronger learner motivation is theorized to drive L2 learners to interact more readily (Yashima et al., 2004). Positive attitudes and motivations towards the L2 community lead to more positive inclinations to engage in interactions with that L2 community (Dörnyei, 2010; Dörnyei, Csizér, & Németh, 2006; Macintyre et al., 1998; Tahaineh & Daana, 2013). Thus, these attitudes can influence WTC in the

L2. Lastly, individual personalities can foster or hinder the potential to establish communication with L2 speakers. However, personality is not directly related to language communication, but along with social context, these two aspects set the conditions in which language learning can occur (Macintyre et al., 1998).

Yashima (2002), and Yashima et al. (2004) proposed an updated model to include contextual variables that can affect the willingness one has to communicate given a particular situation. Yashima et al. (2004) postulated that willingness to communicate is not sufficient condition to actually display communicative behavior, that is the actual use of the L2. Therefore, the researchers proposed an updated model to willingness to communicate that strongly supports the applicability of Yashima's (2002) and Macintyre et al.'s (1998) models for L2 contexts. The updated model involves five factors that interrelate and affect willingness to communicate and actual use of the L2. These factors include international posture, motivation, confidence, WTC, and frequency of communication (Figure 2.2).

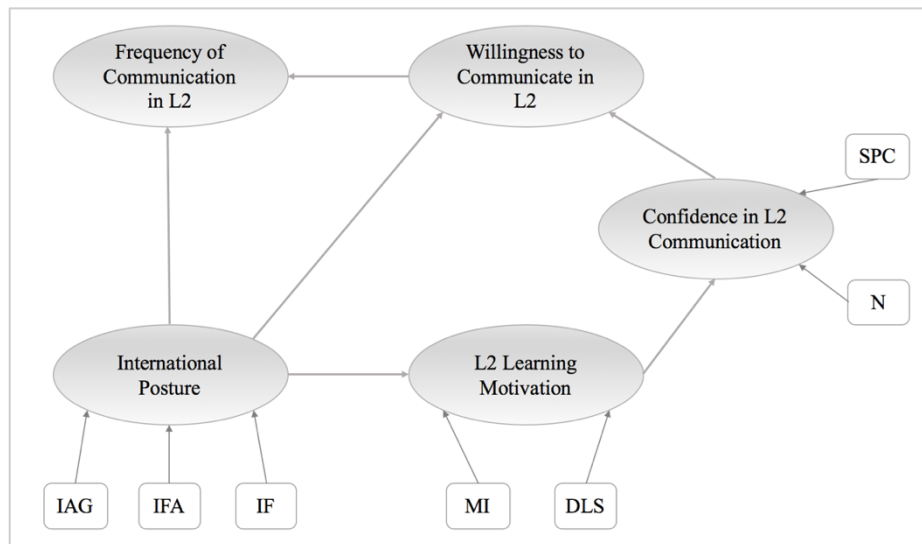


Figure 2.3 Model of factors in willingness to communicate and use of the L2 (IAG: Intergroup Approach-Avoidance Tendency, IFA: Interest in International Vocation/Activities, IF: Interest in International News, MI: Motivational Intensity, DLS: Desire to Learn Spanish, N: Communication Apprehension, SPC: Self-Perceived Communicative Competence) adapted from Yashima et al. (2004).

2.4.2 Factors influencing WTC in the L2

The five factors in Yashima et al.'s (2004) model display the interrelations among motivation to learn the L2, self-confidence in L2 communication, and international posture that influence WTC and frequency of communication in the L2. For Yashima et al. (2004) in L2 instruction, "it is hoped that the students acquire the necessary skills and WTC to change the dynamism of interaction by themselves rather than leaving it to the empathy/control of partners in intercultural interactions" (p. 122). Yashima et al. (2004) posited that students learning an L2 might have several goals and needs when learning the language. Therefore, the individual differences related to learners' intentions seem to influence WTC.

2.4.2.1 Motivation to Learn an L2. This aspect involves motivational intensity and desire to learn the L2. Motivational intensity refers to amount of effort that the learner puts in learning the L2 (Gardner & Macintyre, 1993), and the intensity of their state of mind (Yashima, 2002; Yashima et al., 2004). Whereas, desire to learn the L2 relates to the intention that the learner has to learn the language. Although this concept was originally conceptualized for French (Macintyre et al., 1998) and English (Yashima, 2002; Yashima et al., 2004), it is relevant to an L2, such as Spanish, since the context refers to learning a second or foreign language.

2.4.2.2 Confidence in L2 communication. This concept encompasses two aspects, perceived competence and communication anxiety. Perceived confidence refers to the self-judgment of communicative competence a learner has (Yashima, 2002; Yashima et al., 2004), and their ability to communicate successfully (Macintyre, Baker, Clément, Donovan, 2003). Whereas communication anxiety relates to apprehension, that is the level of nervousness and anxiety learners feel when communicating in a variety of situations (Macintyre, et al., 2003).

2.4.2.3 International Posture. This concept encompasses three aspects: approach-avoidance, international vocation, and interest in foreign affairs. Approach-avoidance relates to

the tendency to approach or to avoid non-L1 within the L1 sociocultural context. For instance, approach or to avoid non-Spanish speaking situations and contacts within a Spanish-speaking country. While, interest in international vocation relates to the genuine inclination that learners have to pursue an international career or to live abroad; interest in foreign affairs pertains to the attention that learners give to international issues (Yashima, 2002; Yashima et al., 2004).

2.4.2.4 Willingness to Communicate in the L2. This concept derives from the original WTC concept in L1 which states the “predisposition towards approaching or avoiding the initiation of communication” (McCroskey, 1992, p. 17). This concept focuses on four communication contexts and three types of receivers. The communication contexts include: public speaking, interpersonal dyad conversations, group discussions, and meetings. Whereas, the receivers include strangers, acquaintances, and friends. Similarly, this concept can be adapted to an L2 such as French (Macintyre et al., 1998), and Spanish for this study.

2.4.2.5 Frequency of Communication. This concept relates to how often the learners communicate voluntarily inside and outside the classroom using the L2 (Yashima et al., 2004).

The studies conducted by Yashima (2002), and Yashima et al. (2004) indicated that WTC and frequency of communication in the L2 are inextricably interrelated. The results of the studies demonstrated that learners who showed more WCT in diverse situations tended to initiate L2 communication in the classroom. Additionally, if learners perceived they had high communicative competence, they were more willing to communicate using the L2. The results also showed that learners with higher interest in international posture seemed to be more willing to communicate, therefore, initiating communication in the L2 more often. Further, Yashima et al.'s (2004) study demonstrated that WTC in the L2 is closely related to learners' communication inside and outside the classroom. This finding is of relevance because in a foreign language

environment, such as learning Spanish in the U.S, or English in a Spanish-speaking country, learners find it challenging to initiate communication with other speakers of the language (Yashima et al., 2004).

In sum, WTC, as a crucial factor in the use of L2, becomes an important goal in L2 pedagogy (Macintyre et al., 1998, Dörnyei, 2010; Yashima et al., 2004). Research has found that learners who demonstrate higher levels of WTC take advantage of the communicative opportunities (Ellis, 2004; Yashima et al., 2004), tend to use the L2 for more interaction and practice (Clément, Baker & Macintyre, 2003; Macintyre, Baker, Clément, & Conrod, 2001; Peng & Woodrow, 2010; Yashima, 2002; Yashima et al., 2004), and acquire greater language proficiency (Macintyre et al., 2001). Thus, because the overall goal for learning an L2 is to use it for communicative purposes, teachers need to create opportunities for learners to not only engage in learning and using the L2 but also to develop their WTC so they intentionally initiate communication.

2.4.3 WTC and Technology-mediated Tasks

Research on computer-mediated communication through online chats, discussion platforms, and gaming practices has shed some insights into the potential of digital technologies to promote not only language development, but also to increase learners' WTC in the L2 (Compton, 2004; Freiermuth & Jarrell, 2006; Lepore, 2014; Reinders & Wattana, 2014). In particular, online chats have been found to be effective in increasing WTC as well as interaction (Freiermuth & Jarrell, 2006), and oral participation (Compton, 2004) in the classroom. Freiermuth and Jarrell (2006) claimed that students were more willing to communicate online because chats decreased the social rules of face-to-face conversations, linguistic and pronunciation errors were highly reduced, and the focus was on task rather than on the pressures that regular face-to-face conversations entailed. Nevertheless, they also argued that the novelty of

solving tasks in online chats and the affordances of these tools might have influenced students' overwhelming preference for using online chats.

Further, discussion platforms (Kissau, McCullough, & Pyke, 2010; Lepore, 2014) have been used to investigate its impact on language learning and on WTC. CMC in multimodal discussion platforms have shown to promote a highly interaction environment to engage learners in authentic language learning and use (Kent, 2017), interactive tasks (Lee, 2016), and WTC in the L2. For instance, Lepore (2014) conducted a study to foster pronunciation through audio discussions in the digital tool Voicethread. Lepore found that students who participated in these discussions not only improved their French pronunciation, but also their WTC as a result of their participation in the audio discussions and the feedback they received from the instructor and their own self-evaluations.

In related research, Kissau et al. (2010) conducted a study with learners of French in an online course aimed to present a career possibility in teaching French at the K-12 level. The findings of the study suggested that overall learners increased their perceived confidence in French, decreased their anxiety to use French to communicate, and varied in their WTC. However, these results were not statistically significant. Additionally, WTC was measured in terms of written language production in the discussions, which might have been affected by the length of the responses. The qualitative data in this study suggested that two (heritage students) out of the six participants believed they improved not only their written French but also their oral communicative skills. All in all, the overall results demonstrated that the online environment offered an interactive space for learners to meet their needs for language development, and increase their willingness to use French for communicative purposes.

Games have also been explored to promote language development and WTC (Reinders and Wattana, 2014, 2015). Reinders and Wattana (2014, 2015) investigated the impact of the commercial massive multiplayer online game Ragnarok Online on students' experience and WTC in English. The results showed that most students increased their use of English when interacting with each other because the online game offered a safe space where they did not worry about making mistakes. The results also showed that the online game promoted a supportive environment for taking risks in using the L2 with lower levels of anxiety, an aspect that has been widely acknowledged as a barrier to L2 learning and use.

2.5 World Languages Readiness Standards and Proficiency Guidelines

The American Council on the Teaching of Foreign Languages in conjunction with the U.S Department of Education and the National Endowment for the Humanities have defined the content standards for the teaching of foreign language in the U.S. These standards serve as guidelines for what students should know about the language and what they are able to do with it. The standards have included aspects for language learning, literacy, applications of languages in the real world, and skills for the 21st century. The aim of these standards is to provide learners with the opportunities to use the foreign language and develop competence to communicate more effectively in the globalized world. The five goal areas that support these standards are communication, cultures, connections, comparisons and communicates (known as the 5 C's). These standards guide the language instructors in their teaching as they exemplify what learners can do with the L2, representing "a holistic, communicative approach to language learning" (Schwartz, 2002, p. 115).

The ACTFL guidelines provide descriptions of the functions and activities that L2 learners are able to do with the language in the four main language skills (reading, listening, speaking, writing). Although these guidelines are oriented towards assessments, they have

implications for teaching and learning. Therefore, this study uses these guidelines and can-do statements at the intermediate speaking level for the design and implementation of tech-mediated tasks. The can-do statements are guides that describe what learners know and can do with the L2 consistently over time, as well as help them set goals to achieve proficiency (ACTFL, 2012). These statements, which reflect the growth in learners' communication skills across levels, involve three modes of communication: interpretive, interpersonal, and presentational. The description for the intermediate level states that:

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language. (ACTFL, 2012, p. 7)

Studies that have used the ACTFL guidelines provided insights into the potential of making consistent connections between the standards and the L2 instruction. For instance, Eddy (2014, 2017) developed a model to design performance tasks for intercultural communication. Through the three-stage backward design approach, Eddy (2014, 2017) provided a model for curriculum development with intercultural competence at its core. In this curriculum, intercultural perspectives become overarching themes “advance performance assessment design for transfer, moving the learner to solve problems and create products in novel situations with value beyond the classroom” (p. 53). Similarly, Palpacuer-Lee, Khalpukova, Lee, and Melendez

(2014) conducted a study for pre-service teachers inspired by ACTFL position statement on global competence. In this study, Palpacuer-Lee et al. (2014) designed a series of tasks for an intercultural inquiry project with three language teachers, Mandarin, Spanish, and Italian. Through reflections on their work in the project, the pre-service teachers articulated their learning experience. The results of this study indicate that each pre-service teacher had a specific learning journey where they displayed the five characteristics of intercultural competence, knowledge, attitudes, skills of interpreting and relating, discovery and interaction, and critical cultural awareness.

2.6 Web 2.0 Technology

The Web 2.0 term refers to “a combination of innovations in the Web...[leading to] a fundamental change in the way people [are] using it” (Florence & Portia, 2016, p. 182). Web 2.0 has catalyzed a shift in the Internet’s purpose from an informative tool to a means for interaction within a user generated community (O’Reilly, 2005). Web 2.0 technologies include blogs, wikis, social bookmarking, multimedia sharing, podcasting, RSS and syndication (Anderson, 2007).

2.6.1 Web 2.0 Technology and TBLT

Research on TBLT have explored a myriad of Web 2.0 technologies, highlighting promising affordances and identifying limitations of these applications. The affordances range from practice of discrete linguistic items (e.g., use specific grammatical tenses), to collaboration and communication that enhances linguistic awareness and access to more authentic language materials. Table 2.4 describes the types of web 2.0 tools and their affordances and limitations for language education.

Table 2.4 Description of technology affordances of Web 2.0 technologies

Type of Web 2.0	Affordances	Limitations
<i>Blogs</i>	<ul style="list-style-type: none"> ▪ Development of written/oral discourse ▪ Collaborative writing ▪ Reflection on language use ▪ Cultural reflection and awareness 	<ul style="list-style-type: none"> ▪ Development of written/oral discourse ▪ Collaborative writing ▪ Reflection on language use ▪ Cultural reflection
<i>Wikis</i>	<ul style="list-style-type: none"> ▪ Collaborative writing ▪ Peer feedback ▪ Planning language discourse 	<ul style="list-style-type: none"> ▪ Language productivity vs collaboration ▪ Awareness of linguistic norms ▪ Need for digital literacy skills
<i>Podcasting</i>	<ul style="list-style-type: none"> ▪ Access to authentic L2 resources ▪ Improve pronunciation, listening, and oral communication 	<ul style="list-style-type: none"> ▪ Focus on specific linguistic features in pronunciation ▪ Quality of content

For instance, blogs have been implemented to foster intercultural learning (Comas-Quinn, Mardomingo, & Valentine, 2009; Lee, 2011; Shao, Cook, & Koleva, 2007), develop learner autonomy (Kessler, 2009; Lee, 2011), interaction and exchange of perspectives (Vurdien, 2013), enhance motivation (Lee, 2010; Sun 2009), increase speaking skills (Sun, 2009), and foster reflection practice (Lee, 2011; Vurdien, 2013). Research has also explored wikis as spaces for promoting intercultural learning (Elola & Oskoz, 2008), collaborative writing (Kost, 2011; Oskoz & Elola, 2014; Strobl, 2014; Zou, Wang, & Xing, 2015), and for combining asynchronous voice applications (Elola & Oskoz, 2008). Another Web 2.0 technology that has been implemented is podcasting. Podcasting facilitates access to audio and video recordings by downloading them to a computer or mobile device, or by subscribing to them (Godwin-Jones, 2005; Harris & Park, 2008). Podcasting also offers convenient, portable and flexible access (Lee & Chan, 2006). In L2 learning, podcasting has been integrated as a resource to access to authentic L2 sources (Lomicka & Lord, 2010; Rosell-Aguilar, 2007, 2013; Stanley, 2006; Thorne & Payne, 2005) in a personalized way with learners in control of the listening resource (Rosell-Aguilar, 2013). Studies on podcasting have shown several potential benefits of this technology such as an

effective venue for improving pronunciation (Ducate & Lomicka, 2009; Lord, 2008; Sze, 2006), and improving listening skills through varied audio input (O'Bryan & Hegelheimer, 2007; Schmidt, 2008), and effective means for feedback (Ducate & Lomicka, 2009).

Further, research on Web 2.0 technologies have investigated the affordances related to multiple means of communication (Jepson, 2005; Rosell-Aguilar, 2005; Yanguas 2010). While in single technology-mediated chats, research has suggested that learners can engage in more negotiation of meaning, presumably due to the lack of visual cues and the delayed time to post a reply (Jepson, 2005; Yanguas, 2010), studies on multimodality (e.g., audio, video, text, images) have focused on combining different modes to enhance L2 input and output. Rosell-Aguilar (2005) posits that the lack of paralinguistic cues and body language in online tasks might be a challenge because information might be conveyed ambiguously. Therefore, utilizing multimodality might help overcome these challenges and the ambiguity of conveying information through one single technology feature. Yet, implementing multimodality places higher cognitive and attention demands on learners, especially when they were unfamiliar with their use (Rosell-Aguilar, 2005). Therefore, training learners on effective use of the multimodality can prevent interference in the completion of the tasks related to technology troubleshooting.

Despite the potential of Web 2.0 technologies, some limitations still remain. These include lack of awareness of cultural and linguistic norms, access to technology, and learner training in planning the tasks mediated by the tool. Thus, the connection between pedagogical choices and task design characteristics, and the affordances of the technologies remain unclear. Furthermore, learners' technology skills and knowledge are apparently overestimated when integrating Web 2.0 resources in the L2 classroom.

2.6.2 Flipgrid Video Discussion Platform

Flipgrid is a Web 2.0 technology with a social learning platform that facilitates audio-video discussions (Figure 2.3). This platform has several affordances that can promote interaction, collaboration, feedback, and scaffolding, aspects theorized to be catalyst for L2 development.



Figure 2.4 Flipgrid social learning platform

[from website <https://flipgrid.com/>]

There are many affordances to the Flipgrid platform. As can be seen in Table 2.5, the affordances that Flipgrid offers allow teachers and learners to post audio-video messages and spark discussions beyond the classroom (Flipgrid, 2017; Karlin, 2016). This is particularly relevant to teaching and learning an L2 where it is expected that learners use the language for communicative functions in authentic and real situations.

Table 2.5 *Description of technology affordances of Flipgrid*

Affordance	Description
<i>Ease of use</i>	<ul style="list-style-type: none"> ▪ Straightforward audio-video recording ▪ No need to open a user account ▪ Downloadable app for mobile device ▪ Simple user-friendly layout and navigation ▪ Direct student-student replies
<i>Self-monitoring and assessment</i>	<ul style="list-style-type: none"> ▪ Review recordings before posting ▪ Unlimited recordings and re-recordings
<i>Multimodal stimulus and personalization</i>	<ul style="list-style-type: none"> ▪ Interaction, collaboration, and mutual feedback ▪ Audio-video discussions ▪ Emoticons and animated stickers ▪ File and document attachments ▪ Titles in individual recordings
<i>Seamless integration</i>	<ul style="list-style-type: none"> ▪ Flexible appsmash ▪ Custom integration for Microsoft Teams and Canvas
<i>Community of users</i>	<ul style="list-style-type: none"> ▪ Interaction with other users in open or close communities ▪ Flexible close community for classroom use
<i>Ease of sharing,</i>	<ul style="list-style-type: none"> ▪ Link or embed grids and QR codes ▪ Download responses for later use ▪ Embed responses into websites
<i>Multimodal platform</i>	<ul style="list-style-type: none"> ▪ Available on website and mobile devices (iOS, and Android) ▪ Functional in all web browser ▪ No need for plug-ins
<i>Custom feedback</i>	<ul style="list-style-type: none"> ▪ Use of custom rubrics ▪ Individual audio-video feedback
<i>Control and management</i>	<ul style="list-style-type: none"> ▪ Timing ▪ Active-Freeze grids ▪ Analytics (views, use, notifications, links) ▪ Educational access

2.6.2.1 Rationale for using Flipgrid. The affordances of Flipgrid, in particular ease of use, multimodality, personalization, self-assessment, and custom feedback, offer potential means to realize technology-mediated oral tasks, create opportunities to increase WTC, and enhance communicative performance. Ease of use can engage learners in oral interactions supported by video which enhances body language, facial expression, and paralinguistic cues, aspects that are absent in other forms of Web 2.0 such as text-chats and discussions, wikis, and blogs (Blake,

2000; Lin, 2015; Lys, 2013; Rosell-Aguilar, 2007). Thus, the video support can foster a sense of presence facilitating comprehension, communication, and interaction in authentic synchronous-like ways, an aspect that is limited in podcasting where students need to download the audio or video files.

Further, the simple intuitive navigation, use, and layout can drive learners to focus on the language use rather than on troubleshooting technical problems (Liou, 2012; Zou et al., 2015), in particular when the tool is new to learners. Since computer-mediated communication is hypothesized to increase WTC, Flipgrid can offer a viable option to foster not only WTC but also language production in personalized communication and unlimited audio-video re-recordings, leading to increase self-confidence in using the L2 and decrease levels of anxiety (Kissau et al., 2010; Lepore, 2014), aspects that commonly add pressure in face-to-face conversations (Freiermuth & Jarrell, 2006). Flipgrid can be easily used to practice speaking skills through mini-speeches (Gerbensky-Kerber, 2017).

Multimodality is an affordance that can influence affective-cognitive factors in language development (Rosell-Aguilar, 2005). The multiple modes for language input and output provided in Flipgrid can engage learners in highly-demanding interactive tasks accessible at learners' own time and pace, promoting oral participation, authentic language learning and use (Kent, 2017). Thus, Flipgrid can facilitate a communicative act where comprehension, production or interaction with a focus on conveying meaning prevails rather than a focus on explicit grammar practice; a goal in pedagogical tasks (Nunan, 2004). It can also foster oral communicative performance and authentic communication, two of the main goals of TBLT. What makes Flipgrid more appealing to L2 instruction is not only its multimodality to combine audio and video, but it also takes L2 use beyond the classroom, offering "face time with faculty and

peers... necessary for students to feel included and integrated into the academic environment” (Allen, 2006, p. 123).

Further, the availability of Flipgrid in multiple devices can facilitate the frequency of communication and interaction in the L2, a crucial aspect in WTC and actual use of the L2. Learners can record their audio-video postings from a computer or mobile device. The Flipgrid application can also allow personalization of postings by providing users to add titles to their discussions and use emoticons and animated images to increase engagement. These are particularly interesting because learners can add meaning and enhance their communication and motivation to enhance paralinguistic cues. Finally, Flipgrid allows learners to self-assess their performance prior to posting the recordings, thus, facilitating a focus on the learning process.

As mentioned earlier, international posture is a factor that influences WTC and use of the L2. Flipgrid promotes building community of users, inside and outside the classroom. Flipgrid allows teachers and students to establish connections with other groups of users-learners and increase their community to share and communicate in the L2. Furthermore, Flipgrid can engage community of learners in discussing current events and foreign affairs, thus facilitating intercultural awareness and sensitivity (Belz, 2003; Müller-Hartmann, 2000; O’Dowd, & Ritter, 2006; Ware, 2005; Yang & Chen, 2014). Additionally, through Flipgrid teachers can implement tasks that foster communication in communities for the five goal areas of the ACTFL World Readiness Standards.

A key aspect in language learning is feedback and scaffolding. Flipgrid offers the potential for peer-to-peer replies, and personalized audio-video feedback. Flipgrid allows users to post unlimited comments to peers, thus providing mutual feedback, an aspect highly valued by learners (Zou et al., 2015), and that can enhance self-confidence in L2 communication and

performance. Additionally, teachers can personalize rubrics and send audio-video feedback to individual students. Feedback is a necessary strategy that can direct learners to focus on meaning and form, the key foundation of TBLT. Flipgrid can also promote positive attitudes towards peer-to-peer feedback (Ducate and Lomicka, 2009) in an immediate synchronous-like way.

The Flipgrid tool is an ideal computer-mediated application that can engage learners in interactive tasks resembling meaningful real-life contexts. The audio-video interactions in Flipgrid can promote language communicative competence and increase learners' WTC in the L2 more naturally, and within communities of learners. The affordances that Flipgrid offers align to the ACTFL pedagogical guidelines to assist learners in developing their ability to use the L2, that is developing their communicate competence and performance.

2.7 Chapter Summary

This chapter presented the theoretical framework that underlies the study. It presented relevant studies on task-based language teaching, communicative language teaching approach, willingness to communicate, and the use of Web 2.0 technologies. Technology-mediated task-based language learning and teaching can transform the language learning experience by leveraging technological affordances to foster authentic, meaningful, interactive, and real use of the L2 (Godwin-Jones, 2005, 2011; Gonzalez-Lloret & Ortega, 2014; Ziegler, 2016). Additionally, the synergy between technology and tasks can promote mutual benefit; tasks can be enhanced by the affordances of the web 2.0 technologies and technology can be uniquely useful for language learning provided it is supported by theoretical-informed decisions related to second language acquisition and pedagogy (Gonzalez-Lloret & Ortega, 2014).

Despite the emerging research that has investigated the impact of computer-mediated communication on language development and willingness to communicate in the L2, several aspects remain underexplored for language pedagogy. Most of the existing research has focused

on online text chats and asynchronous oral presentations, examining learners' language production and their attitudes towards using the L2 in a context that hardly resembles a real-life like communication. Additionally, little is known about the communicative performance and the relationship to willingness to communicate in the L2 in CMC audio-video discussions. For example, it is unclear if indeed the CMC audio-video discussions can increase learners' oral communication performance, their willingness to communicate spontaneously, and lower their anxiety while communicating in the L2. Thus, it is necessary to investigate instructional strategies that focus on the role of technology to help learners minimize enduring and situated factors so that the language learning experience is conducive to positive outcomes.

CHAPTER 3. METHODOLOGY

This chapter describes the methodology used in this dissertation study and is structured in four main sections. The first section gives a detailed description of the research design, context, and participants. Specifically, this section describes the mixed-methods study and the quantitative as well as the qualitative methods implemented for data collection. In addition, a description of the learning context, including the language program, courses, and participants are presented to provide the frame of contextual reference. The second section provides a description of the technology-mediated pedagogical tasks which includes the framework and developmental processes followed to create the speaking prompts in every task. The third section gives a detailed description of the procedures for the implementation of the technology-mediated tasks in the application Flipgrid. The last section describes the data collection instruments and procedures for gathering participants' data. In addition, a detailed description of the analysis conducted for each of the research questions in the study is presented.

Based on the premise that being able to communicate in a second language goes beyond the acquisition of grammatical rules and vocabulary, this dissertation study focuses on other language aspects including learners' willingness to communicate, confidence in their language knowledge and skills, and communicative opportunities (Macintyre, Dörnyei, Clément, & Noels 1998; Macintyre, 2007; Yashima et al., 2004). Even though many learners have the linguistic knowledge and opportunities to use the second language for communicative purposes, having a spontaneous and sustained communication in the second language is more challenging. Many learners prefer to avoid these opportunities (Macintyre et al., 1998; Macintyre, 2007) for reasons including embarrassment, anxiety, and lack of confidence in language skills (Gonzalez-Lloret & Ortega, 2014; Gregersen & McIntyre, 2014; Kessler, 2010). Thus, this study set out to examine

whether the use of technology-mediated speaking tasks can promote willingness to communicate and communicative performance in a second language. Specifically, this study investigated willingness to communicate and communicative performance in college Spanish learners. The speaking tasks offered students the opportunities to practice their speaking skills outside the classroom as a way to help build their language skills as well as their confidence in language use. Because the tasks were carried out outside the classroom, an audio-visual technology application was used. Therefore, the study also investigated the students' experiences in the technology-mediated tasks. The task design was informed by Gonzalez-Lloret & Ortega's (2014) framework for technology-mediated TBLT.

3.1 Research Design

This study used a mixed-methods quasi-experimental research design. Specifically, this was an embedded design with two methods for data collection and analysis: a quantitative strand, and a qualitative strand (Creswell & Plano Clark, 2011). The study included two groups: a) an implementation group (FG), and b) a comparison group (CG) (Figure 3.1). The selection of this embedded design corresponded to the need to address different questions for which different types of data were required.

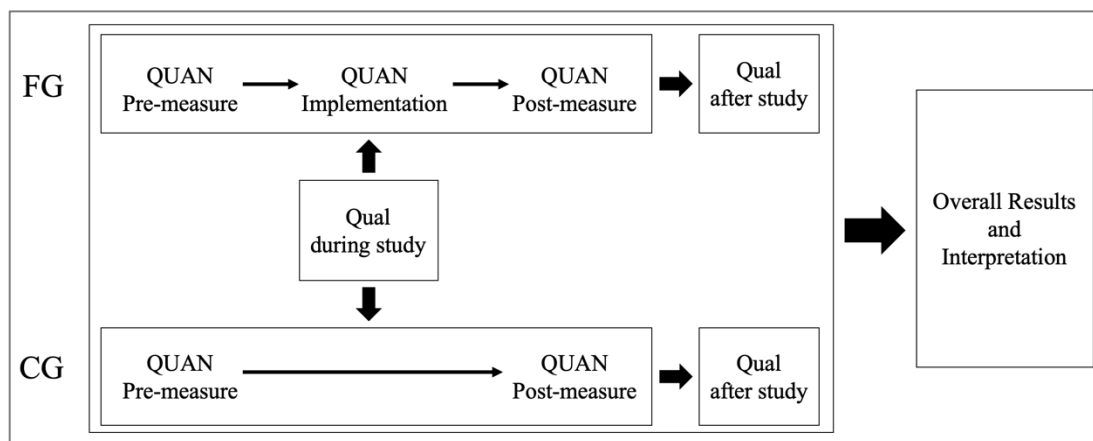


Figure 3.1 Embedded research design
(based on Creswell & Plano Clark, 2011)

The quantitative and qualitative strands included multiple methods of data collection. These methods are listed in Table 3.1. While the quantitative data were used to answer whether tech-mediated oral communication tasks impacted students' willingness to communicate, and communicative performance, the qualitative data set helped unveil how students perceived their experience and participation in the technology application, and how the instructor perceived the students' participation and communicative performance in the speaking tasks.

Table 3.1 *Quantitative and qualitative methods of data collection*

Strands	Methods
<i>Quantitative</i>	<ul style="list-style-type: none"> ▪ pre-post survey measurements on students' willingness to communicate ▪ speaking quizzes to measure communicative performance throughout the semester ▪ final oral presentation to measure communicative performance at the end of the semester ▪ analytic data in the application Flipgrid
<i>Qualitative</i>	<ul style="list-style-type: none"> ▪ open-ended written reflections ▪ open-ended midterm survey ▪ focus-group interviews with students ▪ pre-post interviews with instructors

The collection and analysis of quantitative and qualitative data was combined. However, greater emphasis was placed on the quantitative strand and the qualitative strand served a secondary supportive role (Creswell & Plano Clark, 2011, Greene, 2007). The qualitative data was used to answer a secondary research question and to explain the reactions and experiences of the participants (Maxwell, 2012; Merriam, 2009). The combination of the quantitative and qualitative data occurred during the data collection and analysis. For instance, the researcher created the questions for reflections based on the preliminary results of the pre-survey. The questions for the midterm survey and interviews were based on the preliminary results of reflections and post-survey, respectively. The pre and post survey were administered

sequentially, while the technology-mediated tasks, midterm survey and reflections were implemented concurrently. The interviews were administered sequentially, starting with students focus-group interviews, followed by the instructor’s interviews.

3.2 Research Context

The study was conducted in 2018 within the Spanish Language Program in the Department of World Languages and Cultures at Iowa State University with four sections of the fourth semester of college Spanish. Two courses participated in the technology-mediated tasks Flipgrid group (FG), and two sections participated in the comparison group (CG), each with the instructor of record assigned by the department (Figure 3.2).

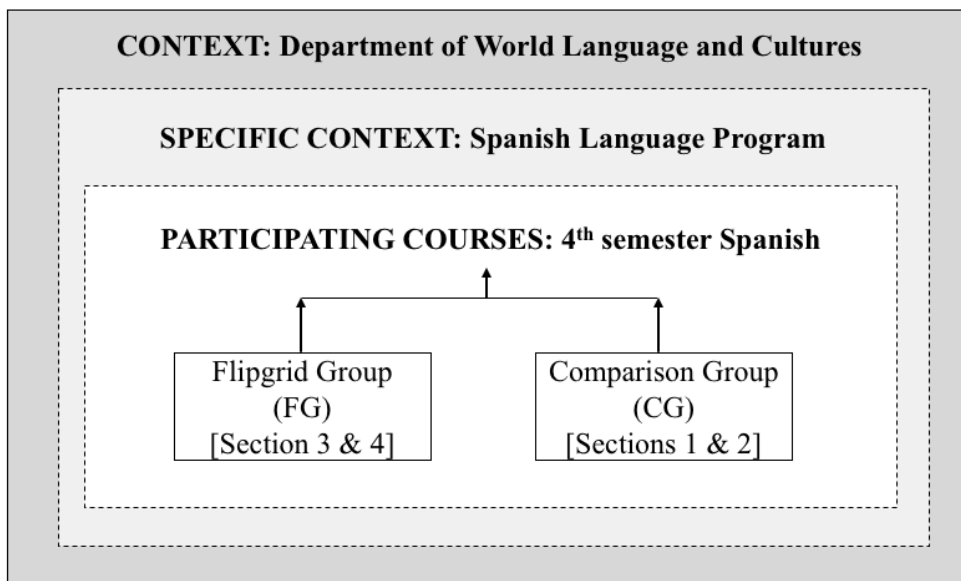


Figure 3.2 Context of the research study

The fundamental mission of the Department of World Languages and Cultures is to “develop students through practical, global, and leadership experiences into the well-rounded citizens and informed critical thinkers” (Strategic Plan, 2017-2022, p. 1) needed in a dynamic and global community in the 21st century. The WLC prepares students with interests in a wide

variety of disciplines for the challenges and opportunities in socioeconomic, political, and cultural changes through language and cultural practices.

The Spanish program within the WLC has two tracks, (1) Classic Languages, and (2) Languages and Cultures for Professions (LCP), both with majors and minors. The learning outcomes are based on the Standards for Foreign Language Learning in the 21st century, which define the role of the foreign language in the learning of every student as described by ACTFL. These outcomes reflect a shift of the foreign language education suggesting that the focus is on the abilities that students develop to use the language in real-life situations. In addition, the Spanish program supports multiple initiatives towards facilitating spaces for students to practice and use the Spanish language in more conversational styles.

3.2.1 Participating Courses

The intermediate Spanish courses were selected for three main reasons. First, technology-mediated TBLT with intermediate students was more suitable because these learners had developed some linguistic and lexical knowledge of the L2 prior engaging in speaking tasks (Collentine, 2009; Ducate & Lomicka, 2009). Second, courses at the same language level facilitated the measurement of the willingness to communicate and oral communicative performance based on the course learning outcomes derived from the ACTFL standards. Third, the four course sections and the two instructors were available and willing to participate in the study and implement instructional strategies to promote more communicative opportunities for learners to use Spanish in authentic spontaneous speaking tasks.

The intermediate Spanish course is the fourth course in a four-semester sequence designed to continue students' development of communicative skills and expand their knowledge of the cultures of Spanish-speaking countries. This course was offered in the flipped format for all the four courses in this study. Students studied linguistic content and completed assignments

online prior to coming to class, establishing a foundation of the material and concepts to be studied on a given day. In the classroom, students reactivated the knowledge studied previously and honed their skills in practical communicative activities.

The program outcomes for the 4th semester courses include:

1. read and demonstrate comprehension of uncomplicated prose, fiction, contemporary material in the target language.
2. converse in the target language on practical daily subjects and be understood by speakers of Spanish.
3. write essays in the target language with complex sentences on various topics, cultural material, and everyday subjects.
4. demonstrate an understanding of Spanish spoken at normal speed with some repetition on a variety of selected topics in various formats.
5. demonstrate critical thinking skills of deduction and inference about grammar patterns and syntax in order to extract meaning from texts and verbal discourse.
6. demonstrate developing awareness of cultural values, beliefs, and ideologies of the Hispanic world.

3.2.2 Participants

This study used a nonprobability sampling strategy based on the characteristics of the inquiry and availability of participants (Creswell, 2012). Therefore, a convenience sampling approach was implemented. The convenience sample included all students that self-enrolled in the four sections of the intermediate Spanish course in the Spring 2018 and their course instructors. Thus, the main participants were the students who were conveniently selected to be in the Flipgrid (FG) and Comparison (CG) groups. Considering that the intermediate Spanish course is the fourth in the sequence, all student participants had taken Spanish courses

corresponding to beginner level at Iowa State or at another institution or had been placed in the intermediate course through a placement exam due to prior coursework and experience in learning Spanish. The secondary participants in this study included two course instructors. Each instructor taught two sections of the intermediate Spanish class (one taught the FG group, and the other taught the CG group).

3.3 Developmental Process of the Technology-mediated Pedagogical Tasks

The technology-mediated oral communicative tasks were designed using the framework for technology-mediated TBLT and the model for K-16 world language curriculum design that integrates ACTFL standards (Eddy, 2014, 2017). These tasks also aligned to the overall themes of the course textbook *Más* (Pérez-Gironés & Adán-Lifante, 2014) and the course learning goals. The technology-mediated TBLT framework includes the following components: (1) TBLT-informed definition of tasks, (2) implications of using technology in L2 educational settings, and (3) integration of tasks and technology in curriculum. The process followed in each of these components is described in the following sections.

3.3.1 TBLT-informed definition of tasks

Following the five key features of tasks proposed by Gonzalez-Lloret and Ortega (2014), this study sought to design pedagogical tasks that a) primary focus on meaning, b) goal orientation, c) learner-centeredness, d) holism, and e) reflective learning. The definition that informed the task design was adopted from Nunan (2004): “a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather to manipulate form” (p. 4). Each of the task features in the context of technology integration guided the design of the tasks in alignment to the affordances of the technology application (Table 3.2).

Table 3.2 *TBLT features and task design*

TBLT features	Task Design
<i>primary focus on meaning</i>	<ul style="list-style-type: none"> ▪ speaking prompts aimed towards communicating meaning and language practice with some initial level of structured communication, where students practice predictable use of language, communicated meaning, and exchange information. Expected use of linguistic forms was not explicitly stated.
<i>Goal orientation</i>	<ul style="list-style-type: none"> ▪ the purpose of the speaking tasks was to encourage the use of Spanish to interpret, analyze, and communicate ideas on familiar and world-related topics.
<i>Learner-centeredness</i>	<ul style="list-style-type: none"> ▪ the tasks focused on giving students additional practice of spoken Spanish so they can enhance their oral communicative skills, and use the language learned for communicating with others inside and outside the class. The tasks aimed to incorporate learners' personal experiences
<i>holism</i>	<ul style="list-style-type: none"> ▪ the content of the tasks was based on topics derived from the textbook chapters. These topics ranged from personal interpretations of information, to hypothetical ideas on world-related topics.
<i>Reflective learning</i>	<ul style="list-style-type: none"> ▪ the topics of the tasks implicitly aimed to elicit reflective thinking on the topics, but not necessarily on the learning itself. ▪ self-assessment of communicative performance was facilitated through the availability of re-recordings ▪ reflection thinking on the task experience was integrated as an additional activity.

3.3.2 Implications of using technology in L2 educational settings

For Gonzalez-Lloret & Ortega (2014), the role of technology is not neutral in designing language learning experiences, rather, technology “spearheads a set of new demands and actions which in and of themselves become target tasks and hence part of the curriculum” (p.7). In this regard, the affordances of the technology application Flipgrid were considered for the

development and implementation of the tasks. Each of the affordances that Flipgrid offered was aligned to the purpose, functions, and outcomes of the language tasks for students and instructor. The alignment focused on four major affordances: ease of use, multimodal stimulus, feedback, and management. Table 3.3 describes the alignment in detail.

Table 3.3 *Matching affordances of the Flipgrid application to task design and development*

Affordances of Flipgrid	Task Design and Development
<i>Ease of use and sharing</i>	<ul style="list-style-type: none"> ▪ Students: access through a code provided by instructor, use in multiple devices, no need for individual accounts, minimal training, available guidelines and tutorials ▪ Instructor: access through a shared account, minimal training, available guidelines and tutorials
<i>Multimodal stimulus and personalization</i>	<ul style="list-style-type: none"> ▪ Students: speaking posts can include emojis and access multiple recording options (e.g., upload video, record without audio), provide informal feedback to others by using “like” features ▪ Instructor: speaking prompts can be supported through visuals, videos, links to other resources; speaking prompts can be password protected
<i>Custom feedback</i>	<ul style="list-style-type: none"> ▪ Students: received feedback through video response, participants’ “likes”, or individual video from instructor ▪ Instructor: create personalized rubrics, provide feedback in video or via individual email
<i>Control and management</i>	<ul style="list-style-type: none"> ▪ Instructor: set time limits and requirements for each prompt; moderate the video responses; allow video features (emojis, reactions, views, student-to-student replies)

3.3.3 Integration of tasks and technology in curriculum

In L2 educational settings, technology does not solely affect teaching and learning, but it also affects the design and implementation of the entire curriculum (Nielson, 2014). Thus, tasks are a critical element in L2 instruction because these lead learners to achieve diverse communicative as well as linguistic goals. Drawing on Norris, Bygate, & Van den Branden

(2009)'s discussion on curriculum and syllabus, Gonzalez-Lloret & Ortega (2014) suggested giving the L2 curriculum more visibility when integrating tasks and technology. This visibility should respond to a conceptualization of curriculum at a micro and macro levels. As this study is a small-scale implementation within the classroom environment, the micro level visibility given to the technology-mediated tasks corresponded to the integration of the tasks in the course syllabus and schedule of assignments. The tasks were considered as a part of class participation with the option of extra credit for the students who participated in the tasks. The points assigned for extra-credit were given at the discretion of the instructor.

3.3.4 Alignment of ACTFL Standards through the K-16 model

The K-16 model aims to develop transfer tasks as integrated performance assessments tasks so that students build their confidence in communicating using the target language more naturally (Eddy, 2017). Pedagogical tasks (Nunan, 2004) were designed by adapting the guidelines for Understandings and Essential Questions (Eddy, 2014, 2017) and in accordance to the ACTFL *World-Readiness Standards* performance guidelines for the Communication goal area. In particular, to address the research questions and meet a utility goal (Feilzer, 2010) the pedagogical tasks targeted the interpretive and presentational communication areas (Table 3.4). The interpretive area focuses on demonstrating understanding of content and deriving meaning from authentic audio, visual, and cultural resources. The presentational area focuses on creating and presenting ideas in different formats on a variety of topics to multiple audiences.

The researcher and the FG group instructor designed the tasks as a platform to practice the language outside of class and provide students with an opportunity to develop their willingness to communicate in Spanish and their spoken communicative performance. These two areas aimed to facilitate individual practice and reinforce the processes of understanding, interpreting, and presenting concepts and ideas related to familiar contexts and daily life topics.

Table 3.4 *ACTFL World-Readiness Standards –Communication Goal Areas*

Focus of this research study		Interpersonal Communication
Interpretive Communication	Presentational Communication	
“Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.” (ACTFL World-Readiness Standards, 2012, p.1)	“Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.” (ACTFL World-Readiness Standards, 2012, p.1)	“Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.” (ACTFL World-Readiness Standards, 2012, p.1)

The topics in the textbook served as the focus points to design the technology-mediated tasks. Each task aligned to one chapter of the textbook, with a total of six tasks implemented during the course of this study (See appendix A for detailed description of all six tasks). The six tasks corresponded to the six chapters that were studied in the intermediate Spanish course per semester. All the technology-mediated tasks were completed outside of class. Each task had different levels of complexity (e.g., description of familiar topics, comments on social issues, comparing information, narrate events), autonomy (e.g., impromptu speaking, evaluating progress of learning), and novelty (e.g., up-to-date topics related to social/educational/cultural issues, use the language beyond the classroom) (Eddy, 2014). For example, instead of asking students to converse in pairs about a class topic, students could provide opinions and reactions to current events in their lives. Table 3.5 provides a description of the alignment between chapter topics and the two modes of communication: interpretive and presentational.

Table 3.5 *Alignment between textbook chapters and modes of communication*

Textbook Chapters	Interpretive (low stakes) Interpret/Analyze	Presentational (mid/high stakes) Analyze/Explain/Narrate
<i>Ch. 7: Nosotros</i>	Identity and individuality	Evidence of the impact of language and culture on shaping countries and people
<i>Ch. 8: Nuestro pequeño mundo</i>	Our actions and the world around us	Impact of human actions and technology on the environment and society
<i>Ch. 9: En busca de la igualdad</i>	Civic engagement and social equity	Socio-political issues related to equity, language, and culture in Hispanic countries and in the U.S
<i>Ch. 10: Los tiempos precolombinos</i>	Historical and cultural events	The influence of historical events, traditions and culture on language in the American continent.
<i>Ch. 11: Los tiempos coloniales</i>	Imagination and culture	The influence of cultures and situations related to students' own life and culture.
<i>Ch. 12: La democracia</i>	Changes in life and society	The personal and socio-political changes in Latin America and in the U.S.

Once the alignment among the task features, communication goal areas, and technology affordances were clear, the research and the FG course instructor developed and implemented the tasks in the technology application Flipgrid. This tool facilitated the creation of a grid per each of the two sections in the FG group (Figure 3.3). Within each grid, the researcher created each of the topics related to each of the themes in the textbook chapters, as outlined earlier in Table 3.4.

The screenshot displays the FLIPGRID 'My Grids' page. At the top, there are navigation tabs: Activity, My Grids (selected), MixTapes, Disco Library, and #GridPals. The user's name, Nadia Jaramillo, is visible in the top right. Below the navigation, the 'My Grids' section includes a rocket icon and statistics: '21 hours and 10 minutes of total engagement time across your Grids!' and an 'Engagement Fact' stating 'That's how long the longest chess game lasted!'. A search bar and 'Export Data' link are also present. The main content is a table of grids:



Grid Name	Flip Code	Last Response	Engagement	Grid Activity
 Spanish Grid Sec 3 8 topics 87 videos	stf1o6	Apr 8, 2018	-	Inactive Share Actions
 Spanish Grid Sec 4 8 topics 48 videos	17zs6q	Apr 8, 2018	-	Inactive Share Actions

Figure 3.3 Grids that corresponded to each of the course sections in the FG group

The tasks required students to respond to specific speaking prompts that aimed to engage them in the practical use of spoken Spanish, utilizing grammatical structures and vocabulary related to each corresponding chapter, or other linguistic resources that help them accomplish the task. The tasks prompts focused on promoting students' interpretation of the broader topics studied in class, analysis of the topics in relation to their own personal experiences, and explanation or narration of information that was familiar to them or that was of daily-life interest. While the overall purpose of the technology-mediated tasks was two-fold: promote willingness to communicate and facilitate practice for oral communicative performance, the task input was varied to aid students' comprehension of the topics. Therefore, additional visual, text-based, or video resources were added to spark students' attention to the topic and have supplemental input to discuss (Table 3.6).

Table 3.6 *Tasks prompts and topic resources added to the grids in the Flipgrid tool*

Flipgrid Topic	Task Prompts	Topic Resource
<i>Hablemos del Capitulo 7</i>	Compara y contrasta un aspecto cultural entre un país de habla española y tu propio país [Compare and contrast one cultural aspect between a Spanish-speaking country and your own country]	Visual input
<i>Hablemos del Capitulo 8</i>	Describe que haces para proteger el medio ambiente. Menciona tres cosas que deberías hacer para proteger el medio ambiente pero que no las haces (lo suficiente) [Describe what you do to protect the environment, and mention three things you should do to protect the environment but don't do (or don't do enough)]	Visual and video input
<i>Hablemos del Capitulo 9</i>	Describe cuál crees que es el aspecto más importante relacionado a derechos humanos/derechos civiles en los Estados Unidos y en países hispano-hablantes actualmente? Explica que se debería hacer sobre estos aspectos? [Describe what you think is the most important issue related to civil rights/human rights in the United States and Spanish-speaking countries today and explain what should be done about it? Explore the website as a resource]	Visual input and web resources
<i>Hablemos del Capitulo 10</i>	Imagina que tu puedes participar en un evento histórico. Describe cuando tu visitarías ese evento y qué harías, también explica por qué este evento es importante para ti. (Mira el video para referencia). [Imagine you could participate in an historic event. Describe when would you visit and what you would do, as well as why this event is important to you. (Watch the video as reference)]	Visual and video input
<i>Hablemos del Capitulo 11</i>	Escucha la conversación en el video y responde a la pregunta al final. [Watch the video and listen for the question at the end]. Here is the question in written: Imagine that your Spanish professor suddenly disappeared. [What do you think would have happened to him/her and what consequences would it have for you and the class?]	Input from a stage conversation
<i>Hablemos del Capitulo 12</i>	Imagina que tienes el poder para cambiar un aspecto en tu vida, que cambiarías y por qué? Explica tantos detalles como puedas. [Imagine you have the power to change one aspect in your life, what would you change and why? Explain as many details as possible.]	Visual input

Note: Prompts were provided in Spanish and the translation given in brackets

There were seven topics in each grid, one topic for Getting started with Flipgrid and the remaining six topics corresponded to each theme in the textbook chapter (Figure 3.4). The topic Getting started with Flipgrid was presented as a training task for students to familiarize themselves with the tool environment and procedure to posting their video responses. Each of the six topics were labeled as Hablemos del Capitulo # (Let's talk about Chapter #). The topics were set up to (1) allow students access only by using their university email domain, (2) include a holistic rubric for communicative performance, and (3) had specific settings for personalization and interaction. These specific settings included allowing downloads, topic privacy controlled with email domain, topic resources or attachments, and video features such as decorations, reactions, replies, and video titles.

The screenshot shows a Flipgrid interface for a grid titled "Spanish Grid Sec 3" with a flip code of "stf1o6". The grid contains 8 topics, 87 videos, and 323 views. The topics are listed in a table below:

Pin	Topic Name	Flip Code	Display Date	Engagement	Activity
	Ideas 0 videos 0 views			-	Inactive
	Hablemos del Capitulo 12 5 videos 11 views	c2c773	Apr 2, 2018	18 min	Active
	Hablemos del Capitulo 11 7 videos 18 views	826116	Mar 20, 2018	28 min	Active
	Hablemos del Capitulo 10 10 videos 19 views	3735bd	Feb 12, 2018	41 min	Active
	Hablemos del Capitulo 9 12 videos 25 views	91e4ff	Feb 12, 2018	1 hrs	Active
	Hablemos del Capitulo 8 12 videos 47 views	b1946e	Jan 16, 2018	2 hrs	Active
	Hablemos del Capitulo 7 18 videos 155 views	d286f6	Jan 16, 2018	4 hrs	Active
	Getting started with Flipgrid 23 videos 48 views	56baa8	Jan 15, 2018	43 min	Active

Figure 3.4 Flow of topic structure within the grid

The speaking tasks included a prompt written in Spanish and an English translation provided in brackets for ease of the task. The prompts required students to provide their opinions and comments in spoken form on topics related to what had been previously studied in class. In addition, each speaking task had a visual topic resource and identifier related to the chapter topics, and a link to the online reflection corresponding to the given chapter (Figure 3.5). The video response time was set up to five minutes, which is the maximum response length permitted in the educator version of the tool. The link to the online reflection would take students outside of Flipgrid and open the online self-reflection in the survey platform Qualtrics.

TOPIC DETAILS

Hablemos del Capitulo 7
 Flip Code: [d286f6](#) 18 videos 155 views

Active Share Topic Topic Actions

Add Topic Guests

1. **Compara y contrasta un aspecto cultural entre un país de habla española y tu propio país** [Compare and contrast one cultural aspect between a Spanish-speaking country and your own country]
 2. **Complete the online reflection Ch. 7**

18 Videos Export Data Search

★	Viewed	Name - Last First	Flip Code	Date ↓	Feedback	Activity
☆		Dirks, Emily 7 views 0 reactions	16cdaa	Jan 27, 2018	20/20	Active Share Actions
☆		Diaz, Eric 13 views 0 reactions	959f09	Jan 23, 2018	27/30	Active Share Actions
☆		Bousset, Brodina 8 views 0 reactions	a2037b	Jan 22, 2018	29/30	Active Share Actions
☆		Campbell, Mark 3 views 0 reactions	010d19	Jan 22, 2018	26/30	Active Share Actions
☆		Ajitprasad, Karan 5 views 0 reactions	07c2b2	Jan 22, 2018	28/30	Active Share Actions
☆		Wajvoda, Blake 4 views 0 reactions	0eac56	Jan 22, 2018	28/30	Active Share Actions
☆		Bauml, Jenna 7 views 0 reactions	dfecf0	Jan 22, 2018	24/30	Active Share Actions

Figure 3.5 Detailed structure of the task

3.4 Data Collection Materials

This study used quantitative and qualitative methods for data collection. The quantitative methods included (1) student pre-post survey, (2) speaking quizzes grades, (3) final oral presentation grade, and (4) student activity in Flipgrid. The qualitative methods included (1) online reflections per chapter, (2) midterm open-ended survey, (3) focus-group interviews with students, and (4) pre-post interviews with the FG instructor. Similarly, data from the comparison group (CG) was collected including student pre-post survey, speaking quizzes grades, final oral presentation grade, online reflections, midterm survey, and focus-group interviews. In addition, a pre-post interview was conducted with the CG instructor.

3.4.1 Quantitative Measurements

3.4.1.1 Pre-post survey.

This study used the survey developed and validated by Yashima et al. (2004) which was constructed based on previous research and measurement scales (McCroskey & Baer, 1985; Macintyre & Charos, 1996; Macintyre, 2007; Yashima, 2002). This survey collected data on students' willingness to communicate and communicative behavior in the L2. To examine the variables that affected willingness to communicate in the L2 and communicative behavior in the L2, this study followed the model by Yashima et al. (2004) in which the relationship between the constructs international posture, confidence in the L2, and L2 learning motivation were explored.

The survey included 67 items grouped into nine scales intended to measure *motivational intensity, desire to learn the L2, intergroup approach-avoidance tendency, interest in international/vocation activities, interest in international news, frequency and amount of communication, communication apprehension, willingness to communicate, and self-perceived communicative competence*. The first four scales (*motivational intensity, desire to learn the L2, intergroup approach-avoidance tendency, interest in international/vocation activities*) had six

questions, and the scale *interest in international news* had two questions, all on a 7-point Likert scale ranging from *strongly disagree =1* to *strongly agree =7*. The scale *frequency of communication* had six questions on a 10-point Likert scale ranging from *not at all =1* to *very frequently =10*. The scales *communication apprehension* and *willingness to communicate* had 12 questions each on a 100-point measure, ranging from *I would NEVER =0* to *I would ALWAYS =100*. Lastly, the scale *self-perceived communicative competence* had 12 questions ranging from *complete incompetent =0* to *complete competent =100* (See appendix B).

The reliability measures calculated for each of the indicator variables were motivational intensity $\alpha = .81$, desire to learn the L2 $\alpha = .53$, intergroup approach-avoidance tendency $\alpha = .70$, interest in international/vocation activities $\alpha = .84$, interest in international news $\alpha = .92$, frequency and amount of communication $\alpha = .43$, communication apprehension $\alpha = .89$, willingness to communicate $\alpha = .91$, and self-perceived communicative competence $\alpha = .91$ (See appendix C for a comparison of the reliability measures obtained in previous studies and in this study). A threshold of .70 or above is considered to be as an acceptable value of reliability, and in the case of studies that are exploratory in nature, a lower value is acceptable (Drost, 2011; Nunnally, 1978). By this criterion, the research considered that the indicator variables showed valid and reliable measures, and that by the exploratory nature of this current study, the values of .53 for the indicator *desire to learn Spanish*, and .43 for *frequency and amount of communication* can be acceptable.

Based on Yashima et al.'s (2004) model and study, the current study also combined the nine indicator variables into the five construct variables to measure *willingness to communicate (WTC)* and *communicative behavior* in the L2 (Table 3.7). Some of the survey questions were slightly modified to fit the context of this study. For example, Yashima et al. (2004) investigated

willingness to communicate in English, while the current study investigated it in Spanish. Therefore, the word English was replaced by the word Spanish.

Table 3.7 *Construct variables grouped from indicator variables*

Construct variables	Indicator variables
<i>Motivation</i>	▪ Motivational Intensity and Desire to Learn Spanish
<i>International posture</i>	▪ Intergroup Approach-Avoidance Tendency ▪ Interest in International Vocation/Activities ▪ Interest in International News
<i>Communication confidence</i>	▪ Communication Apprehension ▪ Self-Perceived Communicative Competence
<i>Willingness to communicate</i>	▪ Willingness to communicate
<i>Frequency of communication</i>	▪ Frequency of communication

3.4.1.2 Grades in speaking quizzes

The speaking quizzes corresponded to the regular class assessments, and covered the six units of the textbook studied in the intermediate Spanish course. There were four speaking quizzes distributed throughout the semester (Table 3.8).

Table 3.8 *Quiz schedule throughout the semester*

Quiz	Content covered	Time
Quiz 1	chapter 7 and 8	Week 5
Quiz 2	chapter 9	Week 7
Quiz 3	chapter 10 and 11	Week 12
Quiz 4	chapter 12	Week 14

The content of the quizzes was developed by the Spanish language coordinator and instructors. These quizzes aligned to the course goals and the ACFTL guidelines for communicative performance at the intermediate level and aimed to assess whether students were able to complete a speaking task in Spanish using comprehensible language. The speaking quizzes constituted an integral part (25%) of each of the four exams in the course. The quizzes were delivered through the assessment tool within the learning management system Canvas

which had an audio/video recording feature in the rich content editor. Each quiz provided the intermediate Spanish students with a random written prompt to which students responded in 5-6 sentences, recording their answer and submitting it through Canvas. Students had 12 minutes to record and upload the answer. These quizzes were graded using a holistic rubric designed by the Spanish coordinator and instructors which intended to assess the overall communicative performance of students. This means that students were graded based on their actual use of the language for communicative purposes. The rubric included the following scales: accuracy (10 points), comprehensibility (10 points), content (10 points). (See appendix D for a detailed description of the rubric).

3.4.1.3 Final oral presentation

The final oral presentation was an integral part of the course project (20% of final grade). This semester-long project consisted of selecting a topic of interest to be presented at the end of the course in place of the final exam. The project involved four parts (1) sources, (2) outline, (3) group poster, and (4) individual oral presentation. This research study utilized the grades assigned to the fourth part, individual oral presentation. This presentation required students to present all the content in Spanish using language appropriate to the 200-level class, that is to be understood by other students in class. Each student would take approximately 4-5 minutes to present their project. The content of the oral presentation included an explanation of the reasons for having selected the topic, an informative presentation on the topic drawing on the sources and outline previously prepared, and an analysis of the topic (e.g., compare/contrast aspects of the topic with personal interest or culture). The rubric used to assess students' oral presentations included language use (20 points), pronunciation and fluency (12 points), and presentation skills (8 points) (See appendix E for a detailed description of the rubric).

3.4.1.4 Student activity in Flipgrid

Student activity in Flipgrid included the number and length of video answers, instructor's feedback comments, and task scores. Students' video posts activity was recorded automatically on Flipgrid every time students accessed their class grid and completed the speaking tasks. In order to grade students' speaking performance in Flipgrid, the same rubric used to grade the speaking quizzes was added to each of the technology-mediated speaking tasks (accuracy =10 points, comprehensibility =10 points, and content =10 points). The course instructor provided feedback using the rubric directly within Flipgrid.

3.4.2 Qualitative Methods

3.4.2.1 Written student self-reflections

Reflection facilitates learning through experience and development of higher order thinking skills (Coulson & Harvey, 2012). Therefore, this study implemented written self-reflections for students to share how they made sense and meaning of their participation and navigation throughout the tasks and the inherent complexities of the experience (Coulson & Harvey, 2012). The written reflections were delivered alongside the Flipgrid tasks, one per chapter, to capture students' thoughts and feelings (inward and outward looking) as well as in their actions (backward and forward looking). Each reflection was individual and the questions related to aspects of the experience that could not be easily observed such as students' reactions, feelings, confidence level, and challenges (Maxwell, 2013; Patton, 2002). For example, the reflection questions included the speaking tasks, students' self-perceived confidence in Spanish, and personal agency. In order to elicit students' understandings of their learning processes, personal responsibility, and adaptability as they move throughout the planned technology-mediated tasks, the written self-reflections were structured in dyads; this means that some of the questions in the self-reflections changed every two chapters. Variation in the

questions was dependent upon the answers provided by students in the previous self-reflections. The self-reflections were created in an open-ended style survey and delivered through the Qualtrics online survey platform. For students in the Flipgrid group (FG) the links to each of the written self-reflection surveys were sent to students in an announcement in the Canvas learning management and also posted within the instructions for the speaking tasks in the Flipgrid tool. For students in the Comparison group (CG), the links to the surveys were posted as non-graded assignments in the Canvas learning management system. To ensure clarity of the questions, the questions in these reflections were proofread by an English native speaker, who was not part of this research study. Table 3.9 provides an overview of the structure for reflections. (See appendix F for detailed questions in the self-reflections).

Table 3.9 *Overview of written self-reflections*

Chapter	Overview FG	Overview CG
<i>Thoughts, feelings, and actions about:</i>		
7 & 8	student participation in the tech-mediated speaking tasks	opportunities to use Spanish in communicative situations
<i>Thoughts, feelings, and actions about:</i>		
9 & 10	their perceived communicative confidence, complexity of the tasks, strategies used in completing the tasks, ways to improve	their perceived communicative confidence, other strategies and activities used to practice speaking, ways to improve
<i>Thoughts, feelings, and actions about:</i>		
11 & 12	their perceived improvement in speaking, complexity of the tasks, language areas still in need of improvement, suggestions for improving Flipgrid tasks	their perceived improvement in speaking, language areas still in need of improvement, suggestions for activities to be implemented inside or outside the class

3.4.2.2 Focus-group interviews with students

As this study also sought to investigate Spanish learners' overall perceptions and experiences in relation to their participation in the technology-mediated speaking tasks, the focus-group interviews were identified as the best way to gather high-quality data within the socially-constructed context of students' interactions (Merriam, 2009; Patton, 2002) and the possibility to provide a broader scope and insights of the experience (Lazar et al, 2010). Within these interactions, students shared their perceptions and experiences in relation to the similarities and differences in peers' viewpoints (Lazar et al., 2010; Merriam, 2009; Patton, 2002). Specifically, in this study, the focus-group interviews intended to gather students' learning experiences and perceptions of their willingness to communicate and communicative performance in the intermediate Spanish course. A semi-structured interview protocol was created for each group, the FG and CG groups based on questions that elicited reflection and consideration of issues in the experience (Lazar et al., 2010; Creswell, 2012). For the FG group, the protocol related to communicating and participating in language tasks within CALL (Gleason, 2013; Sarfraz, Mansoor & Tariq, 2015), whereas the protocol for the CG group related to students' self-driven opportunities and experiences to communicate in Spanish outside the classroom. Additional questions were added to the FG group's interview protocol to gather specific data on students' perceptions and experiences in the Flipgrid tasks, and their suggestions to improve the Flipgrid experience. These semi-structured interviews offered flexibility to the researcher to respond to the situation and emerging ideas of the respondents (Merriam, 2009). The semi-structured interview protocols had three main overarching areas of inquiry, (1) overall understanding of the course goals, (2) perceived speaking skills, and (3) experience with speaking opportunities. (See appendix G for details).

3.4.2.3 Midterm open ended survey

In order to gather students' insights into their participation in the technology-mediated tasks, a four-question midterm open-ended survey was administered after the midterm exam week. This survey allowed the researcher and course instructor identify areas that needed to be re-adjust or improved without impacting the outcomes of the study. For example, aspects related to clarifying instructions and deadlines for completion of the tasks were more explicitly added to the course schedule (See appendix H for details).

3.4.2.4 Semi-structured interviews with the instructors

The instructor's insights into the communicative performance of their students helped the researcher entered into their perspectives (Patton, 2002) and construct a better understanding of how they perceived their students' navigation throughout the opportunities given to enhance their oral communication. Therefore, the interviews with the instructors facilitated gathering unobservable data such as their perceptions, feelings, intentions, and behaviors in the activities (Merriam, 2009; Patton, 2002). Specifically, the interviews focused on instructors' perceptions and roles in the different speaking opportunities presented to students.

Two semi-structured interviews were designed based on previous research in technology-mediated environments (Chapelle & Jamieson, 2010; Gleason, 2013; Sarfraz et al., 2015). The first semi-structured interview protocol (midterm interview) for the FG instructor included four overarching topics including (1) overall perceptions of students' confidence to speak, (2) effective strategies to promote speaking, and (3) perceived students' challenges, and (4) actions taken to improve students' learning. Additional topics were included which related to the Flipgrid tasks and their implementation. The second semi-structured interview protocol (final interview) had three main topics related to (1) overall perceptions of students' communicative performance, willingness to communicate and confidence in Spanish, (2) expectations and

challenges of speaking opportunities, (3) and reflections on implementation of speaking strategies. An additional topic related to the evaluation of the technology-mediated tasks in Flipgrid was added to gather the instructor's insights into the affordances of the technology (See appendix I for details).

3.5 Collection Procedures

The data collection procedures involved several stages: (1) compliance with ethical and university regulations, (2) planning materials and implementation, (3) implementation of the study, and (4) data download and storage. Several of the procedures in these stages occurred simultaneously, however, for the purpose of describing them in this study, they are listed according to each stage. Figure 3.6 presents a summary of the stages of data collection.

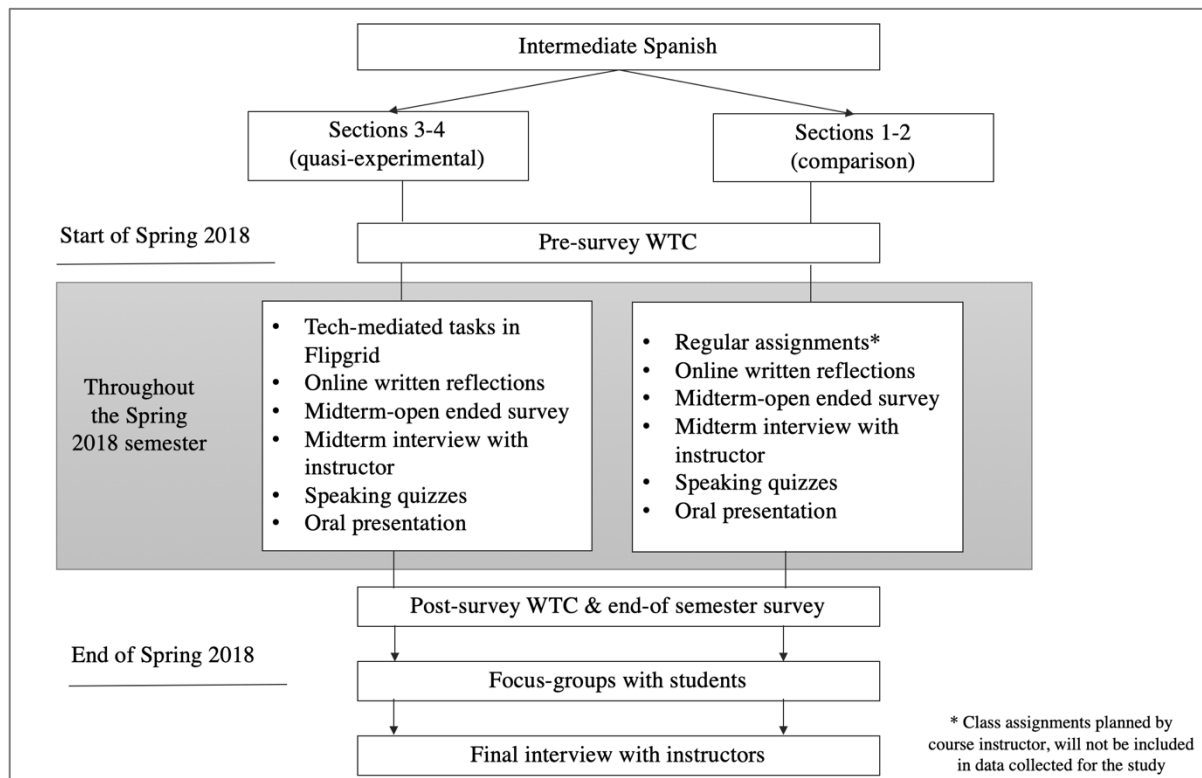


Figure 3.6 Stages for data collection

3.5.1 Compliance with ethical and university regulations

Permission to conduct the study was obtained from the Spanish Language Program coordinator, the intermediate Spanish course instructors, and the Institutional Review Board (IRB) (See appendix J). Upon IRB approval (17-598, 12/12/2017), the course instructors were contacted to plan the implementation of the study.

3.5.2 Planning the study and designing data collection instruments

The data collection materials were created by the researcher and verified for consistency and validity including a reliability test on the survey, and proof-reading of the questions for reflection and interviews. Additional resources involved guidelines for out-of-class speaking resources that students could utilize on their own. For recruiting participants, the researcher invited the students in the four sections of the intermediate Spanish to participate in study. Students were given detailed information about the description of the study, requirements, and expectations. As per previous agreement with both instructors, the students' participation in the study was considered as a part of the class participation grade (extra points), and those students who agreed to voluntarily participate gained the corresponding additional points at the end of the course.

The survey questions and online reflections were created in the online Qualtrics survey platform. For the development of the technology-mediated tasks, the researcher met with the FG group's instructor prior to the start of the semester to discuss the main topics and goals of the course content. Then the instructor provided the researcher with a list of tentative speaking prompts that could be used for the technology-mediated speaking tasks. Training guidelines for using the Flipgrid tool and for accessing out-of-class speaking resources were created and shared with students in both groups FG and CG. Throughout the semester and every other week, the researcher met with the instructor to revise the details of the plan for the technology-mediated

tasks. The researcher took field notes on these meetings which helped develop questions for the interviews with the instructors, and for the evaluation of the technology tool by students. In addition, the online reflections were created on the Qualtrics online survey platform. These self-reflections were updated every two chapters as a result of the preliminary insights obtained from the previous reflections. The researcher created the tasks in Flipgrid and added the rubric and links to the online self-reflections.

3.5.3 Implementation of the study

Regardless of participation in the study, all students enrolled in the four sections of the course were given the guidelines for out-of-class speaking resources. On the second week of classes, all students who agreed to take part in the study completed the initial survey on willingness to communicate and communicative behavior during class time. On this same day, students in FG group were given the Flipgrid guidelines and an in-situ training in using the Flipgrid application. In this training, students navigated through the basic tool features, and had their first video posted. Aspects related to troubleshooting and technical support were also discussed with students to minimize any future potential issues. In addition, the participants were given a description and explanation of the purpose and expectations of the online reflections.

The Flipgrid tasks and online reflections were added to the class schedule so students could remember to complete the tasks. The instructors in both groups, FG and CG, posted the out-of-class resources in the Canvas course page. In the CG group, the researcher posted the links to the reflections in Canvas, per authorization from the instructor. The researcher kept email communication with the CG group instructor to keep track of the online reflections.

Upon permission of the course instructors, the researcher visited each section as a check-point to get a sense of the students' experiences in the different speaking opportunities (Flipgrid in FG, out-of-class resources in CG). The visit took place on the eighth week of the semester. In

this visit, a midterm open-ended survey was administered to gather initial insights into the experience of the FG group with the Flipgrid tasks, and CG group speaking activities/resources. On week nine, a midterm interview was conducted with each instructor. Each instructor was introduced to the purpose of the interview and asked for permission to record the interview.

On the week prior to final exams, all study participants completed the final survey on willingness to communicate and communicative behavior during class time. In addition, the FG group completed a final open-ended survey about the affordances and limitations of the technology tool Flipgrid. On the same week prior to final exams, students were invited to take part of the focus-group interviews. Per suggestions and flexibility of both instructors, the focus-group interviews were conducted during the class time. Students were invited to take part of the interviews in class. Students were introduced to the purpose of the focus-group interview and asked for permission to record it. On the week after finals, the final interview with the FG instructor took place and was recorded upon their permission.

3.5.4 Data download and storage

A folder in Cybox was created to store all the data, to which only the researcher had access. All data was downloaded from the respective software application (e.g., Qualtrics, Flipgrid) and stored separately according to type of data (survey, quiz and oral presentation grades, interviews) and group (FG, CG, or instructor). Grades from students' speaking quizzes and oral presentation were provided by each instructor. This data was compiled into a spreadsheet and stored in the student data subfolder in Cybox.

Back-up of all data was created in an additional folder in the researcher's personal server. Table 3.10 summarizes the timeline of the study, implementation of technology-mediated tasks, data collection instruments, and data collection procedures.

Table 3.10 *Summary of timeline for data collection procedures*

Week	Topic	FlipGrid Group (FG)		Comparison Group (CG)		Data downloaded and stored
		Speaking Activity	Data Collected	Speaking Activity	Data Collected	
2	Start research study	<ul style="list-style-type: none"> ▪ Introduction to study ▪ Guidelines to -out-of-class resources ▪ Training in Flipgrid 	<ul style="list-style-type: none"> ▪ Initial survey 	<ul style="list-style-type: none"> ▪ Introduction to study ▪ Guidelines to -out-of-class resources 	<ul style="list-style-type: none"> ▪ Initial survey 	
3	Ch.7: Nosotros	<ul style="list-style-type: none"> ▪ Compare and contrast cultural aspects 	<ul style="list-style-type: none"> ▪ FG task 7 ▪ Online reflection 7 	<ul style="list-style-type: none"> ▪ Guidelines to out-of-class resources 	<ul style="list-style-type: none"> ▪ Online reflection 7 	<ul style="list-style-type: none"> ▪ Initial survey
4 & 5	Ch.8: Nuestro pequeño mundo	<ul style="list-style-type: none"> ▪ Actions to protect the environment 	<ul style="list-style-type: none"> ▪ FG task 8 ▪ Online reflection 8 	<ul style="list-style-type: none"> ▪ Regular class assignments 	<ul style="list-style-type: none"> ▪ Online reflection 8 	
6 & 7	Ch.9: En busca de la igualdad	<ul style="list-style-type: none"> ▪ Civil and human rights in the U.S and Spanish-speaking countries 	<ul style="list-style-type: none"> ▪ FG task 9 ▪ Online reflection 9 	<ul style="list-style-type: none"> ▪ Regular class assignments 	<ul style="list-style-type: none"> ▪ Online reflection 9 	<ul style="list-style-type: none"> ▪ Online self-reflection 7 & 8
8 & 9	Ch.10: Los tiempos precolombinos	<ul style="list-style-type: none"> ▪ Travelling back in time to historical events 	<ul style="list-style-type: none"> ▪ FG task 10 ▪ Online reflection 10 ▪ Midterm checkpoint ▪ Midterm interview with instructor 	<ul style="list-style-type: none"> ▪ Regular class assignments 	<ul style="list-style-type: none"> ▪ Online reflection 10 ▪ Midterm checkpoint ▪ Midterm interview with instructor 	<ul style="list-style-type: none"> ▪ Midterm instructor interviews
11&12	Ch.11: Los tiempos coloniales	<ul style="list-style-type: none"> ▪ Hypothetical events: “my professor disappeared” 	<ul style="list-style-type: none"> ▪ FG task 11 ▪ Online reflection 11 	<ul style="list-style-type: none"> ▪ -Regular class assignments 	<ul style="list-style-type: none"> ▪ Online reflection 11 	<ul style="list-style-type: none"> ▪ Midterm checkpoint ▪ Online self-reflections 9 & 10
13&14	Ch.12: La democracia	<ul style="list-style-type: none"> ▪ Changes in life 	<ul style="list-style-type: none"> ▪ FG task 12 ▪ Online reflection 12 	<ul style="list-style-type: none"> ▪ -Regular class assignments 	<ul style="list-style-type: none"> ▪ Online reflection 12 	
15	End of research study		<ul style="list-style-type: none"> ▪ Final survey ▪ Final reflection ▪ Focus-group interviews 		<ul style="list-style-type: none"> ▪ Final survey ▪ Final reflection ▪ Focus-group interviews 	<ul style="list-style-type: none"> ▪ Online self-reflection 11 & 12 ▪ Final survey ▪ Focus-group interview
17	End of research study		<ul style="list-style-type: none"> ▪ Interview with instructors ▪ Speaking grades 		<ul style="list-style-type: none"> ▪ Interview with instructors ▪ Speaking grades 	<ul style="list-style-type: none"> ▪ Interview with instructors ▪ Speaking grades

3.6 Data Analysis

Different procedures for data analysis were conducted to address the research questions, including quantitative and qualitative analysis techniques. Data was classified into two categories: primary and secondary sources. The primary data sources refer to the main source for addressing the research question, while secondary data sources refer to sources used to check for additional evidence to answer the same research question. Table 3.11 provides an overview of the procedures and the data sources used.

Table 3.11 *Summary of data analysis procedures*

Research Question	Primary Data Sources	Secondary Data Sources	Analysis
1. The impact of tech-mediated oral communication tasks on willingness to communicate	<i>Quantitative Analysis</i> Pre-post WTC survey (5 scales)	Scores in Flipgrid tasks (6)	<ul style="list-style-type: none"> ▪ Descriptive statistics of construct variables ▪ Paired samples, Hostellings T^2, and independent samples t-test for construct variables ▪ Correlational analysis of construct variables
2. The impact of tech-mediated oral communication tasks on communicative performance	Speaking quizzes grades (4) Oral presentation grade (1)	Scores in Flipgrid tasks (6)	<ul style="list-style-type: none"> ▪ Descriptive statistics of scores in speaking quizzes and oral presentation ▪ Independent samples t-test for communicative performance variable ▪ Distribution of scores Flipgrid tasks

Table 3.11 continued

Research Question	Primary Data Sources	Secondary Data Sources	Analysis
3. Perceptions of the experience in technology-mediated tasks	<p><i>Qualitative Analysis</i></p> <p>Focus-group interviews with students (4)</p> <p>Interview with instructors (2)</p> <p>Online reflections (6)</p>	<p>Midterm open-ended survey</p> <p>End-of-semester survey</p>	<ul style="list-style-type: none"> ▪ Thematic analysis of content based on interview protocol and midterm open-ended questions ▪ Content analysis of online reflections ▪ Comparative analysis of midterm survey answers

3.6.1 Data Preparation and Coding

The quantitative data was managed and coded in Microsoft Excel (v.16.1.6.1), while the statistical analysis was performed using SPSS (v.25). Qualitative data was managed in Microsoft Word (v.16.16) and coded in NVivo for Mac (v.11.4.3). Following Creswell's (2012) and Leech, Barret and Morgan (2015) guidelines for exploring and coding quantitative data, variables were identified and codes were assigned to each item in the survey. Six main categories of continuous variables (survey scales, speaking quizzes grades, scores in speaking quizzes, score in oral presentation, score in Flipgrid task, and Flipgrid video length) and three main categories of nominal variables (type of study, course section, and demographic data) were used in this analysis. From these variables, type of study and course sections were classified as active independent variables while speaking quizzes, and oral presentation, and survey scales were classified as dependent variables.

Any identifiable student data collected in the surveys was removed and codes were assigned to replace students' names collected in the surveys. A codebook was created to code the variables and the scores in the survey for the Likert scale options ("1" to strongly disagree, "7" to

strongly agree, “0” to never, and “100” to always, and reversing the codes for items 5 and 6 in the scale *Interest in International Vocation/Activities*). Table 3.12 describes the codebook, codes, and numerical scores assigned to each variable.

Table 3.12 *Codebook for survey analysis*

Subscales	Codes assigned
<i>Likert-scale items [strongly disagree = 1; strongly agree = 7]</i>	
Motivational Intensity	M1 to M6 [6 items]
Desire the Learn Spanish	DLS1 to DLS6 [6 items]
Intergroup Approach-Avoidance Tendency	IAG1 to IAG7 [7 items]
Interest in International Vocation/Activities Scale	IFA1 to IFA6 [6 items]
Interest in International News Scale	IF1 to IF2 [2 items]
<i>Likert-scale items [not at all = 0; very frequently = 10]</i>	
Frequency and Amount of Communication	F1 to F5 [5 items]
<i>Likert-scale items [I would never = 0; I would always = 100]</i>	
Communication Apprehension	N1 to N12 [12 items]
Willingness to Communicate	WTC1 to WTC12 [12 items]
Self-perceived Communicative Competence	SPC1 to SPC12 [12 items]
<i>Demographic data</i>	
Gender	male = 1; female = 2;
Classification	freshman = 1; sophomore = 2; junior = 3; senior = 4; graduate = 5; other = 6
Time studying Spanish	Less than 1 year = 1; between 2 & 3 years = 2; more than 3 years = 3; other = 4
Section	section 1 = 1; section 2 = 2; section 3 = 3; section 4 = 4
Study/live abroad	yes = 1; no = 2
First language	English = 1; other = 2

The pre- and post-survey data was paired for each participant in the FG and CG groups.

Two participants in the FG had missing data: one participant did not complete the pre-survey, but did complete the post-survey. To account for the missing data, data in the pre-survey was

imputed by using the series mean of the existing pre-survey data from all other data points in the pre-survey (Field, 2013). The second participant was removed from the data set altogether because this participant did not complete the pre and post-surveys. All data points in the pre-post survey and technology tasks were also matched to the students' scores in the speaking quizzes and oral presentation. The end-of-semester survey was also coded for the Likert scale responses on 5-point scale ranging from *strongly disagree* = 1 to *strongly agree* = 5. Other responses in the survey on a multiple-answer format were tallied based on the frequency of answers.

Students' names were removed from the data in the Flipgrid records and replaced with the same codes used in the survey in order to match the data points. A final total of 28 participants was obtained for the FG group. As for the CG, the data was paired for a final total of 24 participants that had completed both the pre- and post-surveys.

As for the preparation of qualitative data, several steps were followed. First, the online reflections were classified and compiled in a single document per group, FG and CG. Second, the focus-group interviews and the instructors' interviews were transcribed by a professional transcriber. The researcher verified that the transcriptions were accurate and captured word-for-word each of the interviews. Third, the midterm open-ended survey was tabulated to determine the frequency of responses and the overall insights from students' experiences in the technology-mediated tasks. Lastly, the open-ended questions in the end-of-semester survey were compiled into a single document for each group in the study, FG and CG. Data from students who had not participated in the technology-mediated tasks were removed from the analysis as well as incomplete surveys or online reflections.

3.6.2 Data Analysis: Research Question 1

Descriptive as well as inferential statistics analysis were conducted to answer the first research question "How do tech-mediated oral communication tasks impact intermediate Spanish

learners' willingness to communicate?". The researcher unified the data in the survey scales by transforming the data in the construct variables *willingness to communicate*, *frequency of communication*, and *communication confidence in Spanish* to correspond to the numeric scales in the other variables. Following the method by Kim (2004) to ease the analysis and interpretation of the results, the researcher transformed the scales by multiplying the mean scores obtained in each variable by 7 and dividing them by 100 to equate for the Likert scales (1-7) of the other variables. Means and standard deviations were obtained to summarize the overall trends of the answers (Creswell, 2012). The distribution and frequencies of scores were also included.

A within and between-subjects analysis was conducted to determine whether there was any difference between the pre and post-survey results in the FG and CG groups. Specifically, a paired samples *t*-test was conducted to determine differences within group differences. To determine any differences between the groups, a Hotelling's T^2 test was conducted to analyze all these variables jointly as one dependent variable considering that previous research has identified enduring as well as situational factors that might influence the variable willingness to communicate, and that the five construct variables might be correlated. A follow-up pairwise comparison with independent samples *t*-test was also performed. Prior to conduct the analyses, an alpha level of $p < .05$ was set as the level of significance, null and alternative hypothesis were formulated, a two-tailed test of significance was used because it is more conservative (Creswell, 2012), and all assumptions were verified. Then, mean differences were calculated for each of the variables. Confidence intervals and effect sizes were calculated for the *t*-tests to determine the magnitude and strength of the differences (Creswell, 2012). In addition, bootstrapping method was applied to compensate for the sample size and ensure that confident intervals were more reliable (Field, 2012).

In addition, Pearson bivariate correlational analysis was performed to determine whether there was an association among the five construct variables in the FG group. To determine if the task grade might have had an effect on the post-test scores, the task-grade was transformed to ensure the data was normally distributed. Then, Pearson's partial correlations were conducted after checking all assumptions.

3.6.3 Data Analysis: Research Question 2

Descriptive and inferential statistics were used to answer the second research question "How do tech-mediated oral communication tasks impact intermediate Spanish learners' oral communicative performance?" Mean, standard deviations, and distribution of data for the scores of the speaking quizzes and oral presentation were calculated. In addition, a composite score was calculated for communicative performance by giving this variable a total weight of 100 points, where the quizzes accounted for 40% and the oral presentation for 60% of this total weight.

To determine if there was any difference between the FG and CG groups the researcher set an alpha level of $p < .05$ as the level of significance, formulated the null and alternative hypothesis, and used a two-tailed test of significance. After checking all assumptions and finding that the variable communicative performance was not normally distributed, the non-parametric test, Mann-Whitney U was used. In addition, after checking all assumptions a Spearman's rank-order correlation was conducted to examine the association between the scores that students obtained in the Flipgrid tasks and their communicative performance.

3.6.4 Data Analysis: Research Question 3

An iterative bottom-up data analysis was used to answer the third research question "What are Spanish learners' perceptions of their experience during the technology-mediated oral tasks?", which included exploration, memos, coding, description, and themes (Creswell, 2012).

Due to the variety of data sources used to answer this research question, following Saldaña's

(2016) elective method of data analysis, a compatible set of coding methods were employed in a first and second cycles of data analysis. Table 3.13 summarizes the coding process and methods per data source.

Table 3.13 *Summary of the coding process and methods per source used in the analysis*

Data sources	First Cycle	Second Cycle
<i>Online reflections</i>	<ul style="list-style-type: none"> ▪ Structural coding: preliminary codes based on questions of inquiry (Macqueen et al, 2008) 	<ul style="list-style-type: none"> ▪ Pattern coding: developing themes and concepts based on first cycle analysis (Miles, Huberman, & Saldaña, 2014)
<i>Midterm open-ended survey</i>	<ul style="list-style-type: none"> ▪ Holistic coding: preliminary codes based on overall sense of data (Dey, 1993) 	<ul style="list-style-type: none"> ▪ Axial coding: developing categories and concepts based on first cycle analysis (Charmaz, 2006; Strauss, 1987; Corbin & Straus 2015)
<i>Focus group interviews with students</i>	<ul style="list-style-type: none"> ▪ Structural coding: Structural coding: preliminary codes based on questions of inquiry (Macqueen et al, 2008) ▪ Initial coding: preliminary codes based on close examinations of segmented data (Charmaz, 2006; Corbin & Strauss, 2015) 	<ul style="list-style-type: none"> ▪ Pattern coding: developing themes and concepts based on first cycle analysis (Miles, Huberman, & Saldaña, 2014)
<i>Focus group with instructor</i>	<ul style="list-style-type: none"> ▪ Structural coding: Structural coding: preliminary codes based on questions of inquiry (Macqueen et al, 2008) ▪ Initial coding: preliminary codes based on close examinations of segmented data (Charmaz, 2006; Corbin & Strauss, 2015) 	<ul style="list-style-type: none"> ▪ Pattern coding: developing themes and concepts based on first cycle analysis (Miles, Huberman, & Saldaña, 2014)
<i>End-of-semester survey</i>	<ul style="list-style-type: none"> ▪ Initial coding: preliminary codes based on close examinations of segmented data (Charmaz, 2006; Corbin & Strauss, 2015) 	<ul style="list-style-type: none"> ▪ Axial coding: developing categories and concepts based on first cycle analysis (Charmaz, 2014; Corbin & Straus 2015)

In the first cycle of data analysis, a simultaneous process of collecting data and structural analysis for the online reflections, a holistic reading of the midterm open-ended survey, and an initial open coding of the interviews were performed. This analysis involved an initial question-based coding (MacQueen et al., 2008; Namey et al., 2008) to gather a sense of the topics, help formulate the questions in the upcoming reflections, and create notes for future reference (Saldaña, 2016). When all online reflections were collected, all the data entries were segmented per question and compiled in a single document per group, FG and CG. A second thorough reading of all data was performed to generate phrases or concepts related to the topic of inquiry. A holistic analysis was conducted for the midterm open-ended survey, which allowed the researcher to grasp the general impression of students' experiences and perceptions and to generate overall themes in the data (Dey, 1993). In addition, this holistic analysis helped the researcher refine and formulate the questions in the focus-group interviews. A structural and initial coding analysis was conducted for both the focus-group interviews with students as well as the semi-structured interviews with instructors. This preliminary analysis was performed using NVivo (v. 11.4.2) coding software. The first step was to segment the data to combine a question-based analysis to code preliminary topics (MacQueen et al., 2008; Namey et al., 2008), and examine any similarities and differences in the segments (Corbin & Strauss, 2015; Saldaña, 2016). In this combined analysis the researcher coded sentence-by-sentence, searched for participants' actions as well as expressions of feelings and reflective thoughts, and identified potential conceptual ideas that could group the codes together (Saldaña, 2016).

In the second cycle, a pattern coding was performed in online reflections and interviews while axial coding was performed for the open-ended surveys, in order to generate emergent themes and concepts. This analysis allowed the researcher to code the existing codes into more

meaningful and analytical categories that exemplify the major themes (Creswell, 2012; Miles et al., 2014; Saldaña, 2016). The online reflections, and focus group interviews were further coded in this second cycle using the NVivo (v. 11.4.2) application. Whereas, the midterm and end-of-semester survey were coded manually in Microsoft word using a three-column table where the preliminary codes, analytical codes, and abstract themes were listed. These preliminary codes were reorganized in more analytical codes that involved related ideas or concepts (Charmaz, 2006; Strauss & Corbin, 1998) to later create major themes by reducing any overlapping or redundant codes (Charmaz, 2006; Creswell, 2012; Saldaña, 2016). Notes taken throughout the data collection and analysis were used to adjust any procedure in the study including data collection, revision of questions in the open-ended questions of the surveys, addition of more analytic questions to interviews and preparation for data analysis (Creswell & Plano Clark, 2011; Merriam, 2009; Saldaña, 2016).

3.6.5 Rigor in the Study

The researcher adopted multiple measures to incorporate a rigorous process of data collection, analysis and interpretation, as well as to ensure the validity and quality of the quantitative and qualitative data sources. The survey instrument utilized in this study was developed and validated by previous research (Yahsma, 2002; Yashima et al., 2004).

Notwithstanding, the researcher in this study conducted a validation of the scales, requested a native speaker of English to read the questions, and asked two undergraduate and two graduate students to take the survey as a testing procedure. The questions for reflection and interviews were drawn from previous research on reflective practice and CALL studies (Gleason, 2013).

A methodological triangulation of the qualitative data sources was employed to enhance the validity of the findings (Denzin, 2012) as well as to elucidate a broader comprehensive understanding of the findings and potential discrepancies and contradictions (Flick, 2007).

Through the triangulation of the types of data sources, the researcher aimed to produce knowledge at different levels and draw on the data sources to procure more quality in the research study (Flick, 2007). In addition, the researcher integrated the data from participants in the CG that shared similar characteristics to the FG. The data collected from the CG group was the same as the data from the FG, with the exemption of the technology-mediated tasks. In order to diminish the potential bias in the research study, both groups FG and CG, were given the same additional resources and handouts for opportunities to enhance their communicative performance.

3.7 Chapter Summary

In this chapter, the methodological aspects of the study have been presented in detail. The research design of the study aligned to the rationale for conducting the investigation on the implementation of technology-mediated tasks. The Spanish Language Program was described as the specific context in which the study took place, with four intermediate Spanish courses as the participating groups. Due to the characteristics of the study and nature of the inquiry, the sampling strategy used was a convenience sample for which two sections of the course were assigned to participate in the Flipgrid tasks, and the other two sections served as the comparison group. Multiple sources of data collection were implemented in this study. The quantitative sources included a pre-post survey, communicative performance scores, and Flipgrid task scores. The qualitative sources included open-ended questions in midterm and final surveys, focus-group interviews with students, and interview with the FG and CG instructors.

The data collection took place over the course of an entire semester (Spring 2018). It began with the administration of the pre-survey, followed by a simultaneous implementation of the technology-mediated tasks, online reflections, and midterm open-ended survey. Towards the end of the semester, the post-survey and end-of-semester survey were administered. The data

collection process culminated with the focus-group interview with students followed by the interviews with instructors. As for the data analysis, statistical and inferential analyses were conducted for the quantitative data. To analyze the qualitative data, multiple cycles of segmenting data, and analytic coding were performed until abstract themes capturing participants' perceptions and experiences were derived from the iterative analysis.

CHAPTER 4. RESULTS

This chapter describes the quantitative and qualitative results from this study, focusing on the key aspects that impacted students' willingness to communicate and communicative performance in spoken Spanish, as well as the overall perception and experience of the students who participated in the technology-mediated tasks. Demographic information of all participants is presented, followed by the results for each research questions as follows: (1) impact of tech-mediated oral communication tasks on intermediate Spanish learners' willingness to communicate, (2) impact of tech-mediated oral communication tasks on intermediate Spanish learners' communicative performance, and (3) Spanish learners' perceptions of their communicative performance during the tech-mediated oral communication tasks. In addition, the results obtained in the FG are compared to the CG to establish their relevancy and practical significance.

4.1 Participants Demographic Information

A total number of 95 students participated in this study: 42 students in the FG and 53 in the CG. While in the FG, 28 students (67%) responded to both the pre- and post-survey and actively engaged in the technology-mediated tasks, in the CG 24 students (43%) responded to both the pre- and post-survey. The distribution of gender showed that the majority of students in the study identified themselves as female (FG: n=21, 75%; CG: n=21, 87.5%). The participants' university classification was varied, with a predominant number of freshmen in both groups (FG: n=22; CG: n=11), followed by a lower number of sophomore (FG: n=2; CG: n=6), junior (FG: n=1; CG: n=6), and senior (FG: n=3; CG: n=1).

The majority of the respondents had studied Spanish for more than three years (FG: n=25; CG: n=20), and had not lived in a Spanish-speaking country (FG: n=26; CG: n=18). Thus,

the level of exposure to spoken language and conversational styles were considered similar in both groups. Detailed demographic data of participants is shown in Table 4.1.

Table 4.1 *Demographic data of student participants in FG and CG*

Characteristics	FG (n=28)	CG (n=24)
<i>Gender</i>		
Male	7 (25%)	3 (12.5%)
Female	21 (75%)	21 (87.5%)
<i>Course Section*</i>		
Section 1	NA	8 (33.3%)
Section 2	NA	16 (66.7%)
Section 3	15 (53.6%)	NA
Section 4	13 (46.4%)	NA
<i>Class Classification</i>		
Freshman	22 (78.6%)	11 (45.8%)
Sophomore	2 (7.1%)	6 (25%)
Junior	1 (3.6%)	6 (25%)
Senior	3 (10.7%)	1 (4.2%)
<i>Years studying Spanish</i>		
Less than 1 year	0 (0%)	1 (4.2%)
Between 2 & 3 years	3 (10.7%)	3 (12.5%)
More than 3 years	25 (89.3%)	20 (83.3%)
<i>Studied/Lived in a Spanish-speaking country</i>		
Yes	2 (7.1%)	6 (25%)
No	26 (92.9%)	18 (75%)

Note: *FG and CG groups involved 2 sections each.

Two instructors participated in the study, Miguel and Elena (pseudonyms are used to protect the identity of the instructors). Miguel was the first instructor to be available at the onset of the study to teach two sections of the intermediate Spanish course. He agreed to take part in the study and facilitated access to his course sections where he encouraged students to volunteer

in the technology-mediated tasks designed for this study. Miguel also collaborated in the design and implementation of the technology-mediated tasks. Elena joined the study at a later stage and facilitated access to her two sections. Considering the timing of the study and instructor course assignment, Miguel's sections were conveniently assigned to the Flipgrid group (FG) and Elena's sections to the comparison group (CG). Miguel had been a Spanish instructor for over ten years teaching courses in Spanish language and culture, whereas Elena had extensive teaching experience in teaching Spanish, culture, and assessment. Table 4.2 summarizes the instructors' academic profiles.

Table 4.2 *Instructors' academic profiles*

Academic Profile	Miguel	Elena
<i>Teaching experience</i>	20+ yrs. Introductory Spanish (I & II), Intermediate Spanish (I & II), Literature & Culture Studies	20+ yrs. Introductory Spanish (I & II), Intermediate Spanish (I & II), 300-level courses
<i>Teaching approach</i>	communicative approach with high support of technology resources outside of class	communicative approach with focus on authentic and real-life tasks, support learners' confidence, facilitate personalized scaffolding
<i>Technology vision</i>	extend practice of language (e.g., grammar, authentic language) inside and outside of class	optimization of instruction & development of authentic-like materials
<i>Spanish language experience</i>	living/teaching/travelling in several Spanish-speaking countries	living/teaching/travelling in several Spanish-speaking countries

4.2 Research Question 1: Impact of tech-mediated oral communication tasks on intermediate Spanish learners' willingness to communicate

Descriptive statistics and a within-groups and between-groups comparative quantitative analyses were used to determine if there were changes in the perception scores in the five construct variables between the pre and post-survey for the FG group. Results from this quantitative analysis are presented first, followed by the results of the comparative analysis performed with the CG group.

4.2.1 Descriptive statistics for FG Group

The mean, standard deviation, and standard error for every of the five construct variables were calculated. The results showed that participants' perception scores for *motivation to learn Spanish* ($M = 5.24$, $SD = .67$), *communication confidence in Spanish* ($M = 3.51$, $SD = .66$), *willingness to communicate* ($M = 3.05$, $SD = .1.33$), and *frequency of communication* ($M = 4.92$, $SD = .88$) were higher when compared to the scores in the pre-survey. However, the results showed that the mean for the variable *international posture* was lower in the post survey ($M = 5.09$, $SD = .77$).

These results suggested that there was a change in participants' initial perceptions of their *motivation to learn Spanish*, *international posture*, *communication confidence in Spanish*, *willingness to communicate*, and *frequency of communication* at the end of their participation in the technology-mediated tasks. Table 4.3 presents the descriptive statistics for these variables.

Table 4.3 *Descriptive statistics for pre-post survey scales in FG (n=28)*

Survey Scales	Pre			Post		
	<i>M</i>	<i>SD</i>	<i>SE</i>	<i>M</i>	<i>SD</i>	<i>SE</i>
Motivation to Learn Spanish	5.16	.77	.15	5.24	.67	.13
International Posture	5.10	.77	.14	5.09	.77	1.46
Communication Confidence in Spanish	3.27	1.00	.19	3.51	.66	1.12
Willingness to Communicate in Spanish	2.63	1.44	.28	3.05	1.33	.25
Frequency of Communication	4.33	.86	.15	4.92	.88	.16

Note. Communication Confidence in Spanish, Willingness to Communicate in Spanish, and Frequency of Communication were transformed to unify the scales to correspond to the Likert scale (1-7) used in the other variables.

4.2.2 Inferential Statistics

To determine the magnitude of the change, mean differences for each construct variable was calculated by subtracting the pre-survey mean scores from the post-survey mean scores. A paired samples *t*-test was computed for each variable after checking that all assumptions were met. By visual inspection of the scatterplot, one outlier was detected in the variable *motivation to learn Spanish*, three in *frequency of communication*, and three in *communication confidence*. Inspection of the scatterplot also showed that there were no extreme outliers. After checking the assumption of normality, it was found that the difference in mean scores for all construct variables were approximately normally distributed, as assessed by Shapiro-Wilk's test (*motivation to learn Spanish* $p = .587$, *international posture* $p = .304$, *communication confidence* $p = .199$, *willingness to communicate* $p = .214$, and *frequency of communication* $p = .127$). In addition, the normality QQ plots showed the points representing the quantiles of the change scores to be aligned to the normality line. To account for the small sample size, bootstrapping was used to ensure the confidence interval values reflected a more accurate range for the mean (Field, 2012). The results of the paired-samples *t*-test showed that the participants' scores in the post-survey were statistically significantly greater than in the pre-survey for two out of the five

construct variables. In particular, scores on *willingness to communicate* were statistically significantly higher in the post-survey (M = 5.24, SD = .67) than in the pre-survey (M = 5.16, SD = .77), and for the variable *frequency of communication* the post-survey scores were statistically significant (M = 4.92, SD = .88) when compared to the scores in pre-survey (M = 4.33, SD = .86) with a significant value of $p = .001$. The effect size d for *frequency of communication* was .68, which is a typical size for effects in studies for behavioral sciences (Urdan, 2010). A summary of the paired-samples t -test is presented in Table 4.4.

Table 4.4 Summary of results for the paired samples t -tests of survey scales mean differences ($n=28$)

Survey Subscales	Change scores	Paired samples t -test			95% Confidence Interval***	
		t	p	d	Lower	Upper
Motivation to Learn Spanish	.08	.804	.428	.11	-.096	.279
International Posture	-.04	-.425	.674	.05	-.204	.126
Communication Confidence in Spanish	.24	1.064	.297	.28	-.193	.669
Willingness to Communicate in Spanish	.43	2.366	.025**	.31	.068	.802
Frequency of Communication	.60	3.800	.001*	.68	.290	.915

Note. * statistically significance at < 0.001 ; ** statistically significance at < 0.05 ; *** bootstrap for paired samples test

4.2.3 Descriptive statistics for CG Group

In order to further examine these results, a comparison analysis was conducted with the CG group. Mean, standard deviation, and standard error were calculated for every construct variable in both the pre and post-surveys. The results showed that participants in the CG also increased their perceptions in *motivation to learn Spanish* (M = 5.60, SD = .70), *international posture* (M = 5.51, SD = .85), *communication confidence in Spanish* (M = 3.49, SD = .62), *willingness to communicate* (M = 3.10, SD = .87) and *frequency of communication* (M = 5.38,

SD = .87) from the pre to the post- survey. Table 4.5 presents the descriptive statistics for these variables in the CG group.

Table 4.5 *Descriptive statistics for pre-post survey scales for CG (n=24)*

Survey Scales	Pre			Post		
	<i>M</i>	<i>SD</i>	<i>SE</i>	<i>M</i>	<i>SD</i>	<i>SE</i>
Motivation to Learn Spanish	5.27	.69	.15	5.60	.70	.15
International Posture	5.12	.88	.17	5.51	.85	.17
Communication Confidence in Spanish	3.27	.58	.12	3.49	.62	.13
Willingness to Communicate in Spanish	3.03	1.28	.25	3.10	.87	.18
Frequency of Communication	5.12	.74	.15	5.38	.87	.18

Note. Communication Confidence in Spanish, Willingness to Communicate in Spanish, and Frequency of Communication were transformed to unify the scales to correspond to the Likert scale (1-7) used in the other variables.

In order to determine any statistically significant differences in the mean scores, a paired-samples *t*-tests were conducted in the CG. Assumptions were checked prior to conducting the paired samples *t*-test. Visual inspection of the scatterplot detected one outlier for the *variable motivation to learn Spanish*, and one for the variable *international posture*, and one in the variable *frequency of communication*. Further inspection of the scatterplot indicated no extreme outliers. The change scores for all variables were normally distributed, as assessed by Shapiro-Wilk's test (*motivation to learn Spanish*, $p = .479$; *international posture*, $p = .542$; *communication confidence*, $p = .892$; *willingness to communicate*, $p = .271$; and *frequency of communication* $p = .092$). Also, the normality QQ plots showed a normality lined for the points representing the quantiles of the change scores. Bootstrapping was used to account for a more accurate confidence interval for the mean (Field, 2012). The results of the test showed that participants' perceptions were statistically significant for the variables *motivation to learn Spanish* ($p = .022$) and *international posture* ($p = .021$). The effect size *d* for motivation to learn

and international posture were .47 and .45, which are considered small-to-moderate (Cohen, 1988). Table 4.6 presents the results of the paired-samples *t*-test.

Table 4.6 *Summary of results for paired samples t-tests of survey scales change scores (n=24)*

Survey Subscales	Change scores	Paired samples <i>t</i> -test			95% Confidence Interval**	
		<i>t</i>	<i>p</i>	<i>d</i>	<i>Lower</i>	<i>Upper</i>
Motivation to Learn Spanish	.33	2.460	.022*	.47	.073	.587
International Posture	.39	2.479	.021*	.45	.081	.682
Communication Confidence in Spanish	.22	1.730	.097	.36	-.043	.441
Willingness to Communicate in Spanish	.07	.227	.822	.06	-.532	.665
Frequency of Communication	.27	1.423	.168	.35	-.122	.618

Note. * statistically significance at < 0.5; **bootstrap for paired samples test

4.2.4 Comparison of Results between FG and CG groups

In order to determine the differences between both groups in the overall willingness to communicate, the researcher considered the variables jointly in determining greater power to detect any differences. Hotelling's T^2 was run to determine any difference on students' willingness to communicate as a whole. The null and alternative hypothesis were formulated as follows:

Null hypotheses:

μ_{Iwtc} = the population mean vectors for willingness to communicate as a whole in FG and CG are equal

And the alternative hypothesis:

μ_{Iwtc} = the population mean vectors for willingness to communicate as a whole in FG and CG are not equal

Preliminary assumptions revealed that the data was normally distributed, as assessed by Shapiro-Wilk test ($p > .05$); there were no extreme univariate or multivariate outliers, as assessed

by boxplot and Mahalanobis distance ($p > .001$); there was one outlier for the change score in the FG group in *motivation to learn Spanish*, two outliers in the difference for *communication confidence*, and two outliers in the mean difference for *frequency of communication*; there was one outlier in the change score for *motivation to learn Spanish*, one outlier in the change score for *international posture*, and one for *frequency of communication* in the CG group; there was a linear relationships, as assessed by scatterplot; no multicollinearity ($|r| < .9$); and there was homogeneity of variance-covariance matrices, as assessed by Box's M test ($p = .006$). The differences between the groups on the combined dependent variables was statistically significant, $F(5, 46) = 2.769, p = .029$; Wilks' $\Lambda = .769$; partial $\eta^2 = .231$. A Bonferroni adjusted α level of .025 with a simultaneous 95% confidence level was used. Therefore, we can reject the null hypothesis and accept the alternative hypothesis.

A follow-up pairwise comparison independent samples t -test was calculated for each variable. Mean differences for FG in *communication confidence*, *willingness to communicate*, and *frequency of communication* were .02 (95% CI, -.480 to .538), .036 (95% CI, -.358 to 1.064), .33 (95% CI, .158 to .820) respectively, higher than in the CG. The mean scores for *motivation to learn* and *international posture* were .25 (95% CI, -.560 to .050) and .43 (95% CI, -.770 to -.076) lower than the CG. There was a statistically significant difference between the change scores for *international posture* from students in CG and FG, $p = .017$. The effect size d of this variable was approximately .6, which is moderate typical size (Cohen, 1988, Urdan, 2010). Other variables were not statistically significant. The combined group means were statistically significantly different ($p < .05$). Table 4.7 presents a summary of these results.

Table 4.7 Results from Hotelling's T^2 test and pairwise comparisons for FG and CG

Survey Scales	Change Scores		Mean Diff.	SD	Pairwise Comparisons		95% Confidence Interval ^b	
	FG	CG			<i>p</i>	<i>d</i>	Lower	Upper
Motivation to Learn Spanish	.08	.33	-.25	.17	.126	.42	-.581	.086
International Posture	-.04	.39	-.43	.17	.017*	.68	-.770	-.080
Communication Confidence in Spanish	.24	.22	.02	.27	.936	.02	.519	.559
Willingness to Communicate in Spanish	.43	.07	.36	.34	.306	.29	-.321	1.04
Frequency of Communication	.60	.27	.33	.24	.187	.37	-.162	.815

Note. * $p < .05$; ^b adjustment for multiple comparisons: Bonferroni

4.2.5 Correlational Results for FG

With the assumption that the grade obtained in the tasks might be related to the change scores, it was suspected that, on average, the higher the scores participants obtained in the technology-mediated tasks, the higher the change scores in their perception scores in each construct variable, thus showing a linear relationship. In fact, it can be observed from the scatterplot matrix that the points lie in a general, albeit not perfect, linear trend in the data for all variables (Figure 4.1). This means that in general, as participants were participating in the technology tasks and their performance grew, participants' perceptions in the variables also grew. Interestingly, the variable international posture grew worse.

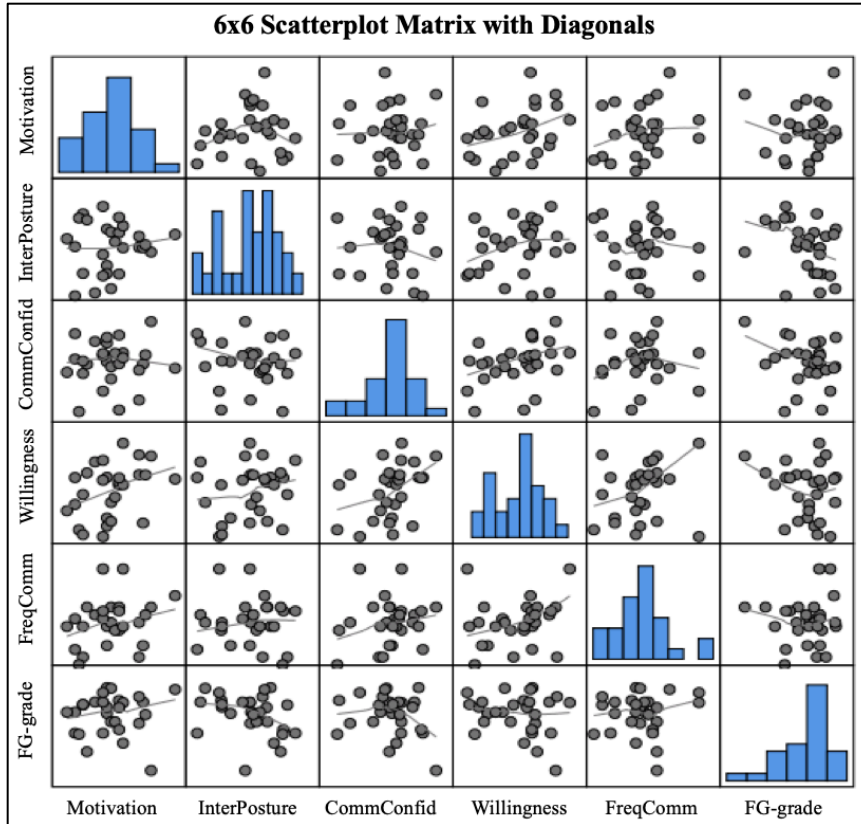


Figure 4.1 Scatterplot matrix of the change scores for all survey variables

Pearson's partial correlations were conducted to test the statistical significance of the correlation coefficient. The null and alternative hypotheses were stated as follows:

$H_0: \rho_{XY \cdot Z} = 0$; the population partial correlation coefficient is equal to zero.

Null hypothesis:

H_0 : there is no association between the change scores and the grade obtained in the technology-mediated tasks

And the alternative hypothesis:

$H_A: \rho_{XY \cdot Z} \neq 0$; the population partial correlation coefficient is not equal to z

H_A : there is an association between the change scores and the grades obtained in the technology-mediated tasks

The results showed that there were linear relationships among the change scores and the grades in the technology-mediated tasks, as assessed by scatterplots and partial regression plots. There was univariate normality, as assessed by Shapiro-Wilk's test ($p > .05$), and there were no extreme univariate or multivariate outliers, as assessed by boxplots and Mahalanobis Distance respectively. A bivariate Pearson's correlation established that there was a moderate and positive statistically significant relationship between *willingness to communicate* and *motivation to learn* $r(26) = .369, p = .05$; and *willingness to communicate* and *communication confidence* $r(26) = .391, p = .04$. There was a moderate positive relationship between *motivation* and *frequency of communication* $r(26) = .391, p > .05$. Pearson's partial correlations showed that the strength of this linear relationship was similar between *willingness to communicate* and *motivation to learn* $r(26) = .390, p = .04$, but less when the grade of the technology-mediated tasks was controlled for, between *willingness to communicate* and *communication confidence* ($r = .360, p = .06$), and between *motivation to learn* and *frequency of communication* ($r = .255, p > .05$). Therefore, the null hypothesis was rejected in favor of the alternative hypothesis. This result suggest that the students who are motivated and confident in their language skills showed signs of being willing to communicate in Spanish. Table 4.8 provides a summary of these results.

Table 4.8 *Pearson's partial correlations for change scores (n = 28) controlling for task grade*

	Change Scores			
	Motivation	International Posture	Communication Confidence	Willingness Communicate in L2
International Posture	.127	--	--	--
Communication Confidence	.081	-.189	--	--
Willingness to Communicate in L2	.390*	.130	.360	--
Frequency of Communication	.255	-.042	.171	.232

Note. * = statistically significant at $p < .05$ level

To explore further whether the indicator variables might have influenced the construct variable *willingness to communicate*, a Pearson's partial correlation analysis was performed on the post-test controlling for FG task grade. The results showed that there were linear relationships among the variables in the post-survey and the grades in the technology-mediated tasks, as assessed by scatterplots and partial regression plots. In fact, the multiple scatterplots showed the data points had linear or scattered patterns (Figure 4.2).

There was univariate normality, as assessed by Shapiro-Wilk's test ($p > .05$), and there were no extreme univariate or multivariate outliers, as assessed by boxplots and Mahalanobis Distance respectively.

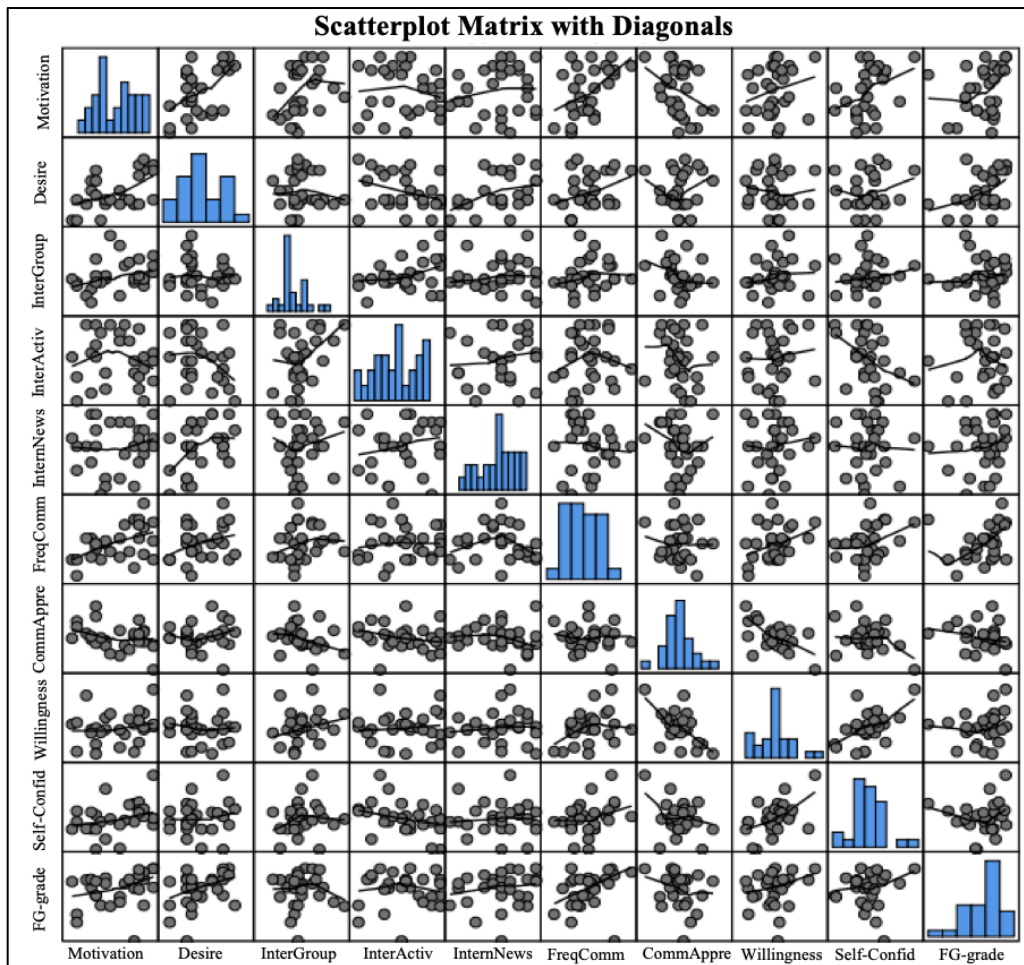


Figure 4.2 Scatterplot matrix of the variables in post-survey in the FG group

A bivariate Pearson's correlation established that there was a moderate and positive statistically significant relationship between *intergroup approach-avoidance* and *interests in international activities* $r(26) = .383, p = .04$; between *willingness to communicate* and *self-perceived confidence* $r(26) = .522, p = .00$; between *interest in international news* and *desire to learn* $r(26) = .417, p = .03$; between *frequency of communication* and *motivation to learn* $r(26) = .489, p = .00$; between *self-perceived confidence* and *motivation to learn* $r(26) = .382, p = .04$; and between *desire to learn* and *motivation to learn* $r(26) = .524, p = .00$. There was a moderate and negative statistically significant relationship between *willingness to communicate* and *communication apprehension* $r(26) = -.543, p = .00$; and between *self-perceived confidence* and *interest in international news* $r(26) = -.418, p = .03$.

Pearson's partial correlations showed that the strength of this linear relationship was similar to the bivariate correlations, but not significant when the grade of the technology-mediated tasks was controlled for, between *willingness to communicate* and *frequency of communication* $r(26) = .320, p = .10$, and between *desire to learn* and *interest in international news* $r(26) = .376, p = .05$. Therefore, the null hypothesis was rejected in favor of the alternative hypothesis. This result seems to suggest that the students who are motivated and confident in their language skills showed signs of being willing to communicate in Spanish. Table 4.9 provides a summary of these results. These findings indicate that while students might have more frequent communication, and more self-confidence in the language, they likely feel more willing to communicate. However, the more nervous they feel, they less likely show willingness to communicate.

Table 4.9 Correlation matrix for variables in post-survey controlling for Flipgrid task grade

	MI	DLS	IAG	IFA	IF	F	N	WTC	SPC
DLS	.461*								
IAG	.344	-.056							
IFA	-.091	-.299	.384*						
IF	.067	.376	.109	.135					
F	.435*	.242	.044	.070	-.141				
N	-.309	.216	-.250	-.157	-.241	-.032			
WTC	.160	-.50	.222	.076	.108	.320	-.515*		
SPC	.374*	.109	.124	-.424*	.02	.323	-.321	.517*	

Note. * = statistically significant at $p < .05$ level; MI: Motivational Intensity, DLS: Desire to Learn Spanish, IAG: Intergroup Approach-Avoidance Tendency, IFA: Interest in International Vocation/Activities, IF: Interest in International News, F: Frequency of Communication, N: Communication Apprehension, WTC: Willingness to Communicate, SPC: Self-Perceived Communicative Competence.

4.3 Research Question 2: Impact of tech-mediated oral communication tasks on intermediate Spanish learners' communicative performance

In answering the second research question “how do tech-mediated oral communication tasks impact intermediate Spanish learners' communicative performance”, a between-groups comparative quantitative analyses were used to determine if there were changes in the communicative performance scores as assessed in the speaking quizzes and oral presentation. Descriptive statistics of the scores in the speaking quizzes and oral presentation are presented first, followed by the results of the comparative analysis performed with the CG.

4.3.1 Descriptive Statistics

Mean, standard deviation, and standard error for every of the four speaking quizzes, and oral presentation were calculated. These two scores were combined into the variable communicative performance for each of the groups in the study, FG and CG. The results of the descriptive statistics showed that the scores in the speaking quizzes and oral presentation are higher in the CG when compared to the FG. Therefore, the overall communicative performance in the CG ($M = 90.44$, $SD = 6.62$) is also higher than in the FG ($M = 89.96$, $SD = 7.26$). Table

4.10 presents the descriptive statistics for this data with the variable communicative performance in bold face.

Table 4.10 *Descriptive statistics for quizzes, oral presentation, and overall communicative performance*

Scores	FG			CG		
	<i>M</i>	<i>SD</i>	<i>SE</i>	<i>M</i>	<i>SD</i>	<i>SE</i>
Speaking quiz	27.29	2.16	.408	27.63	2.60	.531
Speaking quiz	27.38	2.26	.427	27.58	1.89	.385
Speaking quiz	28.04	1.67	.315	28.25	2.29	.467
Speaking quiz	28.11	1.62	.306	28.67	1.63	.333
Oral Presentation	35.04	3.75	.708	35.46	3.56	.727
Overall communicative performance	89.96	7.26	1.37	90.44	6.62	1.35

These results showed that participants in the FG group began the study at a lower baseline than the CG. In fact, the quiz scores in the FG kept an increased lower trend during the semester than the scores in the CG (Figure 4.3)

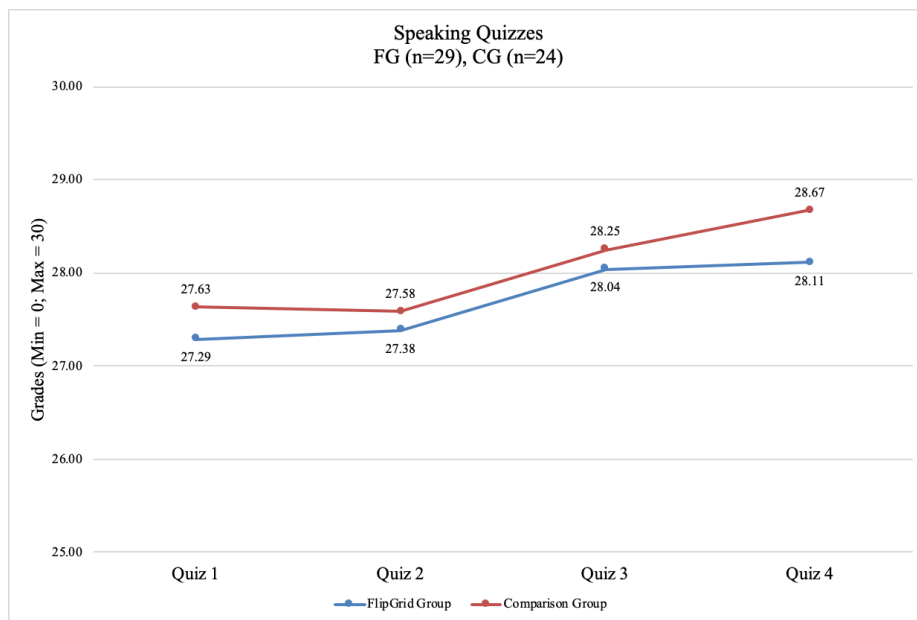


Figure 4.3 Trend in speaking quiz scores throughout the semester for FG and CG

4.3.2 Comparison of Results between FG and CG

Further analysis was conducted to determine whether there was any significant difference in the communicative performance between the FG and CG groups. Inspection of the scatterplot showed that the data in the variable *communicative performance* was not normally distributed, and there were two outliers in the FG group and one in the CG group. Inspection of the data points indicated that these outliers corresponded to unusual values, therefore the researcher decided to keep the outliers and conduct the non-parametric test Mann-Whitney U after checking all assumptions. The distribution of the communicative performance scores for each group were different, as assessed by visual inspection of the population pyramid histogram (Figure 4.4).

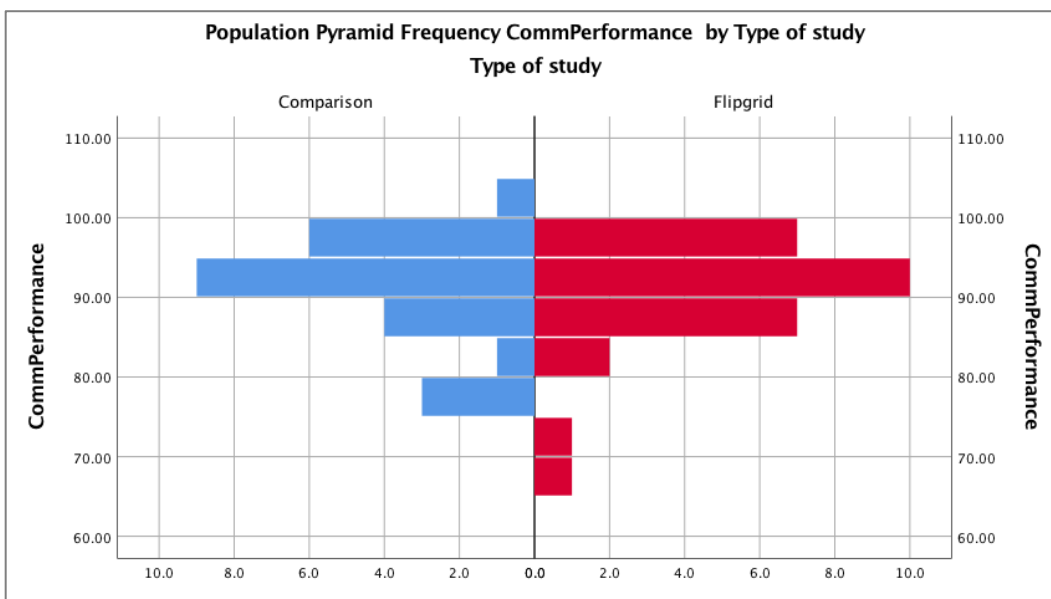


Figure 4.4 Distribution of communicative performance in FG and CG

The results of the Mann-Whitney U test indicated that students in the FG group had lower mean ranks (26.29) than students in the CG (26.75) in their communicative performance scores $U = 330$, $z = -.110$, $p = .912$, which was not a statistically significant difference, using an exact sampling distribution for U (Dineen & Blakesley, 1973). Table 4.11 summarizes these results.

Table 4.11 Results from the Mann-Whitney U test for difference in communicative performance

Scores	Mann-Whitney U test			
	Mean rank		U	p
	FG	CG		
Overall communicative performance	26.29	26.75	330	.912

4.3.3 Correlational Results for FG

Additional analysis was conducted within the FG group to determine whether there was any association between the scores that participants obtained in the technology-mediated tasks and their overall communicative performance. The distribution of the technology-mediated task scores showed that approximately fifty percent of students obtained higher scores within the range 9-10 points of the speaking rubric, while one third of students (10) scored between 8 and 9 points, and only ten percent of students (3) scored less than 8 points in the rubric. Figure 4.5 summarizes these distributions.

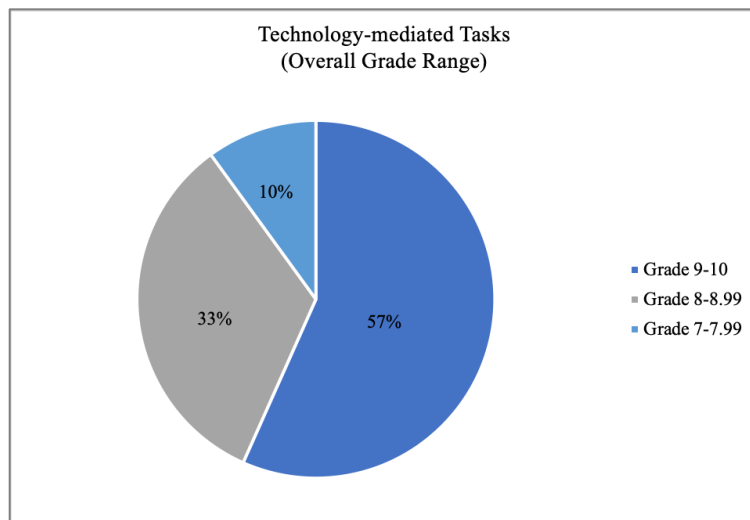


Figure 4.5 Distribution of scores in the technology-mediated tasks

Inspection of the scatterplot showed two outliers in the technology-mediated tasks scores and one in the communicative performance scores. As these outliers were genuinely unusual

scores, the researcher kept the outliers in the analysis. Because the variable communicative performance was not normally distributed and the scatterplot showed the monotonic relationship between the two variables (Figure 4.6), the non-parametric Spearman's rank-order correlation was computed to assess the relationship between the technology-mediated tasks scores and the communicative performance scores.

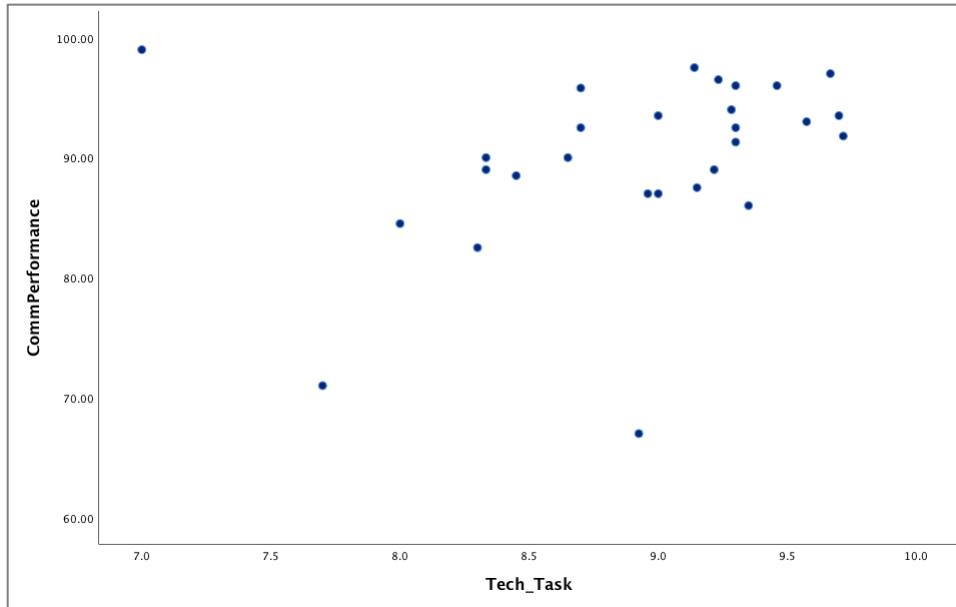


Figure 4.6 Monotonic relationship between scores in technology tasks and communicative performance

The null and alternative hypotheses for this test were formulated as follows:

Null hypothesis:

H_0 : There is no monotonic association between the variables in the study

Alternative hypothesis:

H_A : There is a monotonic association between the variables in the study

The results of the Spearman's rank-order correlation indicated that there was a statistically significant and positive relationship between technology-mediated task scores and the communicative performance scores, $r_s(26) = .389, p = .041$ (Table 4.12).

Table 4.12 *Results from the Spearman's rank-order correlation for communicative performance*

Scores	Spearman's rho
	Technology-mediated task
Overall communicative performance	.389*

Note. * = statistically significant at $p < .05$ level.

This statistically significant results led to reject the null hypothesis and accept the alternative hypothesis. The results suggested that while the scores that participants obtained in the technology-mediated tasks increased, so did the scores of their communicative performance. However, this association is relatively weak. The coefficient of determination ($r^2 = .15$) indicates that only 15% of the variance in the overall communicative performance can be explained by the variance in the scores of the technology-mediated tasks.

4.4 Research Question 3: Spanish learners' perceptions of their experience in the technology-mediated tasks

To answer the third research question "what are Spanish learners' perceptions of their communicative performance and experience in the tech-mediated oral communication tasks?", a content analysis was performed on the qualitative data of the FG group (online reflections, midterm-survey, evaluation of Flipgrid, focus-group interviews with students, and interview with instructor), and descriptive statistics on the digital data gathered in the Flipgrid tool. Similarly, thematic analysis was performed on the qualitative data of the CG group in order to aid in triangulating the findings.

From the analysis in the FG group, the following six broad themes were developed: (1) communicative performance opportunities, (2) language learning experience, (3) feelings and

perceptions, (4) language performance barriers, (5) affordances and limitations of the Flipgrid tool, and (6) recommendations for task design and content. These themes and their connection to the subscales in the survey are presented in Table 4.13.

Table 4.13 *Themes of the qualitative results and connection to construct variables*

Themes	Description	Connection to survey scales*
<i>Communicative performance opportunities</i>	<ul style="list-style-type: none"> ▪ Understanding flow of conversational style ▪ Extending language practice ▪ Self-monitoring 	<ul style="list-style-type: none"> ▪ <i>motivation & frequency of communication</i> ▪ <i>motivation & willingness to communicate</i> ▪ <i>communication confidence</i>
<i>Language learning experience</i>	<ul style="list-style-type: none"> ▪ Practice-oriented use of language ▪ Beneficial for speaking, perspectives & booster confidence 	<ul style="list-style-type: none"> ▪ <i>international posture & communication confidence</i> ▪ <i>willingness to communicate, frequency of communication, communication confidence</i>
<i>Feelings and perceptions (Not) Meeting task criteria</i>	<ul style="list-style-type: none"> ▪ Satisfaction with scope of responses ▪ Confidence in oral skills & language use ▪ Maintaining focus on topic ▪ Elaboration in answers 	<ul style="list-style-type: none"> ▪ <i>communication confidence</i> ▪ <i>communication confidence & willingness to communicate</i> ▪ <i>motivation</i> ▪ <i>motivation, communication confidence & willingness to communicate</i>
<i>Language performance barriers</i>	<ul style="list-style-type: none"> ▪ Unfamiliarity with content ▪ Challenges in spoken performance ▪ Anxiety and Nervousness 	<ul style="list-style-type: none"> ▪ <i>(all) motivation, communication confidence & willingness to communicate</i>
<i>Experience using the Flipgrid tool</i>	<ul style="list-style-type: none"> ▪ Ease of use ▪ Flexibility ▪ Safe environment 	<ul style="list-style-type: none"> ▪ <i>willingness to communicate</i> ▪ <i>communication confidence</i> ▪ <i>motivation & communication confidence</i>
<i>Task design and content</i>	<ul style="list-style-type: none"> ▪ Broad topics ▪ Clarity of instructions 	

Note: * color-coded survey constructs to distinguish the connections to the themes

4.4.1 Communicative performance opportunities

This theme relates to participants' perspectives on the multiple opportunities that the integration of the technology-mediated tasks provided to them to practice speaking in Spanish. This theme includes participants' understanding of the conversational flow, extended practice, and self-monitoring of speaking performance.

Students perceived that through their participation in the technology-mediated tasks, they were able to practice oral skills and thus infer the conversational style while responding to the task prompts spontaneously. Students took the tasks as strategies to practice language functions, use of grammatical structures, integrate ranges of vocabulary, and rehearse pronunciation, as well as to assess their own speaking performance. In fact, students mentioned that they were faster in creating responses, leading them to speak on the spot and with more apparent fluency. This is illustrated with a comment in one of the online reflections, "it's good to speak off command and not have much to think about your answer before you say it because it makes me feel more fluent". While, another student toward the end of the study, wrote, "I spoke spontaneously with a couple of notes, and I got my message across clearly". The perceived immersion in a conversational style was also illustrated in the comment, "[Flipgrid task] helped me practice thinking of conversational sentences rather than responses to questions". During the focus-group interviews, some students mentioned that the tasks facilitated the flow of speaking when ideas seemed to become disconnected,

[Flipgrid task] helps when you're speaking, and then you say a couple of things and then you've said enough where you can't really, change what you're going to say in Spanish and you kind of just have to figure out how to finish it.

While the technology-mediated tasks facilitated understanding and practice of spontaneous speaking, students also acknowledged the need to prepare notes prior completing

the tasks. This occurred specially at the beginning of the study and decreased toward the end. For example, in the focus-group interview a student mentioned that at the beginning,

I wrote just small notes about things that I could talk about [in Flipgrid], but as I went on, I feel like I gained more confidence and didn't have to write those notes, and just like read the questions, and then just kind of came up with what I wanted to say and then just said that.

Students perceived that the tasks allowed them the opportunity for extended practice of their speaking skills. A student commented she felt good because she “got in some extra speaking to help in my learning”. For almost all students in the FG group, these tasks promoted authentic uses of Spanish and the practice of pronunciation. In the online reflections, a student wrote that “[Flipgrid tasks were] a good way to learn Spanish better and practice [Spanish] speaking skills more”, whereas another student shared, that he developed “ways to speak about certain topics on the spot”. The added practice that Flipgrid tasks offered was highlighted by a student's comment during the focus group interviews, “in class we were asked direct questions where like a sentence would suffice for answering it, but then with the Flipgrid it was more open ended, and you could talk more and take multiple directions with it”.

Also, students mentioned that the Flipgrid tasks afforded performance monitoring. Students were able to identify their own strengths and needs for improvement while recording their answers to the tasks, as it was shared in the reflections that “[Flipgrid tasks] helped me be able to see and hear myself speak and to know what I can do better”. This is supported by a comment during the focus-group interviews, “you could actually record yourself and could see a video so that you can, kind of like, correct yourself when you saw it”.

4.4.2 Language Learning Experience

The technology-mediated tasks furthered students' learning of Spanish by implicitly guiding the integration of the vocabulary studied in class and more complex grammar structures into their speaking. Correspondingly, their speaking confidence boosted and allowed some level of language creativity. In a reflection comment, a student said he “tried to use different tenses and vocabulary”, while another shared that “I added some humor, which allowed me to play with the sentence structure”. Even further, a student mentioned that using grammar and vocabulary correctly along “with enough details” helped her “to demonstrate what I was trying to discuss”. Students' reflections also included references to the Flipgrid tasks as opportunities to take risks in using uncommon and new vocabulary as well as new grammar tenses. As one student commented, “[Flipgrid tasks] helped me practice vocabulary I may have not used otherwise”, pushing students to breakthrough their thinking and perspectives on the topic and their current range of vocabulary, such as when the topics of human rights and politics were discussed in the tasks.

In the focus-group interviews, students also mentioned that the tasks facilitated making a connection between the content and language structures. As one student mentioned, “it was easier to connect use of vocabulary that we already learned so I wasn't so much racking my brain for vocabulary words”. The Flipgrid tasks facilitated a language learning experience related to fluency and the correct use of words. As mentioned by a student, “when I was practicing at home, it helped me with not only to create sentences, but it helped me with not only the blueprints I guess, the fluency and kind of like the accents and using the terms correctly”. The combination of familiar and unfamiliar topics in the Flipgrid tasks also gave students the flexibility to incorporate more familiar language when responding to the prompts. A student mention that for one of the tasks, a general focus “was better because I didn't have to have a

background, I could just come up with a story”, leading the student to use her own linguistic resources to complete the task.

Students perceived their language learning experience in the technology-mediated tasks as a way to enhance their confidence in using Spanish, leading to more accurate communication. A student mentioned in his reflection that he did not have to “worry about my speaking being perfect, ...I am able to relax and think, which makes my speaking more accurate”. In the focus-group interviews, students mentioned having gained more confidence in their speaking due to the practice they were getting with the tasks and “[not having] to write notes”. The confidence that some students gained by participating in the Flipgrid tasks relates to how these tasks helped in figuring out what to say. This point is provided by a student’s comment in the interview, “[Flipgrid tasks] helped if I couldn’t figure out something, like I didn’t know the word or the saying, then I could say it in a different way and wouldn’t have to worry about not humiliating myself”. Thus, the tasks took students out of their comfort zones, suggesting that students can be capable of engaging in communicative activities provided that they are given prior practice in a variety of these.

4.4.3 Feelings and perceptions

While students participated in the technology-mediated tasks, they not only had the time to reflect on their learning process, but also on their feelings when completing the tasks. Students’ reflections included the level of satisfaction with the extent and depth of their responses to the tasks, the level of confidence in speaking, and the focus and elaboration of responses. The vast majority of students shared through the reflections that they felt good after completing the tasks because of multiple reasons including “It’s a low-stress way of practicing Spanish”, “[it] allowed me enough time to complete the task”, and “I can answer the questions and carry out a conversation”. The reflections also showed that these feelings of satisfaction

were accompanied with perceptions of confidence in language abilities and some level of struggles for language accuracy and use. This can be illustrated by a note from a student who shared “I feel like my Spanish communication skills are getting better. Next time I will try and make it longer”. While another wrote, “I find it satisfying that I could discuss in depth about a topic, but I felt like I stumbled on finding the correct Spanish words many times”.

The focus on using accurate use of the language was prominent in several reflection notes. For example, a student shared that although he liked that he “can speak freely with no mistakes” he will try to use “better grammar” in the next Flipgrid task. Also, students perceived they had confidence their responses met the task criteria as they were able to communicate their ideas clearly and with relative accuracy as the following example illustrates, “I believed I use the grammar and vocabulary correctly, and used enough details to demonstrate what I was trying to discuss”. The participation in the Flipgrid tasks seemed to have aided in many students’ greater confidence in their speaking while giving what they considered a “good response” and create sentences without much preparation on their own.

Similarly, students’ reflections indicated their focus and elaboration of ideas around the tasks. A student commented that he had “a creative and intelligent response” while speaking more naturally about the topic. Another student commented on her answer on civil rights, “I explained [the topic] from a general standpoint instead of specifically why it is important for the United States and why it is important for Spanish speaking countries”.

Despite the overall perception of meeting the task criteria, some students acknowledged their need for more “substance” and accurate use of language in their answers. While one student wrote that he needed better ideas in the responses to the task in chapter 7, another student perceived he “could have used more ideas and more examples, but it is hard to explain myself in

Spanish”. Students’ reflections also highlighted the points of struggle between fluency and accuracy, as one student commented “It was choppy and lacked vocabulary, but I used right grammar”. In the same way, the learner-centered nature of the Flipgrid tasks allowed students to be flexible and creative in their responses, and as one student wrote “[Flipgrid taught] me how to provide a good answer, while still being concise”.

At the focus-group interviews, students commented that they gained confidence in speaking more freely. A student said, she “[tried] and [used] what I know and stuff and make mistakes, so it was nice that, like, you were just, kind of, speaking to yourself and, kind of, thinking things through in your head”. The extended practice that Flipgrid tasks provided seemed to have aided in students’ gaining confidence to speak in class, as one student pointed out the tasks “just make[s] you more confident because you’re just getting practice”. Another aspect that students mentioned was the confidence they had to resort to their own repertoire of linguistic resources to express their ideas. This can be seen in the comment “it was helpful if you started saying something and you don’t know the word to use, you have to find a different way of saying it with vocabulary you already know”.

Additionally, the end-of-semester evaluation shows that most of the students felt the Flipgrid tasks allowed them extra practice in speaking where they can use details and provide explanations, because “It’s one thing to know the language and understand it, but it’s another thing to speak it”.

4.4.4 Language Performance Barriers

Students’ perceptions and experiences in the technology-mediated tasks involved challenges related to the language barriers that students faced while completing the tasks. These barriers included students’ unfamiliarity with the content of some of the tasks, challenges in terms of accuracy, and feelings of nervousness and anxiety. Several students shared in their

reflections that it was difficult to come up with an elaborated answer to the task because of their limited knowledge on the topic. A student commented that “it’s tougher to create intellectual ideas for certain topics that I do not know that much about, or do not have enough vocabulary to give”. Interestingly, some students perceived that some of the topics had an unclear meaning, making it difficult to answer “without writing out a response” first. The reflections also showed some feelings of frustration due to the lack of ideas and sufficient vocabulary, or because the topics were “irrelevant to every day conversation”.

The results also highlighted the challenges that students faced in their oral communicative performance. These challenges encompassed the nature of students’ participation in the tasks, and their perceived need for language accuracy. A recurrent line of thought in students’ reflections showed that students struggled with “talking for a longer amount of time”, or “without thinking of a general outline in my head first”. One student wrote in her reflection that her worries were about “[conjugating] verbs correctly spontaneously”, while another student kept thinking that through his participation in the Flipgrid tasks, he realized “how much I still stumble to use the right tenses”.

Throughout the reflections, focus-group interviews and end-of-semester survey, it was evident that students repetitively referred to the fear they had from being judged in the quality of their speaking for multiple reasons including having to speak more fluently, using accurate grammar and vocabulary, as well as, at times, using correct pronunciation. A student shared that he was frustrated “because I was getting stuck a little and pronounced things slowly”. Another student wrote that the speaking tasks made him “nervous to speak” as he was not very confident in using Spanish in communicative situations. While another student recognized that the Flipgrid tasks helped him because he was “always worried about speaking”. The underlying idea that

when others are watching, students feel more anxious and nervous was corroborated with additional comments from the midterm open-ended survey. There was a clear connection between the level of confidence that students gained through the technology-mediated tasks to “practice more spontaneous speaking without the pressure of judgments” or “knowing that [Flipgrid tasks were] a tool for me without anyone judging”. The evidence from these comments leads to show that the Flipgrid tasks facilitated a practice of a variety of tasks in a way that was not possible otherwise in the class without experiencing embarrassment, anxiety, fear of losing face, and lack of confidence. A perceived uncomfortable feeling when speaking in front of others is a greater barrier for students to engage in a real-life like spontaneous use of language.

4.4.5 Experience using the Flipgrid Technology Application

The results of the qualitative data and the quantitative data in the Flipgrid evaluation showed themes related to the affordances of the technology tool to enhance or hinder students’ learning. Aspects such as ease of use, flexible access, and safe environment were identified by students during their participation in the tasks. Several students indicated that the setting was straightforward and the tool was easy to use and manage, allowing students to “speak in a comfortable and relaxed environment”. The flexibility of the technology application facilitated recording the answers to the tasks multiple times as students would watch their videos and “be able to tell what I did right and what I need to work on more”. In addition, a student said that he “felt like I could just click like three buttons and [the response] would be uploaded. I mean like you could play around with it”. Another student commented on the convenience of using the application in a mobile device,

I used the app on my phone and I found that really helpful because I didn’t have to sit down and be like oh it’s time, I would be like pull out my phone quick and record myself in Spanish and go along with the rest of my work.

Additional comments from the students during the focus-group interviews supported the comments on the positive benefits of the tool including quicker access and being user-friendly. A student commented that “it was much easier to use than the speaking portion on campus, it was a lot less stress associated with it”. The results of the end-of-semester evaluation of the Flipgrid experience are summarized in Table 4.14.

Table 4.14 *Student experiences using the Flipgrid application (n=26)*

Flipgrid Experience	Number of Respondents	Percentage
<i>Use of the tool</i>		
Feeling anxious about the use of the tool	3	12%
Being worried about not handling the tech tool properly	1	4%
Feeling confident in my tech skills	12	46%
Feeling motivated to use the tech tool for speaking	9	35%
Not having technical issues	3	12%
Not having to record more than once	6	23%
Getting the tasks done without worrying about making mistakes	10	38%
Keeping focused on the speaking tasks	11	42%
Adding emojis to my video	4	15%

Notwithstanding, the results of the learner digital data in the Flipgrid tool showed that students were highly engaged in the tasks at the beginning of the semester, whereas their participation critically decreased towards the end of the semester. Several students mentioned during the focus-group interviews that they had participated at the beginning of the tasks, while others were more motivated to go through all the tasks. A similar the trend of participation in the Flipgrid can be observed for both course sections (Figure 4.7).

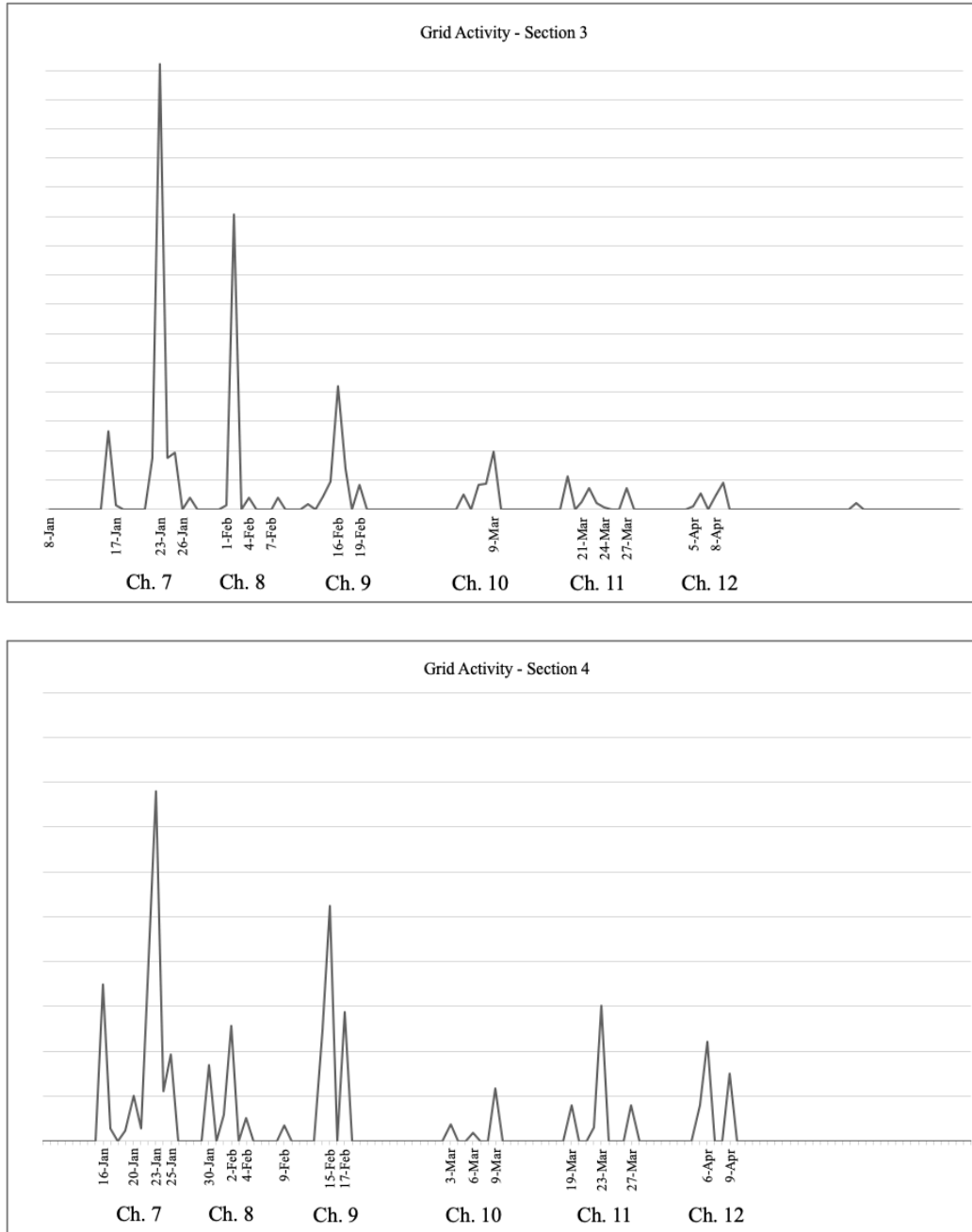


Figure 4.7 Trend of student video postings throughout all Flipgrid tasks

In regards to the Flipgrid tasks grading, it could be seen that the distribution of the grades did not vary throughout the tasks ($M = 8.92$, $SD = 0.41$). A closer look at the time spent on task (measured in seconds in the video lengths) indicated that the time students spent recording their

answers fluctuated across tasks, with tasks for chapters 8 and 9 showing longer time.

Contrastively, the task in chapter 11 showed that students spent much lesser time amongst all the tasks (Figure 4.8).

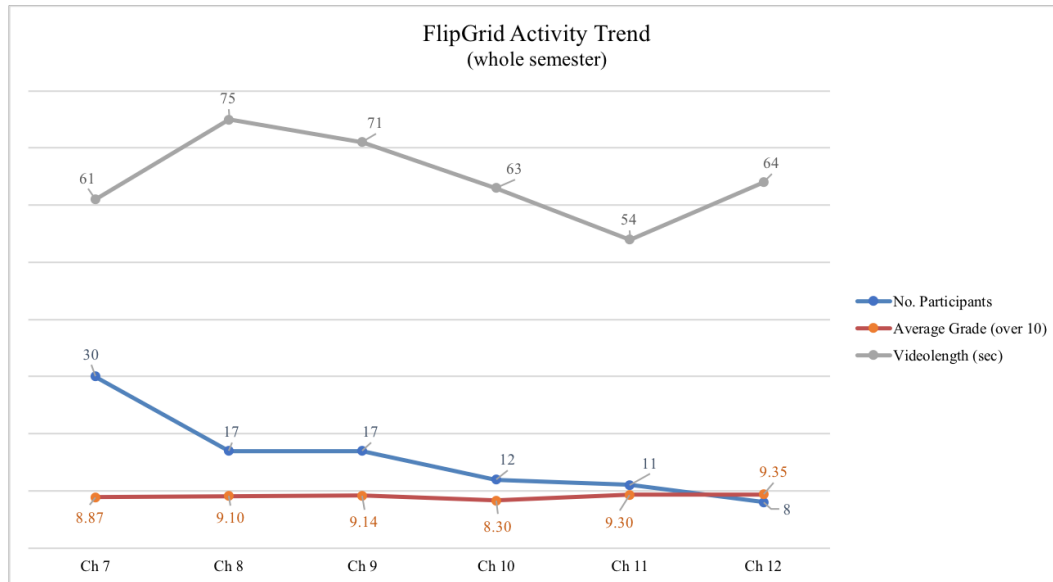


Figure 4.8 Trend of student activity throughout all Flipgrid tasks

It could also be seen a drastic decline in student participation from the beginning ($n=30$) to the end of the study ($n=8$). This drastic decline in participation and fluctuations in time on task might be speculated to have occurred for a few reasons. First, at the beginning of the semester, students did not have multiple assignments and might have had enough time to complete the tasks. The decline might have also been the result of this activity being considered as extra credit for class participation and, therefore, students might not have had the pressure to participate in it.

Second, the irregularity in the time spent on task might have also been the result of the different types of topics selected for the tasks. As mentioned by some students in their online reflection, some of the topics might have been familiar, unfamiliar or the expected grammatical structures might have been very complex, leading students to speak for a shorter time. The task for chapter 8, protecting the environment, and chapter 9, social changes, could apparently elicit

personal experiences, thus, suggesting that the familiarity with the topic led to responses that added details and were more elaborated. Whereas, the task in chapter 11 presented a hypothetical situation, the sudden disappearance of the class instructor in the present time. Interestingly, the content of chapter 11 seemed to have limited the extent of the speculations. In actuality, a student mentioned in the online reflection that the topic “is very difficult and not quite relevant to every day conversation”. While another student mentioned in the interviews that “[task 11] was better because I didn’t have to have a background I could just come up with a story and I thought that was the most successful for me”. It appears that the topics aforementioned elicited mixed perceptions and thoughts.

4.4.6 Recommendations for Task Design and Content

The last theme that was developed from the qualitative data related to the recommendations that students provided to enhance the quality of the tasks. These recommendations included more relevant topics, choice of topic, and interaction and feedback. The topics utilized in the Flipgrid tasks came from the textbook chapters and, despite the variety, these apparently led students to struggle with content and language use. A student commented that “It isn't helpful to include certain topics, I think some general conversation topics would be better than economic ones”. Although several students mentioned in their reflections that some tasks involved topics that were closely related to classwork or to their majors, a few students commented that the content of some of the topics were “odd” and “weird” and “[wished] we had more than one prompt to choose from”. This also left some students “feeling frustrated” because they did not know what to say. Students also suggested that “instead of incorporating topics from class just do any topics so we’re comfortable doing other things not just learning things in class”.

Another suggestion included interaction with others to enhance the conversational style in the tasks, as one student commented “it would be better if it was with a real person and there

are more listening parts involved”. Another student mentioned in the midterm survey that “it would be more helpful to have a conversation that is more impromptu where I don’t get the chance to plan”. Alongside, students mentioned that despite the additional speaking practice, the tasks did not provide feedback in their communicative performance. This finding is interesting because all the tasks included a rubric and the tasks were graded by the instructor. The rubric was the same used for grading the speaking quizzes (accuracy, comprehensibility, and content). A student commented that while participating in the Flipgrid tasks, he found “not getting too much feedback like you would in person”. The comments by students suggested that they needed more targeted and immediate feedback on their speaking as well as more explicit guidance to check the feedback in the tool. All in all, the technology-mediated tasks provided a space for additional practice outside the class where students felt safe and comfortable to speak in Spanish off a prompt. Students’ comments seem to also suggest that they needed more real-life like opportunities where interaction and impromptu conversations take place so they could communicate in a similar manner as in an actual authentic conversation.

Further, students suggested that clear directions on the Flipgrid tasks would be beneficial in order to complete them on time. The Flipgrid tasks were added to the regular class schedule and all students had access to them. However, listing the tasks in the schedule and describing them in the Flipgrid tool proved insufficient for students to complete them. For example, a student mentioned in his midterm survey to make the prompts “have more depth or more direction”. While the tasks were scheduled one per chapter, students’ recommendations also included making the tasks required and frequent activities in the class.

4.5 Triangulation of findings

Triangulating the types of data sources in this study allowed the researcher to substantiate the different perspectives on the students’ experiences and perceptions of their participation in

the technology-mediated tasks (Flick, 2008). To achieve this, the researcher contrasted the findings in the FG with the CG, and incorporated the course instructors' interview data. First, the themes from the online reflections and focus-group interviews were contrasted to identify any similarity or difference in the communicative opportunities, feelings and perceptions, language barriers, and recommendations. According to results, students in the CG also had opportunities to practice speaking through out-of-class activities involving real-life conversations facilitated by work or leisure activities. While students indicated that they had used the class and technology resources more intensively, they experienced limited exposure to more complex language, thus limiting their practice of language in spontaneous contexts. While some students suggested intensifying speaking activities, others suggested establishing partnerships with Spanish speakers for authentic conversations. Table 4.15 depicts the contrasting findings.

Table 4.15 *Contrasting findings between FG and CG qualitative data*

Themes	Contrasting Findings*		Connection to survey scales**
	FG	CG	
<i>Communicative performance opportunities</i>	Self-monitoring	Authentic language settings (work/leisure)	▪ <i>motivation, frequency of communication, willingness to communicate & communication confidence</i>
<i>Language learning experience</i>	Booster confidence in language skills	Intentional use of class and tech resources	▪ <i>communication confidence & willingness to communicate</i>
<i>Feelings and perceptions</i>	Confidence in oral skills & language use Elaboration in answers	Limited exposure to complex language	▪ <i>communication confidence, willingness to communicate & frequency of communication</i>
<i>Task design and content</i>	Broad topics	Partnering activities	▪ <i>frequency of communication</i>

Note: * descriptions that differed between groups; ** color-coded survey constructs to distinguish the connections to the themes

Second, the results of the open-ended questions related to the opportunities that both groups, FG and CG, had for using external resources to practice their communicative oral skills were also contrasted. These results indicated that students in the CG had used several resources more often than the students in the FG group. While the vast majority of students in the CG group reported having used additional online resources, approximately 50% of students in the FG group reported having done so. Contrastively, all students who responded to the open-ended question in the FG group reported having communicated with other speakers to practice their language skills, as opposed to 75% of the students in the CG group. As for other strategies and resources used outside of the regular class resources and activities, Table 4.16 shows these results.

Table 4.16 *Additional resources used outside class (FG, n = 11 and CG, n = 8)*

Other speaking resources and opportunities	FG		CG	
	No.	%	No.	%
<i>Resourcefulness</i>				
Use of online resources	6	55%	8	100%
Practice with online activities	7	63%	7	88%
Use of audio/visual materials	1	9%	5	63%
Use of social media tools	-	-	5	63%
<i>Communication</i>				
With instructor	-	-	3	38%
With conversational partners	11	100%	6	75%
At clubs	1	9%	2	25%
<i>Personal strategies</i>				
Speaking/reading aloud	1	9%	7	88%
Memorization practice	-	-	7	88%
Online games	-	-	1	13%

In addition, the instructors', Miguel and Elena, perspectives were analyzed to provide knowledge beyond what was already obtained through students' data sources. First, the results from the semi-structured interviews with Miguel in the FG indicated some mixed perspectives and discrepancies from the students' findings. These mixed perspectives related to the perceived communicative performance that students developed throughout the course and in the Flipgrid tasks as well as the challenges that students faced. The instructor's perspectives remained relatively constant throughout the semester.

In regards to students' communicative performance, Miguel perceived students slightly progressed in their oral skills, in particular as students were "producing" the grammar and vocabulary in the contexts of the tasks. In the midterm interview, he mentioned that "Many [students] are speaking spontaneously and I think that it is, for the student that is approaching it in that spirit, I think [Flipgrid] is helpful". The Flipgrid tasks apparently made students more comfortable with recording and with speaking in longer discourse. This viewpoint supports students' perceptions of their own improvements in the confidence to use Spanish in the communicative activities in class. Nevertheless, Miguel believed that some students were not engaged or in the spirit to actively participate in speaking activities, and therefore, he perceived that "[I don't] think that Flipgrid is, or more practice is necessarily a solution to that". In addition, the instructor further commented that "Flipgrid is good and the idea of more practice like this is good", beneficial, and that the tool addresses "a sense of not feeling comfortable" when speaking spontaneously or in front of others. Interestingly, Miguel mentioned that the quantity and quality of speech varied from student to student, and that a motivational factor, such as lack of academic interest, might have a greater role in students' participation in the tasks and in their oral communication skills, than their actual willingness to communicate.

As for the motivation factor, Miguel observed a pattern between the students who participated in the Flipgrid tasks. According to him, students “who are fairly consistent with doing the Flipgrid, they tend to be more motivated students all the way around”, and also these students were the ones who tended to “do well on the exams”. In fact, the instructor observed progress in the communicative oral skills for the students who participated in the tasks and who tended to be higher functioning students. Also, students’ fear of embarrassment was indicated as another factor, which can drive whether students want or not to participate in the speaking tasks. For Miguel, the students might “have the innate fear of not wanting to look foolish no matter what you tell them”.

Miguel, also commented on students’ main focus: the grades, when students view “everything that they do, including these oral recordings...and through the lens of what’s going to give them the grade”. Thus, there seems to be a paradox where the motivational factor, willingness to communicate, confidence in language use, and grades conflict. Students need to be able to engage until their language use is improved, but an apparent lack of improvement is holding them back from speaking. Despite this paradox, Miguel believed that the Flipgrid tasks offered practice that really helped the students develop their language knowledge, oral skills, and confidence.

Miguel mentioned that some students faced challenges related to the abstractness of topics, and by their lack of confidence in the language itself, which might affect their ability to “be more fluent or speak”. He also mentioned that one of the problematic areas that students had in being communicative is “more of an issue of organization of their ideas more than anything else, and that’s something I see in English more than Spanish sometimes”. This comment supports students’ descriptions of their experiences when completing the tasks on an unfamiliar

or, in the eyes of students, irrelevant topic. Contrastively, Miguel believed that despite the complexity of some topics that might shy students away, such as politics, students should be able to relate to other themes including environment, personal topics, and art. For the latter, students were not expected to be experts, but perhaps some students might have felt they were not “qualified to discuss the art”.

Regarding the Flipgrid tasks, Miguel believed that these tasks allowed students to do some planning. For instance, he mentioned that “the one thing that I do notice in Flipgrid, some students prepare their statements and I think that is a problem in and of itself”. This goes along with students’ accounts that they actually prepared notes before speaking. For Miguel, having some time limit for students to post their responses in Flipgrid might decrease how students script their responses. In his view, the tasks needed to be timed in order to eliminate that processing or that planning time up front before the task prompt started. Alongside, Miguel recognized the need to have true interaction that would include question production where more “natural speech” takes place. Students also commented on the interactive aspect and suggested that adding some interaction and better feedback would be beneficial to have a conversation-like speaking experience.

Lastly, Miguel’s perceptions of the Flipgrid technology application echoed the positive views that students had. For Miguel the tool was “pretty easy to navigate” for him and for students alike. Despite initial technical challenges with the rubrics and grading of the tasks, he held highly positive perceptions of the tool. Nevertheless, his concern about adding time limit to the recording of students’ responses permeated throughout both interviews.

While Miguel’s perceptions of students’ speaking skills primarily related to the performance and the spirit of participation, Elena’s perceptions focused on the learning

environment and support. Elena's viewpoints highlighted a connection among motivation, interest, safe learning environment, and speaking. Interestingly, for Elena, making mistakes was part of the learning process and "it was okay", despite students' concerns of accuracy and fluency. Nevertheless, scaffolding was necessary to avoid prevalence of mistakes. Miguel's and Elena's viewpoints are contrasted in detail in Table 4.17.

Table 4.17 *Contrasting perceptions of course instructors (FG and CG)*

Criteria related to survey scales	Miguel	Elena
<i>Motivation</i>	<ul style="list-style-type: none"> ▪ Some students are not interested ▪ Some students are intrinsically motivated and they demonstrate higher levels of communicative competence 	<ul style="list-style-type: none"> ▪ When students feel they can speak the language, they feel motivated to speak and interact
<i>Communicative Confidence</i>	<ul style="list-style-type: none"> ▪ Some students show interest in participating and their confidence could increase 	<ul style="list-style-type: none"> ▪ Create a safe environment where making mistakes is ok
<i>International Posture</i>	<ul style="list-style-type: none"> ▪ Some students might connect to the topics through their majors 	<ul style="list-style-type: none"> ▪ Difficulty to connect ideas because some students do not show interest
<i>Frequency of Communication</i>	<ul style="list-style-type: none"> ▪ FG tasks give them extra practice for speaking quizzes ▪ Unsure whether students use additional resources 	<ul style="list-style-type: none"> ▪ Students are aware of additional resources and opportunities ▪ Unsure whether students use additional resources
<i>Willingness to Communicate</i>	<ul style="list-style-type: none"> ▪ WTC depends on students' individual interests and predispositions to language 	<ul style="list-style-type: none"> ▪ Students want to communicate but are concerned with the accuracy and fluency ▪ Students are afraid of losing face
<i>Other</i>	<ul style="list-style-type: none"> ▪ Interaction in FG was not a goal ▪ FG as an additional practice and should be embedded in classwork in future 	<ul style="list-style-type: none"> ▪ Scaffolding when students are interacting with others, monitor mistakes throughout activities

4.6 Chapter Summary

This chapter presented the results of the study, addressing each of the research questions and contrasting them to the comparison group CG. The results indicated that students' perceptions of their willingness to communicate as well as of their frequency of communication increased from the pre to the post-survey. This increase was statistically significant, suggesting that students who completed the Flipgrid tasks increased their willingness to communicate in Spanish at the end of the course. However, when compared to the CG group, the differences between the groups were not statistically significant for the variable *willingness to communicate*. Nevertheless, this variable had a small-to-medium correlation with the variable *communicate confidence*, suggesting that students who exhibited willingness to communicate in Spanish might likely have higher levels of confidence in their communicative skills. The findings also indicated that the communicative performance of students in the FG was lower than that of the students in the CG throughout the study, but this difference was not statistically significant.

Further results indicated that there was a small positive correlation between the scores that students obtained in the technology-mediated tasks and in the communicate performance in the course. Finally, the results of participants' experiences and perspectives in the Flipgrid indicated that students perceived an increased confidence in speaking in Spanish. In addition, students perceived that the tasks provided them with an opportunity to practice speaking and put into practice the use of the linguistic and vocabulary structures studied in class in a conversational-like style. The results also showed that students experienced fear of being criticized and embarrassed for making mistakes, and lack of familiarity with some of the task content.

CHAPTER 5. DISCUSSION AND CONCLUSION

In this study, I investigated the impact of technology-mediated tasks for promoting willingness to communicate and communicative performance in Spanish language learners. These tasks were designed utilizing the framework for technology-mediated tasks (Gonzalez-Lloret & Ortega, 2014), a model for transfer tasks (Eddy, 2014), and the affordances of the video discussion platform Flipgrid. This study also examined the experiences of the course instructor while designing and implementing the tasks, as well as his perceptions of students' communicative performance. In addition, the findings were compared and contrasted to the students' willingness to communicate and communicate performance as well as the perceptions and experiences of students and instructor who used regular classroom activities.

This chapter is structured in six sections including (1) learner's willingness to communicate and communicative performance in technology-mediated tasks, and students' and instructor's experiences in the technology-mediated tasks, (2) implications, (3) limitations of the study, (4) recommendations for designing technology-mediated tasks, (5) framework for technology-mediated task design, (6) and directions for future research.

5.1 Learner's willingness to communicate, communicative performance, and experiences in the technology-mediated tasks

While the overarching goal of learning a second language is to be able to use it to communicate with other speakers of that language (Willis & Willis, 2009), many foreign language learning environments and instructional strategies in the classroom offer limited opportunities to help learners reach that goal. Learning another language requires far beyond the sole acquisition of grammatical structures and vocabulary. It involves using the language in communicative situations and for communicative purposes. Research has found that multiple factors influence the process of learning a foreign or second language including anxiety,

confidence in the language skills, willingness to communicate (Gregersen, 2003; Hewitt & Stephenson, 2012, Horwitz et al., 1986; Macintyre, 1998, 2007; Yashima et al., 2004;), among others. Mcintyre (2007) argues that even when learners have the sufficient language knowledge, their willingness (or lack thereof) may influence on whether they may or not desire to communicate in the second language.

This study investigated technology-mediated tasks to promote the willingness to communicate and communicative performance in Spanish language learners. Through a mixed-methods research design this study used multiple measures including a pre-post survey, speaking quizzes grades, technology-mediated tasks grades, and focus-group interviews with students, and semi-structured interviews with instructors. The results of this study show that students who participated in the technology-mediated tasks (FG) grew in their perceptions of willingness to communicate and communicative performance in the flipped Spanish class. These perceptions are evidenced by students' reports on their increased ability, confidence, and frequency to use Spanish in oral communication outside and inside the class in a more spontaneous and free-from-judgment form. Interestingly, participants' comments revealed a gradual growth in the actual speaking behavior through the continuous participation in the Flipgrid tasks, and more precisely, about their increased confidence in their knowledge of conversational style, integration of more complex grammar and vocabulary in their speaking, and use of Spanish in a spontaneous way within a flexible and safe environment. Students' growth in their oral production was manifested in their communicative performance (quizzes and oral presentation) and their own reflections about their willingness and ability to engage in small conversation with enough confidence, albeit the language use was not perfectly correct in terms of grammatical accuracy.

In particular, the results of this study showed that the FG group's *willingness to communicate* and *frequency of communication* were statistically significantly higher in the post-survey ($M = 2.62, SD = 1.44, p = .025$; $M = 4.33, SD = .86, p = .001$) compared to the pre-survey ($M = 3.05, SD = 1.33$; $M = 4.92, SD = .88$). These results suggest that the technology-mediated tasks allowed students more frequent opportunities to develop their readiness and inclination to speak in Spanish. A plausible explanation of the increased perceptions of their willingness to communicate and increased confidence for spontaneous speaking pointed to the implementation of the technology-mediated tasks. These tasks allowed students an opportunity to speak when they were ready to do so and steadily become more confident in the use of the language. In addition, the tasks were developed in a technology platform that allowed students to feel safe in the learning environment where they had license to make mistakes without being penalized or judged for inaccuracies in their linguistic performance. The tasks also facilitated a space where students had alternatives to rehearse and master the oral communication, as well as to self-assess their own speaking performance until they were satisfied with their oral production (Pellerin, 2013). Conversely, students' reflections and comments indicated that they considered the tasks as extended practice in a safe environment allowing them to increase their confidence in speaking and to understand the flow of a conversational style.

Further, students' increased willingness and confidence in speaking may be linked to the grading and timing of the tasks. Students commented positively on the open nature of the tasks which allowed them to express their thoughts through the use of their own knowledge and linguistic resources. Despite the implicit expectation in each task for the use of specific grammatical structures, students managed to meet the task requirements for content, comprehensibility, and language use. In other words, students completed the tasks by describing

the topics where ideas were effortlessly conveyed using the grammar, vocabulary, and other linguistic knowledge they had already mastered or practiced. In fact, students made use of the language as in real-life conversations where they were willing to communicate regardless of their language accuracy, as conveying meaning was more important than the perfect accuracy of the responses.

Additionally, students' comments on the Flipgrid environment showed that the willingness to communicate and communicative performance seemed to be determined by the pressure [or lack thereof] from affective as well as linguistic factors. Because the tasks opened a space for students to post their responses asynchronously without having others seeing the posts in real-time, it appears to have lessened students' anxiety in speaking. As students themselves mentioned, there was no one to judge or critique their speaking in real time, promoting fast thinking and speaking on-the-fly rather than on perfecting the responses. This finding also relates to studies that have used CMC to enhance speaking practice, suggesting that the use of video was helpful for practicing the language and re-recording facilitates deeper learning (Lys, 2013).

Willingness to communicate is a complex construct that is influenced and influences other factors in speaking (Bergil, 2016; McIntyre, 2007). As the quantitative results in this study showed, participants' willingness to communicate was strongly and positively linked to communication confidence and motivation, and negatively linked to international posture (albeit not statistically significant for the last two constructs). The findings in this study relate to previous studies that have linked willingness to communicate and motivation (McIntyre, 2007; Munezane, 2013; Yashima et al, 2004). According to the existing research, the level of competence in the language seems to be closely related to confidence and motivation (Kim 2004; MacIntyre et al., 1998; Yashima et al, 2004). The findings in this study correspond with other

research that found that presumably if students perceived themselves competence in the language, they might take opportunities to speak (MacIntyre et al., 1998).

Interestingly, the construct *international posture* appeared to be a struggle as students reported that talking about international news or topics was not in their personal agendas. Conversely, the results of the construct *international posture* for the comparison group showed a statistically significant increase at the end of the course when compared to the FG group's result ($p = .017$). Both groups, FG and CG, used the same textbook and had the same number and types of online learning activities assigned in the LearnSmart/Connect online platform.

From the class observations, it could be noted that the instructional approach might have been influential in this difference within the *international posture* variable. The instructional approach in the CG group was more directed to bring personal experiences and references to international contexts than in the FG group. To connect these findings, it is likely that students' perceptions and own interest in international affairs related to the Hispanic world and language be catalyzed by the instructional approach used in class. In other words, it was observed in class that the CG instructor's demeanor to bring up international news and topics to discuss in class might account for the amount of exposure and influence students have on this aspect of their learning.

Relatedly, the communicative performance as evidenced in the quizzes and oral presentation indicated that the FG group initiated the study with a lower baseline than the CG. Nevertheless, both groups FG and CG increased their communicative performance steadily throughout the semester. The results of the quizzes showed an increasing trend over time in the FG group, but not statically significant from the CG group. These results seem to suggest that students' communicative performance grew positively over time and was subject to the

complexities of the topics. In addition, the positive correlation ($r_s = .389, p = .041$) between students' communicative performance in the FG group in class and in the technology-mediated tasks, seem to suggest that students benefited from the extended practice of the communicative goals (interpretive and presentational) promoted by the tasks. Students had strong perceptions about the FG tasks serving as additional practice that facilitated more spontaneous speaking, boosted their confidence in using the language, focused on language production instead of grammatically-perfect responses.

Notwithstanding, students also reported having experienced language barriers related to the content of the tasks, language accuracy, and anxiety. This finding is in line with other studies that have found connections between language performance and anxiety (Liu, 2012; Lu & Hsu, 2008; Öztürk, Gürbüz, 2014). From students' experiences and perceptions, it is clear that their fear to be embarrassed, make mistakes, and be judged in their language skills prevails as a potential barrier to communicate in Spanish. This corroborates with research that has found that affective factors interfere in language production (Arnold, 2011; Horwitz, 2010). It has also been found that communicative situations in which students engage might trigger anxiety, affecting willingness to communicate and speak (Gregersen, 2003; Kessler, 2010; McIntyre, 1998, 2007). Thus, the finding in this study might indicate that the more anxious and nervous students feel, the less likely they would want to communicate. Other research has also found that anxiety can affect willingness to communicate as well as self-perceived confidence in speaking (Gonzalez-Lloret & Ortega, 2014; Gregersen & McIntyre, 2014; Kessler, 2010; Lu & Hsu, 2008; Macintyre et al., 1998).

Further, findings from students' interviews and reflections indicated that the complexity of the topics in the tasks might have also contributed to the increase or struggles in their

communicative performance. It can be speculated that students' unfamiliarity with the topics as one major barrier to produce language might prevent them from elaborating ideas and communicating more substantially in the target language. Student's limited knowledge on some of the topics in their own language might have also prevented them from sharing ideas and elaborated details. A plausible explanation students and instructor provided in the interviews. When compared to the students' perceptions in the CG group, this aspect resonates with this group in a similar way. Despite students' perceptions of the flexibility of the FG tasks, they experienced higher levels of anxiety because the tasks required them to produce spoken language in a similar way as the authentic and real-world use of language. This anxiety decreased overtime as students conformed with speaking in a more spontaneous way, as well as altered their own approach to speaking.

The open-ended nature of the tasks also facilitated that learners considered these tasks as practice activities for the speaking quizzes and final oral presentation. The speaking quizzes were set up in a less flexible way, restricted to a specific time limit, and a one-time language production task. Therefore, the FG tasks served as a practice platform to prepare for a more structured and pressure environment such as the classroom where the accuracy of the language was predominant. In addition, the weight of the speaking quizzes contributed to a higher grade than the FG tasks, therefore, students perceived the FG would give them the additional practice to boost their language production without having to worry about the grades. In the words of a student, "you're going to suffer for 30 seconds talking about the topic [in Flipgrid] and do what you can, it's not graded, it's fine".

The qualitative results highlighted the language performance barriers that students experienced in engaging in the technology-mediated tasks. The qualitative data showed that

students in the FG initially wrote down the answers to the prompts before actually recording them. Having the notes in front of them while speaking was a mechanism that students used to ensure the language use was accurate and fluent. A positive aspect of a CMC tool is that it allows students time for planning before actual engagement in the tasks, thus making it more appealing to students (Blake, 2016). However, students believed that the FG tasks were not graded and therefore they had some leeway to make mistakes, implying that their overall grade would not be compromised if their speaking performance was not accurate.

All in all, the technology-mediated pedagogical tasks facilitated not only students' growth in the willingness to communicate and communicative performance, but also contributed to students' increased confidence to use the language in a spontaneous way. The audio and video features facilitated the visibility of the learning process for students and instructor (Pellerin, 2013). Students could revisit their oral production and become aware of their learning gaps as they posted and re-recorded their answers. The tasks promoted the use of the language for comprehension and production with a focus on conveying meaning through the use of linguistic knowledge (Nunan, 2004). Students were able to understand the nature of a conversational style and the importance of conveying meaning through their own linguistic resources. The intent of the tasks was to help students communicate effectively in diverse contexts and for multiple purposes by interpreting and presenting information as they would do in a real-life style conversation. The tasks helped students go beyond accomplishing these goals, they promoted a safe environment where students developed the ability be "creative with the language and recombine learned material in order to express personal meaning" (ACTFL, 2012). Finally, the implementation of the technology-mediated tasks helped students relieve some speaking anxiety which can pose barriers to accurate language production (Sanai, Zafarghandi, & Sabet, 2015).

5.2 Implications

In varying degrees, the technology-mediated tasks facilitated a speaking practice environment which, according to students, was flexible, free from judgment, and offered self-assessment. This has implications for the task design, the instructional approach/learning environment, and the technology tools. Likewise, it is paramount to present the overall meaning of these results for computer-assisted language learning.

The apparent flexibility of the tasks contributed to students' positive experiences in meeting the criteria of the tasks. It may not be the set of technology-mediated tasks in itself that have impacted students' perceptions of their willingness to communicate and their communicative performance, but rather the alignment of these tasks to principles of second language acquisition and to the affordances of the technology tool, among other aspects, were contributing factors to develop willingness to communicate, boost confidence in speaking in Spanish, and promote communicative performance. In addition, by having the tasks focused on the interpretive and presentational style of the modes of communication seemed to be an effective strategy to help learners build their willingness to communicate and communicative competence steadily.

The instructional approach/learning environment provided the conditions that allowed students to filter out the levels of anxiety that speaking brings and fostered the confidence to use the language. This is not to say that accuracy does not matter, to the contrary, it is an important aspect of the communicative performance (Nunan, 2004). However, it is not the only aspect that should determine what students can do with the language. If the overall goal is to have students speak, opportunities to use the language for communication should be expanded and some leeway allowed to make mistakes. The scaffolding that the instructor provides comes into play to

offer the necessary reinforcement to the correct use of language without making it the focus of a communicative task.

The fact that the grading of the FG tasks represented less than 10% of the final grade in the course, might have also contributed to students' perceptions of conveying rather than the accuracy of the language used. Grading adds another layer of pressure to the speaking behavior of students, leading them to select what matters most in their communicative performance. In other words, students' perceptions of grading were linked to different learning outcomes than to the can-do objectives in the tasks. For students, grading led to focus on how perfect their language use was in terms of grammar, vocabulary, and pronunciation. For students, if they do not do good, they fail. Thus, the technology-mediated tasks appeared as an effective instructional approach that lessened the pressure from the classroom oral interaction.

To sum up, the use of the technology-mediated pedagogical tasks in this study facilitated a flexible and safe space because the affordances of the technology have matched the conditions for a communicative environment, and have aligned to the task design framework. The affordances and limitations of the technology have also contributed to a better understanding of the synergy between the communicative tasks and the technology features. Flipgrid as a technology application has shown its user-friendly, multimodal, and easy-to-use environment. These aspects contributed to students' focus on language use as opposed to troubleshooting technical aspects interfering in the language development. At the same time, students' experience in the tasks has also highlighted the forced nature of the video feature that might affect some students who were already nervous about the task itself. Nevertheless, the technology-mediated tasks used in this study have shown that the technology affordances have been adequate for

fostering willingness to communicate and promoting communicative performance in Spanish learners by accommodating to their language level and needs.

5.3 Limitations of the Study

With this discussion, it is necessary to present some limitations that might have affected the results. The limitations of this study concern the low number of participants, the non-experimental nature of the study, and the lack of interactive speaking tasks.

First, the study used two groups of participants, one for the FG tasks and the other as a comparison group (CG), however, the number of participants in each group was limited. All students in each group were invited by their corresponding course instructor and the researcher to participate in the study. Not all students who initially volunteered to participate in the FG tasks actually completed all of the speaking tasks, surveys, or reflections. Similarly, few students in the CG group completed their online reflections. Although the intent of this study is not to generalize the results, having more students participating and self-reporting their perceptions and experiences would have provided more insights regarding the questions under examination.

Second, the FG and CG groups were not randomly selected. The CG group served as a comparison group who had a different instructor. The CG group did not use an alternative method for fostering willingness to communicate and communicative performance, but instead used the regular instructional strategies and was given the same additional resources as the FG group. Data was not collected from the individual speaking performance that the students in the CG had on their own. The qualitative data collected from these students provided a limited view of their strategies for improving their language production. Thus, the conclusions in this study are drawn in terms of a comparison with a regular class instead of a control group.

The last limitation relates to the non-interactive intent of the technology-mediated tasks.

The task design involved the communication goal area of the ACFTL World-Readiness

Standards for Learning Languages, for the interpretive and presentational communication standards. Adding a focus on the interpersonal communication standard where learners interact with others, negotiate meaning, and converse in Spanish would help examine the willingness to communicate and communicative performance from a two-way communication perspective. Having students actually converse with one another in the technology-supported tasks would help draw more concrete conclusions on the impact of these tasks on their speaking production in an authentic-like conversation.

5.4 Recommendations for Designing Technology-mediated Pedagogical Tasks

The findings of this study highlight several aspects that need to be taken into consideration when designing pedagogical tasks aimed at supporting language use. The following recommendations can be provided for instructors who have adopted a communicative approach and involves the use of technology.

5.4.1 Identify the Communication Needs of Students

Along with the adoption of a pedagogical approach that gives strong emphasis to development and use of communicative skills inside the class, it is important to determine what needs students have in order to engage in the communicative tasks (Gonzalez-Lloret & Ortega, 2014; Nielsen, 2014; Nunan, 2004). Identifying the needs will give the instructors a better understanding of the linguistic as well as the affective factors that can foster or hinder students' active participation in speaking activities. In addition, by determining these needs, instructors can address students' concerns in a timely manner, expand the complexity of the tasks to help students progress steadily in their language use, and help them build their confidence in the aspects they require the most.

5.4.2 Design Tasks for Communicative Purposes

When placing a communicative approach as the underlying framework of the course, the tasks should allow learners to communicate by communicating (Breen, 1984). Instructors can design pedagogical tasks that use experiential learning as the catalyst to use the language in tasks that resemble real-life activities and that connect to students' own experiences and language skills (Nunan, 2004). By considering the conditions to promote second language acquisition (Chapelle, 2009), decrease anxiety in language use (Lamy, 2007), and foster motivation (Csizér & Dörnyei, 2005), instructors can design language tasks that allow students some flexibility about what and how to complete the tasks. In this regard, the performance in the tasks will be more efficient (Müller-Hartmann, 2000) and students become more active and autonomous about the strategies they will use to convey meaning.

It is necessary to design the tasks that help students progress and monitor their use of the language. Building up the complexity of the tasks may help students focus more on the process than on the product.

5.4.3 Evaluate the Affordances of Technology

Indisputably, technological advances have changed the way we communicate and interact. As new technologies and applications bring innovation, it is necessary to evaluate how the affordances of technology can add value to the learning experience. Instructors need to consider that a technology-enhanced activity has a digital literacy goal alongside the language learning goal (Arnold & Harris, 2017). It may be assumed that learners today are expected to develop skills to engage in multimodal communication and use of technologies above and beyond others. When using technology applications, instructors should identify characteristics that work best for developing the tasks and the roles that the tools have in language development. Therefore, when integrating technology tools in the language learning process, it is important

that instructors consider the digital skills that students have and how the different characteristics of the technology can facilitate language learning, thus minimizing the technical challenges that handling technology can bring to the learners (Goodell & Yusko, 2005).

In addition, language instructors should consider the specifics of their teaching environments to be able to integrate technology (Koehler, Mishra & Cain, 2013). As teaching with technology is rather complex, instructors will need to develop a deeper understanding of how the conditions for second-language acquisition, pedagogical tasks, and the technology intersect to promote effective L2 teaching and learning with technology. Through a clear connection of these intersections, teachers can develop strategies to discover and describe how technology supports the learning process in practice (Koehler & Mishra, 2009).

5.4.4 Create Supportive and Safe Technology-mediated Learning Environments

Inherently, speaking in another language brings higher levels of anxiety and many language learners feel nervous about being criticized for making mistakes. Adding a technology component may not necessarily decrease the fear of embarrassment if the language production is limited or not as accurate as expected. Creating a technology-mediated learning environment that supports both language development and confidence might offer learners the opportunities to focus on their own learning process as opposed as to feel concerned about others' opinions and judgments. The results of this study indicated that when aligning the technology affordances to the design of the tasks contributed to a technology-mediated environment that offered a safe space for students' development of their communicative skills. Because the intent of the tasks was on what learners can do with the language through the opportunity to provide their own voice and perspectives on the topics, the technology-mediated environment turned out to become safe and less stressful than a live classroom.

5.5 Re-envisioning the Design of Technology-mediated Pedagogical Tasks

When Gonzalez-Lloret and Ortega (2014) spoke of the integration of technology and tasks to truly respond to task-based language teaching and to the “transformative nature of new technologies” (p. 5), they had already recognized the non-neutrality of technology in learning and language use. This research study builds on the TBLT framework by suggesting a structured and mutually informative design approach for technology-mediated tasks (Fig. 5-1). This approach might serve as the place to start connecting instructional design with language teaching, technology, and pedagogical tasks to maximize language learning and creativity while minimizing language barriers including fear of failure and embarrassment.

Drawing from Wiggins and McTighe’s (2005) Understanding by Design guide, the approach to design technology-mediated pedagogical tasks holds that a planning process and structure guide instructional strategies to promote learning transfer. In a communicative approach, students are expected to interact and communicate with others, use the language they are learning inside and outside the classroom. Because computer-assisted language learning can focus on individual and collective work, the design of the language learning experience and the technology-mediated tasks become mutually connected. It is impossible to assume that any technology-mediated task will address the students’ needs and that its affordances facilitate learning outcomes. The design approach proposed in this study encourages instructors and researchers to recognize and target the complexity of designing computer-assisted language learning experiences.

The technology-mediated task design approach can be realizable across language levels. It requires the theoretical and practical knowledge of language learning and teaching as well as the skills to treat technology critically. This design approach proposes four focal points at the intersection of task, technology, and learner: (1) pedagogical task design, (2) task-technology

and task-learner interaction blend, (3) task-learner-technology interaction, and (4) task evaluation (Figure 5.1). These focus points are described in the following section.

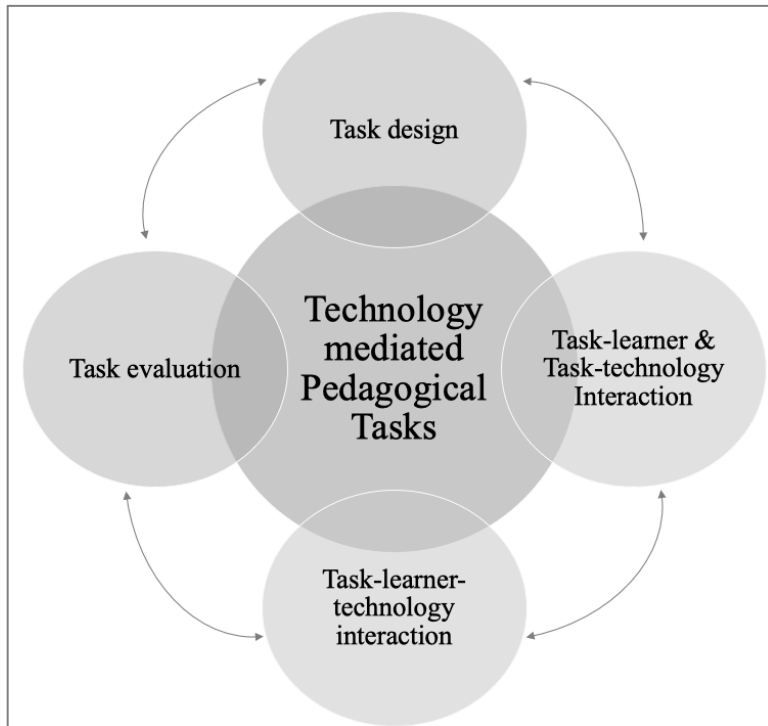


Figure 5.1 Re-envisioning the design of technology-mediated pedagogical tasks

5.5.1 Pedagogical Task Design

Nunan (2004) define pedagogical tasks as classroom work that facilitates comprehension, manipulation, production and interaction in the L2 with a focus on conveying meaning through the use of linguistic resources. In addition, he emphasized that the task should have a “sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end” (p.7). Further, Ellis (2003) argues that when creating tasks more attention should be given to the task characteristics that can foster not only communicative efficiency but also the acquisition of linguistic knowledge. It is clear, that the focus of the pedagogical tasks is twofold, (a) a mechanism that helps learners activate language learning processes and attend to linguistic form, and (b) the kind of activities in which students need to engage that require the

use of the language to communicate. The design of the pedagogical tasks is, tailored appropriately, responsive to the communicative language outcomes and the linguistic objectives. For the design of the tasks, instructors should identify the language learning needs of students in order to create activities that give students an approximation of the interactions and communications they will encounter outside the classroom (Nunan, 2004; Van den Branden, 2012). Yet, task design should also provide learners with opportunities to focus on their own learning process (Raith & Hegelheimer, 2010) not solely on the product. In this regard, determining stages of task planning (Ellis, 2000, 2005) might help learners to direct attention to both form and meaning in ways that enhance their language performance.

5.5.2 Task-learner and Task-technology Interaction Blend

Technology has become an essential element in modern education as the move to integrate it in the classroom focuses on the benefits it provides for enhancing learning. The task-learner interaction refers to the nature of the language performance expected from the students. Instructors should utilize pedagogical strategies to balance the communicative nature of the tasks with systems of support for language forms (Skehan, 2003). Attention is to be given to the task demands including complexity, communicative goal, accuracy, fluency, and cognitive demands required by the task. As these three aspects intersect at different stages of language development and performance, effective tasks will find a balance to match the learner's developmental level (Ellis, 2005). The choice of tasks will influence learners' performance and will have implications for accuracy and fluency over time (Skehan, 2003). Therefore, in the context of the tasks with which learners interact, there needs to be a way that while learners engage in meaning-focused activities, they also have opportunities to focus on form and notice linguistic features. A pre-task activity might render the learners with opportunities to build upon linguistic knowledge and mobilize what has been learned (Ellis, 2000, 2005).

In regards to task-technology interaction, a similar line of reasoning as the preceding section applies. Technologies evolve and offer new ways to communicate and interact with others; that is innovative ways of doing things. This leads us to envision mutual benefits of integrating technology and tasks. On the one side, the affordances of technology can make tasks more authentic and meaningful for learning. On the other hand, tasks can be designed to leverage the technology and accomplish not only language goals but digital learning goals. The task-technology relationship is concerned with the choices teachers make to select a particular technology tool to implement the tasks, and what the tasks need to be like to be implemented with such tool. In addition, these relationship needs to explore the types of media that the technologies offer (e.g., video, audio, text) and how these align to the task goals. A caveat in the integration of technologies with multimodality is to balance the use of multiple means of input to avoid overloading learners' cognitive abilities.

5.5.3 Task-learner-technology Interaction

The interaction among task, learner, and technology complicates the language learning process even further. Learners use the technology to complete the task that requires a communicative goal and, in the pure TBLT, to produce a non-linguistic outcome. At this level of interaction, it is important to consider how learners will access the technology, how they will likely interpret the tasks, and what skills besides language, they will need to address the demands of the tasks. This interaction should reflect the change that is intended for technology to offer ways to transform learning (Kenning, 2007; Laurillard, 2008), and language learning in particular with the appropriate support. In this level, learners' language level, types of tasks, and technology affordances converge leading to increased, but more complex opportunities for interlanguage development. Learners will need to prioritize aspects of task completion (e.g.,

fluency, accuracy, vocabulary), level of engagement, self-assessment, long-term outcomes, and ways to access scaffolding.

In this level, stages of interaction are embedded. Lower-level interactions pertain to access to the tasks through access to the technology. For this access to be lower, technology needs to be simple and easy to use, and the content of the tasks has to be informative at first. When students know what the outcome of the tasks will be and how they need to use the technology, the interaction becomes more complex. Students will have to use their digital literacy to be able to use the technology and complete the tasks. At a higher level of interaction, students can be given the flexibility to choose what kind of tasks they complete and how they want to complete it so that deeper language processing, control (do something better), and change (do something new) take place (Skehan, 2003).

5.5.4 Task Evaluation

This design approach for technology-mediated pedagogical tasks adds a level in which evaluation is key to further the decision-making process of integrating tasks and technology. CALL innovations in the language classroom should be evaluated to determine their appropriateness for tasks (Chapelle, 2001), their effectiveness for accomplishing the learning outcomes, consider learners' perceptions and experiences, and identify what materials are best suit for learners (Blake, 2008; Pardo-Ballester, 2012). While assessment of the language skills is necessary, the task evaluation proposed here relates to determine whether the technology-mediated tasks are doing what they are supposed to and move toward refining them (Levy & Stockwell, 2006). This places evaluation directly related to the learning goals (Morrison, Ross, Kalman, & Kemp, 2011). Through a myriad of quantitative as well qualitative methods, instructors can conduct formative and summative evaluations of the technology-mediated tasks.

5.6 Directions for Future Research

The findings of this study warrant some directions for further research on technology-mediated pedagogical tasks. First, this mixed-methods study can be replicated across language levels to compare and contrast the use of a task-based approach with different levels of students' language proficiency. In this study, the participants came from an intermediate level of Spanish, who had already established a foundational understanding of the language. Having learners from lower levels of proficiency might enhance our understanding of the aspects that need further consideration in the design of tasks for beginner students. In addition, having students from higher levels of proficiency might provide insights into the core strategies that they use for achieving the desired outcomes.

Second, this study can include an alternative instructional method with a different technology tool in a comparison or control group to examine whether and to what extent the affordances of technology impact language development. Through the use of more technological-instructional strategies, it might be possible to establish reciprocal benefits between technology affordances and task design characteristics. For example, how scaffolding in oral communication can be given appropriately within the technology-mediated environment is worth exploring.

Another research focus could be to investigate the sequencing of the tasks upon the affordances of the technology tool. For example, how the standards of the communication goal (interpretive, presentation, interpersonal) can be scaffolded with audio only, with audio and video, and with other interlocutors. Such type of investigation would provide insights into the characteristics that facilitate a safe and interactive technology environment for language development.

Another line of future inquiry could be to examine how technology applications can help transfer the language skills to classroom activities and to real life situations. The current study showed that the technology-mediated tasks served as extended practice for quizzes and oral presentations in class. However, it is unclear how students were able to display their speaking behavior with others inside and outside the class. Therefore, a possible qualitative longitudinal investigation on the transfer of skills would shed insights about the role of technology in the larger environment beyond practice.

In regards to the type of tasks, future research can examine how the technology affordances affect the design of tasks and ecology of the learning environment. For example, how or to what extent the affordances of technologies facilitate the design of certain tasks over other types of tasks. In addition, a possible investigation along this line would examine the new literacies that students would require to learn or display when technology-mediated tasks are integrated in the syllabus or language curriculum.

Finally, other factors impacting learners' willingness to communicate can be investigated to determine what motivates and what hinders their desire and intent to speak in the second language. For example, factors including the variety of topics, students' self-assessment strategies, students' individual experiences, and instructor's grading strategies might contribute to an increased understanding of learners' communicative behavior.

5.7 Chapter Summary

This chapter presented the discussion and concluding remarks of the study. The focus point of this study included the impact of the technology-mediated tasks on students' willingness to communicate and communicative performance in spoken form, and their experiences participating in the tasks. In addition, this study examined the experiences of the course instructor while designing and implementing the technology-mediated tasks, as well as the

instructor's perceptions of students' communicative performance. The results of this study suggest that the technology-mediated tasks allowed students the opportunity to practice their speaking skills, develop their confidence to speak in Spanish, understand the flow of a real-life conversation, and self-assess their oral production in the comfort of a safe and flexible learning environment. Students who participated in these tasks (FG) increased not only their willingness to communicate in Spanish but also their level of confidence and the frequency of spontaneous speaking. In addition, students' communicative performance improved, but was not statistically significantly different from the CG group.

The results of the study suggest several interesting findings including the use of technology-mediated tasks as strategies to foster willingness to communicate and confidence, offer a safe environment to practice speaking, self-assess speaking performance, and facilitate an understanding of the conversational style. Alongside, the study found that the affordances of the technology utilized (Flipgrid) facilitated the implementation of the tasks in a seamless process where the use of Spanish focused on making meaning, and limiting technical difficulties that could have interfered in achieving the communicative learning outcome. Lastly, this study proposes re-envisioning the design of technology-mediated tasks to maximize language learning while minimizing affective factors such as criticism and embarrassment.

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APPENDIX A. TECHNOLOGY-MEDIATED PEDAGOGICAL TASKS

Integrated Performance Pedagogical Task—Chapter 7 (adapted from Eddy, 2014)

Language / Level	Spanish Intermediate	
Performance Range	High/Intermediate Low	
Rubric	Oral quiz	
Stage 1: Desired Results		
Theme/Topic	Ch. 7: Nosotros	
Enduring Understanding	<ul style="list-style-type: none"> ▪ Immigration and language: socio-cultural and human impact 	
Essential Question	<ul style="list-style-type: none"> ▪ How does the socio-cultural context shape the identity of and relations between people from diverse cultural backgrounds 	
Learning Scenario		
Compare and contrast one cultural aspect between a Spanish-speaking country and your own country		
Unit Goals		
Learners will be able to: <ul style="list-style-type: none"> ▪ recall vocabulary related to personality, identity, and culture that depict Hispanic populations ▪ recognize and describe situations and experiences related to socio-cultural contexts and language ▪ interpret meaning on speculative ideas related to real or imaginary actions and events occurring in a local context in Hispanic countries or the U.S. 		
Stage 2: Assessment Evidence [Flipgrid posting & Can-do speaking quiz 7]		
Summative Performance Tasks		
Interpretive [Online in Flipgrid]		
Pre-Assessments: <ul style="list-style-type: none"> ▪ Connect/LearnSmart: cultura, la lengua, palabras, vocabulario ▪ Class practice 		
Interpretive/Presentational [Through Flipgrid]		Presentational [From course syllabus]
Describe events, people, or feelings related to socio-cultural aspects related to identity and language. Provide examples including personal experiences		Can-do Speaking Quiz
Can Do Statements – Learning Targets [Based on textbook]		
Interpretive	<ul style="list-style-type: none"> ▪ I can recognize famous people that come from another country, Hispanic country, in particular. ▪ I can recall features that characterize national identity, personalities, and living experiences in another country. 	
Presentational	<ul style="list-style-type: none"> ▪ I can describe characteristics and symbols that identify Hispanic countries and my own country, and explain how language relates to them. ▪ I can describe what my life would be like (or how my life would be different) if migrated to another country where the language is not English. 	

<i>Toolbox/Acquisition</i>		
Language Functions	Supporting Structures/Patterns	Priority Vocabulary
Double negatives	<ul style="list-style-type: none"> Negative words preceding the verb: No vino nadie 	<ul style="list-style-type: none"> La identidad nacional La experiencia en otro país Características personales La lengua española y la inmigración Hermandad y solidaridad
Positive words	<i>Todo el mundo</i> <i>Siempre</i> <i>También</i>	
Negative words	<i>Ningún/ninguno</i> <i>Ninguno can't be used in plural except with plural words</i>	
Indefinite words	<i>Algún/alguno :</i> <i>Algún dia vengo a visitarte</i>	
Add information to a noun in the main clause	<ul style="list-style-type: none"> Cláusulas adjetivales/relativas <i>En el mundo hay veinteún países hispanohablantes -> Hay ventiún países que tienen el español como lengua oficial</i> 	
Refer to something that does not exist, or if the speaker is unsure of	<ul style="list-style-type: none"> Sujuntivo en cláusulas adjetivales <i>No conozco a nadie que viva allí</i> 	
Stage 3: Main Activity Plan		
[Communication through tech-mediated tasks in Flipgrid]		
Two modes of communication: interpretive/presentational]	<ul style="list-style-type: none"> Learning Experiences/Formative Assessments Interpretive Mode: understand, analyze and interpret information related to socio-cultural contexts, language and identity Presentational Mode: present ideas, and concepts to inform, explain, persuade or narrate on information related to socio-cultural contexts, language and identity Goal: Use the L2 for functions, take advantage of the opportunity to communicate in spoken form, build the confidence, take action. Opportunities in the two modes to build confidence and use language Focus: give students the opportunity to make choices and take actions to communicate, be aware of their language gaps, and reflect on their learning process. 	
Interpretive [low stakes]	Interpret/Analyze: <ul style="list-style-type: none"> initial post by instructor: web source 	
Presentational [mid stakes]	Narrate/Analyze/React: Students share ideas through simple comments to the topic. <ul style="list-style-type: none"> Students investigate about a sociocultural aspect related to a Spanish-speaking country and to the U.S. Students develop ideas and post them in Flipgrid Students comment on others' postings (optional) 	
Presentational [high stakes]	Analyze/Explain: <ul style="list-style-type: none"> Students show evidence that they can explain others on the topics of culture, language, social issues on different countries, discuss hypothetical situations related to their own life and culture Students elaborate ideas, provide examples, and post questions in Flipgrid Students ask questions and post comments to peers (optional) 	

Integrated Performance Pedagogical Task–Chapter 8 (adapted from Eddy, 2014)

Language / Level	Spanish Intermediate	
Performance Range	High/Intermediate Low	
Rubric	Oral quiz	
Stage 1: Desired Results		
Theme/Topic	Ch. 8: Nuestro pequeño mundo	
Enduring Understanding	<ul style="list-style-type: none"> ▪ Humans and their relation with the environment 	
Essential Question	<ul style="list-style-type: none"> ▪ How do people act towards the environment: actions and consequences? 	
Learning Scenario		
Students will explore how people and places interact to impact the environment and relationships. Students will discuss how human actions and technologies can play a role in the sustainability and living environment in Hispanic cities compared to the U.S cities. Students will also share their opinions about living in small cities versus big cosmopolitan cities. Students will discuss future actions, plans, and speculate about future events for themselves, the local and broad contexts.		
Unit Goals		
Learners will be able to:		
<ul style="list-style-type: none"> ▪ recall vocabulary related to environment, cities, economy, and social services ▪ describe cities, people, and events ▪ describe environmental changes in Latin American cities and the U.S ▪ describe future events and speculate about present situations related to living conditions and people 		
Stage 2: Assessment Evidence [Flipgrid posting & Can-do speaking quiz 8]		
Summative Performance Tasks		
Interpretive [Online in Flipgrid]		
Pre-Assessments:		
<ul style="list-style-type: none"> ▪ Connect/LearnSmart: cultura, la lengua, palabras, vocabulario ▪ Class practice 		
Interpretive/Presentational [Through Flipgrid]		Presentational [From course syllabus]
Discuss the impact that people, actions, and technology can have on living conditions and the environment.		Can-do Speaking Quiz 8
Can Do Statements – Learning Targets [Based on textbook]		
Interpretive	<ul style="list-style-type: none"> ▪ I can recognize famous people that come from another country, Hispanic country, in particular. ▪ I can recall features that characterize national identity, personalities, and living experiences in another country. 	
Presentational	<ul style="list-style-type: none"> ▪ I can describe characteristics and symbols that identify Hispanic countries and my own country, and explain how language relates to them. ▪ I can describe what my life would be like (or how my life would be different) if migrated to another country where the language is not English. 	

<i>Toolbox/Acquisition</i>		
Language Functions	Supporting Structures/Patterns	Priority Vocabulary
Future action expected to happen	<i>Habr� un examen final</i>	<ul style="list-style-type: none"> ▪ El medio ambiente ▪ Los servicios urbanos ▪ El desarrollo y la econom�a ▪ La sustentabilidad
Probability of an action occurring in present	<i>Manuel estar� a punto de llegar</i>	
Future action completed by a certain time	<i>Si no hacemos nada para ayudarla, habremos fallado en nuestra tarea de voluntariado</i>	
Explain facts and causes	<i>Rosa no quiere ir porque tiene mucha tarea que hacer</i>	
Stage 3: Main Activity Plan		
[Communication through tech-mediated tasks in Flipgrid]		
Two modes of communication: interpretive/presentational]	<ul style="list-style-type: none"> ▪ Learning Experiences/Formative Assessments ▪ <u>Interpretive Mode</u>: understand, analyze and interpret information related to how the importance of caring for the environment and how human actions can impact ecosystems. ▪ <u>Presentational Mode</u>: present information, ideas, and concepts to inform, explain, persuade or narrate on cases where human intervention has helped the environment or has caused negative consequences. ▪ Goal: Use the L2 for functions, take advantage of the opportunity to communicate in spoken form, build the confidence, take action. Opportunities in the two modes to build confidence and use language ▪ Focus: give students the opportunity to make choices and take actions to communicate using personal experiences. where to next, build their confidence in speaking, and reflect on their learning process. 	
Interpretive [low stakes]	Interpret/Analyze: <ul style="list-style-type: none"> ▪ initial post by instructor and video source: <i>Describe what you do to protect the environment, and mention three things you should do to protect the environment but don't do (or don't do enough).</i> 	
Presentational [mid stakes]	Narrate/Analyze/React: Students share ideas through simple comments to the topic. <ul style="list-style-type: none"> ▪ Students investigate about recent news on the environment and living conditions in small and big cities. ▪ Students develop ideas related to their own experience and life, and post them in Flipgrid ▪ Students comment on others' postings (optional) 	
Presentational [high stakes]	Analyze/Explain: <ul style="list-style-type: none"> ▪ Students show evidence that they can explain others on the impact of human actions and technology on living conditions, cities, and future events through examples or online research. Students can develop ideas and post them in Flipgrid ▪ Students ask questions and post comments to peers (optional) 	

Integrated Performance Pedagogical Task–Chapter 9 (adapted from Eddy, 2014)

Language / Level	Spanish Intermediate	
Performance Range	High/Intermediate Low	
Rubric	Oral quiz	
Stage 1: Desired Results		
Theme/Topic	Ch. 9: En busca de la igualdad	
Enduring Understanding	<ul style="list-style-type: none"> ▪ Equity, culture, and language as opportunities for succeeding in a globalized world 	
Essential Question	<ul style="list-style-type: none"> ▪ How can we have access to resources (e.g., education, basic needs) and equity while living in a globalized world? 	
Learning Scenario		
Students will explore aspects related to discrimination and efforts from organizations to discuss equity and rights to access to technology and opportunities to improve life and education. Students will share ideas and opinions about opportunities and support that people find to accomplish their longed goals and dreams, in particular in Hispanic countries. Students will relate these ideas and opinions to their own situations and conditions in the U.S.		
Unit Goals		
Learners will be able to:		
<ul style="list-style-type: none"> ▪ recall vocabulary related to opinions, equality, language, leadership, and socio-political issues ▪ describe people and events that have impacted and changed social stereotypes in Latin American countries ▪ describe situations that relate to opinions, equality, language, leadership, and socio-political issues in Latin American cities and the U.S ▪ discuss unusual events and people that have influenced students' lives and contexts 		
Stage 2: Assessment Evidence [Flipgrid posting & Can-do speaking quiz 9]		
Summative Performance Tasks		
Interpretive [Online in Flipgrid]		
Pre-Assessments:		
<ul style="list-style-type: none"> ▪ Connect/LearnSmart: cultura, la lengua, palabras, vocabulario ▪ Class practice 		
Interpretive/Presentational [Through Flipgrid]		Presentational [From course syllabus]
Discuss issues related to equity, language, culture, and discrimination on living conditions and opportunities in society. Describe events and people that have impacted society and how language contributes to opportunities.		Can-do Speaking Quiz 9
Can Do Statements – Learning Targets [Based on textbook]		
Interpretive	<ul style="list-style-type: none"> ▪ I can recognize social issues related to equity, language, and discrimination, in Hispanic countries in particular. ▪ I can recall features that characterize the use of language to describe socio-political issues. 	
Presentational	<ul style="list-style-type: none"> ▪ I can describe events that have contributed to the discussion on equality and opportunities in society. ▪ I can describe people in Hispanic countries and in the U.S that have led socio-political changes in local or broad contexts. ▪ I can present opinions, feelings, and actions that can relate to socio-political issues in Hispanic countries and in the U.S. 	

<i>Toolbox/Acquisition</i>		
Language Functions	Supporting Structures/Patterns	Priority Vocabulary
Describe past actions connect to present situations	<p><i>Presente de subjuntivo de haber + participio pasado:</i></p> <p><i>Es importante que hayan conseguido mejores condiciones laborales</i></p> <p><i>Aunque hayamos avanzado en temas de igualdad de género, queda mucho por hacer en este tema</i></p>	<ul style="list-style-type: none"> ▪ El individuo ▪ Los temas sociales y políticos ▪ Las opiniones ▪ Los contextos sociales y la igualdad
Refer to antecedents in connect speech	<p><i>Las personas QUE hablan varios idiomas tienen más oportunidades de sobresalir</i></p> <p><i>LO QUE más me preocupa es no encontrar trabajo luego de graduarme</i></p> <p><i>Las personas con QUIENES trabajo son de varios países.</i></p> <p><i>Ecuador es un país cuya población es rica en etnia, cultura y lenguaje.</i></p>	
Stage 3: Main Activity Plan		
[Communication through tech-mediated tasks in Flipgrid]		
Two modes of communication: interpretive/presentational]	<ul style="list-style-type: none"> ▪ Learning Experiences/Formative Assessments ▪ Interpretive Mode: understand, analyze and interpret information on a variety of topics [how to foster this] ▪ Presentational Mode: present ideas, and concepts to inform, explain, persuade or narrate on information about how through language and culture people can have access to better life, resources, education, etc. ▪ Goal: Use the L2 for functions, take advantage of the opportunity to communicate in spoken form, build the confidence, take action. Opportunities in the two modes to build confidence and use language ▪ Focus: give students the opportunity to make choices and take actions to communicate using examples of personal experiences or recent news events related to social equity. Students will reflect on their own learning experiences and the opportunities they can have by speaking a second language. 	
Interpretive [low stakes]	<p>Interpret/Analyze:</p> <ul style="list-style-type: none"> ▪ initial post by instructor, visual impact and web resource: <i>Talk about a person that has influenced social changes. What has this person done? What else can be done to improve society?</i> 	
Presentational [mid stakes]	<p>Narrate/Analyze/React:</p> <ul style="list-style-type: none"> ▪ Students investigate about people, equity, discrimination, and political views in different socio-cultural settings, and post simple comments in Flipgrid ▪ Students comment on others' postings (optional) 	
Presentational [high stakes]	<p>Analyze/Explain:</p> <ul style="list-style-type: none"> ▪ Students show evidence that they can explain others about equity, language, and culture in Hispanic countries and in the U.S, and how these issues impact opportunities in life, through elaboration of ideas with examples from online research, recent news, or classes taken on the topics. ▪ Students post their ideas and questions in Flipgrid ▪ Students ask questions and post comments to peers (optional) 	

Integrated Performance Pedagogical Task–Chapter 10 (adapted from Eddy, 2014)

Language / Level	Spanish Intermediate	
Performance Range	High/Intermediate Low	
Rubric	Oral quiz	
Stage 1: Desired Results		
Theme/Topic	Ch. 10: Los tiempos precolombinos	
Enduring Understanding	<ul style="list-style-type: none"> ▪ Every individual has a different interpretation of the history and culture of pre-Columbian times 	
Essential Question	<ul style="list-style-type: none"> ▪ What are the connection, similarities, and differences between indigenous peoples in America (North/central/South)? 	
Learning Scenario		
Students will explore the history and traditions of the indigenous populations in Latin-American before Spanish conquest. Students will discuss how language and culture interact to enrich languages across populations. Students will discuss similarities and differences in the historical development of Latin American countries and how these compare to developments in the U.S. Students will compare and contrast the current situation of indigenous populations in the U.S and whether there is impact or influence in current society.		
Unit Goals		
Learners will be able to: <ul style="list-style-type: none"> ▪ recall historical and cultural characters that depict Spanish influence on indigenous life in Hispanic countries and in the U.S. ▪ describe cultural traditions and ways of living in America and Spain ▪ speculate about experiences and events that shaped cultural traditions and ways of living in America and Spain ▪ identify key characteristics of indigenous influence on culture and language and relate it to their own realities in North America ▪ interpret the concept of lexical and cultural heritage 		
Stage 2: Assessment Evidence [Flipgrid posting & Can-do speaking quiz 10]		
Summative Performance Tasks		
Interpretive [Online in Flipgrid]		
Pre-Assessments: <ul style="list-style-type: none"> ▪ Connect/LearnSmart: cultura, la lengua, palabras, vocabulario ▪ Class practice 		
Interpretive/Presentational [Through Flipgrid]	Presentational [From course syllabus]	
Provide opinions on cultural and indigenous traditions. Give examples of speculative situations to expand idea related to the language and cultural outcomes of the influences if these happened in the past.	Can-do Speaking Quiz 10	
Can Do Statements – Learning Targets [Based on textbook]		
Interpretive	<ul style="list-style-type: none"> ▪ I can recognize features and traditions the originated from indigenous populations in Spanish-speaking countries ▪ I can recall influences in language that derive from Spain and indigenous populations. 	
Presentational	<ul style="list-style-type: none"> ▪ I can name famous indigenous populations that were key in the cultural and historical life of Latin America countries. ▪ I can describe what my life would be like (or how my life would be different) if I lived in another country, mentioning at least three specific features. 	

Toolbox/Acquisition		
Language Functions	Supporting Structures/Patterns	Priority Vocabulary
Describe previous experiences	<ul style="list-style-type: none"> Imperfecto de subjunctive: Verb + endings (e.g., ra, ras, ra, ramos, rais, ran) <i>El mar estaba tranquilo, no había una sola cosa que hiciera ruido</i> 	<ul style="list-style-type: none"> La historia de los pueblos El lenguaje y sus influencias lingüísticas La vida de ayer y hoy Las poblaciones indígenas
Express ideas of influence, doubt, judgment, and emotion	<i>La profesora dijo que fuera a sus horas de oficina</i>	
Express ideas in clauses that functions as adjectives	<i>Buscaba a algun estudiante que me ayudara con las tutorías</i>	
Express ideas in clauses that functions as adjectives	<i>No iba a hacer la presentación hasta que mi compañera llegara a la clase</i> <i>Buscaba a alguien que me ayudara con el auto cuando fui al centro comercial</i>	
Soften requests	<i>Le dije a mi amiga que debiera tomar unas vacaciones este año</i>	
Express wishes for unlikely or impossible things	<i>Ojalá que mi presentation fuera corta</i>	
Describe hypothetical conditional ideas that take place routinely	Si + Present indicative: <i>Si nieva mucho, cancelaran las clases en la universidad</i>	
Describe repeated actions in the past (when)	Si + Imperfect indicative: <i>Si(cuando) lloraba mucho, mi mamá se enojaba conmigo</i>	
Describe an unlikely or impossible event in the present	Si + Imperfect subjunctive: <i>Si fuera un inmigrante, no sé como me sentiría en otro país.</i>	
Double negatives	<ul style="list-style-type: none"> Negative words preceding the verb: No vino nadie 	<ul style="list-style-type: none"> La identidad nacional La experiencia en otro país Características personales La lengua española y la inmigración Hermandad y solidaridad
Positive words	<i>Todo el mundo</i> <i>Siempre</i> <i>También</i>	
Negative words	<i>Ningún/ninguno</i> <i>Ninguno can't be used in plural except with plural words</i>	
Indefinite words	<i>Algún/alguno :</i> <i>Algún dia vengo a visitarte</i>	
Add information to a noun in the main clause	<ul style="list-style-type: none"> Cláusulas adjetivales/relativas <i>En el mundo hay veinteún países hispanohablantes -> Hay ventiún países que tienen el español como lengua oficial</i> 	
Refer to something that does not exist, or if the speaker is unsure of	<ul style="list-style-type: none"> Sujuntivo en cláusulas adjetivales <i>No conozco a nadie que viva allí</i> 	

Stage 3: Main Activity Plan	
[Communication through tech-mediated tasks in Flipgrid]	
Two modes of communication: interpretive/presentational]	<ul style="list-style-type: none"> ▪ Learning Experiences/Formative Assessments ▪ Interpretive Mode: understand, analyze and interpret information on historical events in Latin America and the U.S. ▪ Presentational Mode: present information, ideas, and concepts to inform, explain, persuade or narrate events that changed the course of history, impacted indigenous, and had lasting consequences. ▪ Goal: Use the L2 for functions, take advantage of the opportunity to communicate in spoken form, build the confidence, take action. Opportunities in the two modes to build confidence and use language ▪ Focus: give students the opportunity to make choices and take actions to communicate their own experiences and knowledge about historical events at a local or global level. Students will be able to notice gaps in their language, monitor their process, and reformulate ideas when needed.
Interpretive [low stakes]	<p>Interpret/Analyze:</p> <ul style="list-style-type: none"> ▪ initial post by instructor, visual resource, and video: <i>Imagine you could participate in an historic event. Describe when would you visit and what you would do, as well as why this event is important to you.</i>
Presentational [mid stakes]	<p>Narrate/Analyze/React:</p> <p>Students share ideas through simple comments to the topic.</p> <ul style="list-style-type: none"> ▪ Students investigate about historical events in Latin America or the U.S., and post ideas in Flipgrid ▪ Students comment on others' postings (optional)
Presentational [high stakes]	<p>Analyze/Explain:</p> <ul style="list-style-type: none"> ▪ Students show evidence that they can explain others about the influence of traditions and culture on language in North America, hypothetical situations related to students' own life and culture ▪ Students develop ideas and post them in Flipgrid ▪ Students ask questions and post comments to peers (optional)

Integrated Performance Pedagogical Task–Chapter 11 (adapted from Eddy, 2014)

Language / Level	Spanish Intermediate	
Performance Range	High/Intermediate Low	
Rubric	Oral quiz	
Stage 1: Desired Results		
Theme/Topic	Ch. 11: Los tiempos coloniales	
Enduring Understanding	<ul style="list-style-type: none"> ▪ Every individual has a different interpretation of the socio-cultural, economic, and political impact caused by the arrival of Spanish people in America 	
Essential Question	<ul style="list-style-type: none"> ▪ How did the arrival of Spanish people shape the life and vision of the peoples in Central and South America? 	
Learning Scenario		
Students will explore how cultural, literary, and art pieces tell stories about the impact and influence of Spain in Latin-American life, and will speculate about alternative outcomes in the modern society. Students will discuss how the influence of Spain remains visible in Latin American countries and will be able to describe a piece of art, cultural artifact, or landscape to provide examples of such visibility. Students will describe these pieces by relating to the encounter between the different cultures in America and Spain, and relate to their own realities and key events in North America.		
Unit Goals		
Learners will be able to: <ul style="list-style-type: none"> ▪ recall works of art, literature, and urbanism that depict Spanish influence ▪ recognize and describe works of art, literature, and urbanism that demonstrate the influence of the encounter between America and Spain ▪ describe the different influences of the encounter between America and Spain ▪ speculate on alternative outcomes of the encounter between America and Spain ▪ identify key characteristics of Spanish influence and relate it to their own realities in North America ▪ interpret the concept of the New World and its meaning 		
Stage 2: Assessment Evidence [Flipgrid posting & Can-do speaking quiz 11]		
Summative Performance Tasks		
Interpretive [Online in Flipgrid]		
Pre-Assessments: <ul style="list-style-type: none"> ▪ Connect/LearnSmart: cultura, la lengua, palabras, vocabulario ▪ Class practice 		
Interpretive/Presentational [Through Flipgrid]	Presentational [From course syllabus]	
Discuss cultural influences in Latin America and in the U.S. Give examples of speculative situations to expand idea related to the language and cultural outcomes of the influences if these happened in the past.	Can-do Speaking Quiz 11	
Can Do Statements – Learning Targets [Based on textbook]		
Interpretive	<ul style="list-style-type: none"> ▪ I can recognize works of art and famous Spanish-speaking artists ▪ I can recall features that characterize Spanish-speaking artists' styles 	
Presentational	<ul style="list-style-type: none"> ▪ I can name a famous Spanish-speaking artist, describe at least two features of his/her style, and explain why I like it. ▪ I can describe what my life would be like (or how my life would be different) if I had grown up in another country, mentioning at least three specific features. 	

Toolbox/Acquisition		
Language Functions	Supporting Structures/Patterns	Priority Vocabulary
Express influence, doubt, judgment, and emotions...	Imperfect subjunctive of haber + pasado participio	<ul style="list-style-type: none"> ▪ La vida en la colonia ▪ El arte, urbanismo y arquitectura ▪ Expresiones para explicar ideas ▪ Estilos y movimientos artísticos
...in noun clauses	<i>La gente no dudaba de que el gobierno les hubiera ayudado de inmediato</i>	
...in adjective clauses	<i>En mi opinión, no había ninguna razón para que no le hubieras dado algo de dinero</i>	
...in adverbial clauses	<i>Aunque este tema estaba muy aburrido, todos lo habíamos entendido muy bien</i>	
Express hypothetical actions in the present and past	Si + Pluscuamperfecto de indicativo, perfecto condicional: <ul style="list-style-type: none"> ▪ <i>Corro en la carrera como si fuera un atleta profesional</i> ▪ <i>Cocinas muy rico, como si hubieras estudiado artes culinarias</i> 	
Express hypothetical actions in the past	Condicional de haber + pasado participio <i>Si Colón no hubiera llegado a América, la historia latinoamericana habría sido muy diferente</i>	
Stage 3: Main Activity Plan		
*[Communication through tech-mediated tasks in Flipgrid]		
Two modes of communication: interpretive/presentational]	<ul style="list-style-type: none"> ▪ Learning Experiences/Formative Assessments ▪ Interpretive Mode: understand, analyze and interpret information on a hypothetical situation that can affect a person's life. ▪ Presentational Mode: present information, ideas, and concepts to inform, explain, persuade or narrate on a hypothetical situation that have impacted students' life and the actions or consequences resulting from it. ▪ Goal: Use the L2 for functions, take advantage of the opportunity to communicate in spoken form, build the confidence, take action. Opportunities in the two modes to build confidence and use language ▪ Focus: give students the opportunity to make choices and take actions to communicate ideas in persuasive ways. Students will notice language gaps, and monitor their language performance. 	
Interpretive [low stakes]	Interpret/Analyze: <ul style="list-style-type: none"> ▪ initial post by instructor, staged conversation: <i>Imagine that your Spanish professor suddenly disappeared. What do you think would have happened to him/her and what consequences would it have for you and the class?</i> 	
Presentational [mid stakes]	Narrate/Analyze/React: <ul style="list-style-type: none"> ▪ Students hypothesize about an event that can occur today in Latin America or the U.S., and post short responses in Flipgrid ▪ Students comment on others' postings (optional) 	
Presentational [high stakes]	Analyze/Explain: <ul style="list-style-type: none"> ▪ Students show evidence that they can explain others on events that might happen and change the someone's life. Students will relate to their own life and culture, elaborate ideas and post them in Flipgrid. Students can also post questions and comments to peers (optional) 	

Integrated Performance Pedagogical Task–Chapter 12 (adapted from Eddy, 2014)

Language / Level	Spanish Intermediate	
Performance Range	High/Intermediate Low	
Rubric	Oral quiz	
Stage 1: Desired Results		
Theme/Topic	Ch. 12: La democracia	
Enduring Understanding	<ul style="list-style-type: none"> ▪ Every individual has a different vision and interpretation of the socio-cultural, economic, educational, and political life of their own country 	
Essential Question	<ul style="list-style-type: none"> ▪ How does culture relate to language in the current socio-political life between Latin American countries and the U.S.? 	
Learning Scenario		
Students will explore how cultural, political and literary pieces tell stories about the life and reality of Latin-American societies will narrate important events that take place or impact these societies. Students will discuss how influences on society can transcend borders and language through media and socio-political events. Students will describe these events by relating to the issues in different countries in America, and relate to their own realities and key events in North America.		
Unit Goals		
Learners will be able to:		
<ul style="list-style-type: none"> ▪ recall famous media programs that have impacted Hispanic countries' ways of living ▪ recognize and describe famous personalities and events that have shaped the political life between America and other countries, in particular the U.S. ▪ speculate on outcomes of the influences of media in America and the U.S ▪ identify key characteristics of socio-political influence and relate it to their own realities in North America ▪ interpret the concept of Democracy 		
Stage 2: Assessment Evidence [Flipgrid posting & Can-do speaking quiz 11]		
Summative Performance Tasks		
Interpretive [Online in Flipgrid]		
Pre-Assessments:		
<ul style="list-style-type: none"> ▪ Connect/LearnSmart: cultura, la lengua, palabras, vocabulario ▪ Class practice 		
Interpretive/Presentational [Through Flipgrid]		Presentational [From course syllabus]
Discuss media influences in the ways of living. Narrate situations and events to expand ideas related to the society and democracy outcomes and influences.		Can-do Speaking Quiz 12
Can Do Statements – Learning Targets [Based on textbook]		
Interpretive	<ul style="list-style-type: none"> ▪ I can recognize people that have impacted media and social life in Hispanic countries and in the U.S ▪ I can recall features that characterize democracy, media influence, and works of arts in Spanish-speaking countries 	
Presentational	<ul style="list-style-type: none"> ▪ I can name a famous media program or event, describe at least two features of its style, and explain why I like it. ▪ I can narrate events in my life and in my surroundings, mentioning at least three specific features related to language, culture, politics, and other social issues. 	

<i>Toolbox/Acquisition</i>		
Language Functions	Supporting Structures/Patterns	Priority Vocabulary
Emphasize the message and consequences of someone's actions	<ul style="list-style-type: none"> ▪ Ser + participio pasado (por + agente): <p><i>Le presidente fue elogiado de forma unánime (por el pueblo indígena) en su visita a la Amazonía.</i></p> <p><i>Finalment, el acuerdo fue firmado luego de meses de espera y negociaciones</i></p> <ul style="list-style-type: none"> ▪ Se + past: <p><i>Se invitó al presidente a la cena con los embajadores de Europa</i></p> <p><i>Se firmó el convenio de intercambio cultural con los estudiantes de la universidad</i></p>	<ul style="list-style-type: none"> ▪ Los procesos democráticos ▪ Las relaciones internacionales ▪ Los programas y sus influencia en otros países ▪ Expresiones, refranes y dichos ▪ La influencia del mundo exterior
Make generalizations	<ul style="list-style-type: none"> ▪ Se + present/past: <p><i>Se habla Español en la clase todos los días</i></p> <p><i>La puerta se cerró luego de la entrada del presidente</i></p>	
Express leave-take, wishes	<p><i>Ojalá que pase el examen oral</i></p> <p><i>¡Que te mejores muy pronto!</i></p>	
Give indirect commands	<i>¡Que haga la tarea de inmediato!</i>	
Stage 3: Main Activity Plan		
[Communication through tech-mediated tasks in Flipgrid]		
Two modes of communication: interpretive/presentational]	<ul style="list-style-type: none"> ▪ Learning Experiences/Formative Assessments ▪ Interpretive Mode: understand, analyze and interpret information on current events related to the education, politics, society. ▪ Presentational Mode: present information, ideas, and concepts to inform, explain, persuade or narrate on current events that influence the dynamics in a society ▪ Goal: Use the L2 for functions, take advantage of the opportunity to communicate in spoken form, build the confidence, take action. Opportunities in the two modes to build confidence and use language ▪ Focus: give students the opportunity to make choices and take actions to communicate. Students will practice critical thinking and reflection about their own roles in society. Students will have opportunities to explore what it means to be a citizen in a country and of the world. 	
Interpretive [low stakes]	<p>Interpret/Analyze:</p> <ul style="list-style-type: none"> ▪ initial post by instructor and visual resource: <i>Image you have the power to change one aspect in your life, what would you change? Why? Give as many details as possible.</i> 	

Presentational [mid stakes]	Narrate/Analyze/React: <ul style="list-style-type: none"> ▪ Students discuss how young people take action in society by posting a short comment in Flipgrid ▪ Students comment on others' postings (optional)
Presentational [high stakes]	Analyze/Explain: <ul style="list-style-type: none"> ▪ Students show evidence that they can explain others on the socio-political changes promoted by young people in Latin America and in the U.S, and discuss hypothetical situations related to their own life and culture. Students elaborate their ideas and post them in Flipgrid along with questions or comments to peers (optional)

APPENDIX B. SURVEY SCALES

Please select the option that best describe your individual situation

Motivational Intensity Scale

(Strongly disagree = 0; Strongly agree = 7)

1. Compared to classmates, I think I study Spanish relatively hard
2. I often think about the words and ideas that I learn about in my Spanish classes
3. If Spanish were not taught at school, I would study it on my own
4. I think I spend fairly long hours studying Spanish
5. I really try to learn Spanish
6. After I graduate from college, I will continue to study Spanish and try to improve

Desire to Learn Spanish Scale

(Strongly disagree = 0; Strongly agree = 7)

1. When I have assignments to do in Spanish, I try to do them immediately
2. I would read Spanish newspapers or magazines outside my Spanish course work
3. During Spanish classes, I'm absorbed in what is taught and concentrate on my studies
4. I would like the number of Spanish classes at school increased
5. I believe absolutely Spanish should be taught at school
6. I find studying Spanish more interesting than other subjects

Intergroup Approach-Avoidance Tendency Scale

(Strongly disagree = 0; Strongly agree = 7)

I want to make friends with international students studying in the U.S

1. I try to avoid taking with foreigners if I can
2. I would talk to an international student whenever possible at school
3. I wouldn't mind sharing an apartment or room with an international student
4. I want to participate in a volunteer activity to help foreigners living in the surrounding community
5. I would feel somewhat uncomfortable if a foreigner moved in next door
6. I would help a foreigner having trouble communicating in a restaurant or at a station

Interest in International Vocation/Activities Scale

(Cronbach's $\alpha=.73$, Yashima, 2002; Cronbach's $\alpha=.62$, Yashima et al., 2004)

(Strongly disagree = 0; Strongly agree = 7)

1. I would rather stay in my hometown
2. I want to live in a foreign country
3. I want to work in an international organization such as the United Nations
4. I'm interested in volunteer activities in developing countries such as the Peace Corps
5. I don't think what's happening overseas has much to do with my daily life
6. I'd rather avoid the kind of work that sends me overseas frequently

Interest in International News Scale

(Strongly disagree = 0; Strongly agree = 7)

1. I often read and watch news about foreign countries
2. I often talk about situations and events in foreign countries with my family and/or friends

Frequency and Amount of Communication Scale

(Not at all = 0; Very frequently = 10)

1. I volunteer to answer or ask questions in class
2. I answer when I am called upon by the teacher
3. I participate in classroom activities such as pair work
4. I ask teachers questions or talk to them outside the class period
5. I talk with friends or acquaintances outside of school in Spanish

Communication Apprehension Scale

(I would NEVER feel nervous = 0; I would ALWAYS feel nervous = 100)

1. Presenting a talk to a group of strangers.
2. Talking with an acquaintance while standing in line.
3. Talking in a large meeting of friends.
4. Talking in a small group of strangers.
5. Talking with a friend while standing in line.
6. Talking in a large meeting of acquaintances.
7. Talking with a stranger while standing in line.
8. Presenting a talk to a group of friends.
9. Talking in a small group of acquaintances.
10. Talking in a large meeting of strangers.

11. Talking in a small group of friends.
12. Presenting a talk to a group of acquaintances.

Willingness to Communicate Scale

(I would NEVER start up a conversation = 0; I would ALWAYS start up a conversation = 100)

1. Talk with a service station attendant.*
2. Talk with a physician.*
3. Present a talk to a group of strangers.
4. Talk with an acquaintance while standing in line.
5. Talk with a salesperson in a store.*
6. Talk in a large meeting of friends.
7. Talk with a policeman/policewoman.*
8. Talk in a small group of strangers.
9. Talk with a friend while standing in line.
10. Talk with a waiter/waitress in a restaurant.*
11. Talk in a large meeting of acquaintances.
12. Talk with a stranger while standing in line.
13. Talk with a secretary.*
14. Present a talk to a group of friends.
15. Talk in a small group of acquaintances.
16. Talk with a garbage collector.*
17. Talk in a large meeting of strangers.
18. Talk with a spouse (or girl/boy friend).*
19. Talk in a small group of friends.
20. Present a talk to a group of acquaintances.

*Filler items

Self-Perceived Communicative Competence Scale

(0=complete incompetent, 100=complete competent)

1. Present a talk to a group of strangers
2. Talk with an acquaintance
3. Talk in a large meeting of friends
4. Talk in a small group of strangers
5. Talk with a friend
6. Talk in large meeting of acquaintances

7. Talk with a stranger
8. Present a talk to a group of friends
9. Talk in a small group of acquaintances
10. Talk in a large meeting of strangers
11. Talk in a small group of friends
12. Present a talk to a group of acquaintances

PART II: Please answer the following questions

Demographic Information

1. Gender: (Male, Female, Other)
2. Classification: (Freshman, Sophomore, Junior, Senior, Graduate, Other)
3. Native language:
4. Years studying Spanish: (less than 1, between 1 and 3, more than 3, Other)
Abroad stay: (Yes/No, How long?)

APPENDIX C. RELIABILITY MEASURES IN SURVEY

Scale	Description	Reliability measures	
		Previous research	This study
Motivational Intensity	Six items to measure degree of motivation to use the L2 (Strongly disagree = 1; Strongly agree = 7)	Cronbach's α =.88, Yashima, 2002; Cronbach's α =.81, Yashima et al., 2004	Cronbach's α =.81
Desire to Learn [Spanish]	Six items to measure degree of interest in learning the L2 (Strongly disagree = 1 Strongly agree = 7)	Cronbach's α =.78, Yashima, 2002; Cronbach's α =.68; Yashima et al., 2004	Cronbach's α =.53,
Intergroup Approach-Avoidance Tendency	Six items to measure degree of avoidance to interact with speakers of the L2 (Strongly disagree = 1; Strongly agree = 7)	Cronbach's α =.79, Yashima, 2002; Cronbach's α =.73; Yashima et al., 2004	Cronbach's α =.70
Interest in International Vocation/Activities	Six items to measure degree of interest in activities in abroad L2 contexts (Strongly disagree = 1; Strongly agree = 7)	Cronbach's α =.73, Yashima, 2002; Cronbach's α =.62; Yashima et al., 2004	Cronbach's α =.84
Interest in International News	Two items to measure degree of interest in L2 international events (Strongly disagree = 1; Strongly agree = 7)	Cronbach's α =.67, Yashima, 2002; Cronbach's α =.63; Yashima et al., 2004	Cronbach's α =.92
Frequency and Amount of Communication	Five items to measure frequency of use and communication in the L2 (Not at all = 1; Very frequently = 10)	Cronbach's α =.70, Yashima et al., 2004	Cronbach's α =.43
Communication Apprehension	Twelve items to measure degree of anxiety in using the L2 (I would NEVER feel nervous = 0; I would ALWAYS feel nervous = 100)	r=.93, Macintyre, Clément, Baker & Donovan, 2003; Cronbach's α =.92, Yashima, 2002; Cronbach's α =.88, Yashima et al., 2004	Cronbach's α =.89
Willingness to Communicate	Twelve items to measure degree of willingness to communicate in the L2 presuming there is free choice to do so (I would NEVER start up a conversation = 0; I would ALWAYS start up a conversation = 100)	r=.92 McCroskey, 1992; Cronbach's α =.91, Yashima, 2002; Cronbach's α =.93 Yashima et al., 2004	Cronbach's α =.91
Self-Perceived Communicative Competence	Twelve items to measure perception on self-confidence in the L2 (0=complete incompetent, 100=complete competent)	r=.70 McCroskey & McCroskey, 1988; Cronbach's α =.92, Yashima, 2002; Cronbach's α =.93; Yashima et al., 2004	Cronbach's α =.91

APPENDIX D. RUBRIC FOR QUIZZES

Accuracy		
Exceeds expectations	Able to narrate in all tenses with ease; complex sentence structure evident (compounds, dependent clauses including relative clauses, etc.); rich vocabulary.	10 9.5 9
Meets expectations	Able to narrate in the present, but the past and future may cause some difficulty; mostly simple sentences, but some compounds; adequate vocabulary.	8.5 8 7.5
Needs work	Difficulty narrating in all tenses, including frequent errors with the present tense or lack of conjugation altogether; abundance of simple sentences and repetition; basic vocabulary, including an overreliance on common terms: <i>hacer, tener</i> , etc.	7 6.5 6
Comprehensibility		
Exceeds expectations	Very easy to understand; language use contains only minor errors that do not affect comprehensibility at all.	10 9.5 9
Meets expectations	Easy to understand but may require concentrated listening; language use may affect comprehensibility but not significantly.	8.5 8 7.5
Needs work	Difficult to understand; requires concentrated listening at times; language use significantly compromises the comprehensibility of the response.	7 6.5 6
Content		
Exceeds expectations	Information is complete and relevant to the task; rich and interesting details have been provided.	10 9.5 9
Meets expectations	Information is adequate and related to the task.	8.5 8 7.5
Needs work	Minimal information is provided and/or the information provided lacks sufficient detail and development.	7 6.5 6
	Total (30)	

Note: Rubric developed by the coordinator and instructors of the Spanish language program

APPENDIX E. RUBRIC FOR ORAL PRESENTATION

Individual Oral Presentation (40)	Range	Score
Language Use (20) <u>Exceeds Expectations:</u> Language choices are appropriate for topic and purpose (academic register is used); word choices are precise; grammar does not impede comprehension.	18 – 20	_____
<u>Meets Expectations:</u> Language choices usually appropriate, with some lapses; word choices may be limited; occasional grammar issues require concentrated listening.	14 – 17	_____
<u>Needs Work:</u> Language choices are oftentimes inappropriate; limited range of vocabulary; persistent grammar errors make the presentation difficult to comprehend and evaluate.	10 – 13	_____
Pronunciation & Fluency (12) <u>Exceeds Expectations:</u> Intelligible; easy to understand; natural, continuous rhythm with few irregular pauses.	11 – 12	_____
<u>Meets Expectations:</u> Intelligible but may at times require more concentrated listening; natural rhythm with occasional pauses.	8 – 10	_____
<u>Needs Work:</u> Difficult to understand even with concentrated listening; speech is fragmented or halted with frequent pauses.	6 – 7	_____
Presentation Skills (8) <u>Exceeds Expectations:</u> Demonstrates mastery of the material; presents clearly and confidently, maintaining eye contact; returns to notes only occasionally.	7 – 8	_____
<u>Meets Expectations:</u> Demonstrates understanding of the material; generally presents clearly and confidently with good eye contact and interaction/engagement of the audience; occasionally reads from notes and/or poster.	6 – 7	_____
<u>Needs Work:</u> Does not demonstrate understanding of the material; may mumble, speak too quietly, or avoid eye contact; oftentimes reads directly from notes and/or poster.	4 – 5	_____
Total		_____

Note: Rubric developed by the coordinator and instructors of the Spanish language program

APPENDIX F. GUIDING QUESTIONS FOR ONLINE REFLECTIONS

FG Group

Ch. 7 & 8	<ol style="list-style-type: none"> 1. In what way has Flipgrid Chapter 7/8 helped you in the process of using Spanish in spontaneous speaking? 2. In what way did Flipgrid Chapter 7/8 help you in your Spanish speaking communicative needs? In what way it didn't? 3. What challenges did you have in fulfilling the Flipgrid Chapter 7/8 task? What will you do differently next time?) 4. How do you feel about completing Flipgrid Chapter 7/8 task? 5. What kind of Spanish speaking opportunities or resources have you had or used other than Flipgrid in regards to the content and topics in Ch. 7/8? In what ways do these opportunities help you improve your speaking in Spanish?
Ch. 9 & 10	<ol style="list-style-type: none"> 1. How do you feel about communicating in spoken Spanish so far? 2. In what way has Flipgrid Chapter 9/10 helped you in the process of using Spanish in spontaneous speaking? In which ways it has not? 3. How do you feel about completing Flipgrid Chapter 9/10 task (for example: what do you find satisfying or frustrating)? What will you do differently for next time? 4. In what ways do you think you still need to improve your Spanish skills (for example: what things you might want more help with?) 5. In what ways did your speaking response in Flipgrid Chapter 9/10 meet the standards/grading criteria for the assignment? In which way it did not?
Ch. 11 & 12	<ol style="list-style-type: none"> 1. How do you feel about your ability to communicate in spoken Spanish so far? 2. In what way has Flipgrid Chapter 11/12 helped you in your ability and confidence to use Spanish in spontaneous communication? In which ways it has not? 3. In what ways do you think you still need to improve your Spanish skills (for example: what things you might want more help with?) 4. How do you feel about Flipgrid Chapter 11/12 (for example: what do you find satisfying or frustrating)? 5. In what ways did your speaking response in Flipgrid Chapter 11/12 meet the standards/grading criteria for the assignment? In which way it did not? 6. How would you rate your speaking participation in Flipgrid Chapter 11/12?

CG Group

Answer the following questions (bullet points are ok) about Chapter #

Ch. 7 & 8	<ol style="list-style-type: none"> 1. What are your needs (if any) to communicate or interact in spoken Spanish inside and outside the classroom? Who do you need to communicate with? 2. What kind of Spanish speaking opportunities have you had outside the classroom from the start of the semester until now? In what ways do these opportunities help you improve your speaking in Spanish? 3. Which topics in Chapter 7/8 did you enjoy speaking most? Have these topics helped you improve your overall speaking inside and outside the classroom? 4. What factors interfere in your spontaneous speaking in Spanish inside and outside the classroom?
Ch. 9 & 10	<ol style="list-style-type: none"> 1. How much have you used Spanish inside and outside the classroom since the last time you completed the online reflection? Please provide details about the content and context of that use 2. In what ways do you think you have improved so far your knowledge of Spanish language and ability of speak more fluently? 3. What have you done differently/similarly inside or outside the classroom to learn Spanish since last time you completed the online reflection? 4. In what ways do you think you still need to improve your Spanish skills (for example: what things you might want more help with? what will you change or do differently in your learning?) Please give details about the skills and why you need to improve them 5. Which topics in Ch. 9/10 did you enjoy speaking most? Have these topics helped you improve your overall speaking inside and outside the classroom? Please provide details
Ch. 11 & 12	<ol style="list-style-type: none"> 1. How do you feel about your ability and confidence to communicate in spoken Spanish so far? 2. What have you done inside and outside the classroom to improve your ability and increase your confidence to communicate in spoken Spanish more spontaneously? 3. How do you feel about the topics in Ch. 11? (For example: what do you find satisfying or frustrating? have these topics helped you improve your overall speaking and confidence to communicate in Spanish, why or why not?) 4. In what ways do you think you still need to improve your ability and confidence to communicate in spoken Spanish more spontaneously (for example: what things you might want more help with?, what will you change or do differently in your learning?) 5.

APPENDIX G. FOCUS-GROUPS INTERVIEW PROTOCOL

FG Group

Introduction: “Thank you very much for your time to participate in this focus group interview. The purpose of this interview is to ask you a few questions about your overall experience in the course and the development of speaking and oral communication skills using the application Flipgrid. Your participation is completely voluntary, if at any point you feel you prefer to skip the questions, please feel free to do so. For the purpose of data analysis, I will need to record this interview, I would kindly request your permission to record it. Is it ok if I record it?”

Guiding & potential follow-up questions:

1. How do you feel about your speaking and oral communication skills in this course (performance, confidence, comfort)?
 - a. What makes you feel that way?
 - b. How well do you think you communicated overall in class throughout the course?
 - c. What were some of the most challenging moments in the class and what made them so?
 - d. What were some of the most powerful learning moments and what made them so?
 - e. What moments were you most proud of your efforts?
 - f. What most got in the way of your progress, if anything?
 - a. When did collaborative communications fall short of the class’ expectations, if ever?
 - b. Were your milestones and goals mostly met, and how much did you deviate from them if any?
2. What do you think of the speaking tasks in Flipgrid?
 - a. What was most difficult about the tasks?
 - b. What was most successful about the tasks?
 - c. How did the technology play a role in the tasks?
 - d. How did the technology help/interfere in the development of your speaking skills?
 - e. Do you think this was an effective piece of technology for language practice?
 - f. How did the Flipgrid tasks helped you in your oral participation in class?
 - g. Do you think that if there was not Flipgrid, you would have achieved the same level of speaking performance/confidence?
3. What did you learn were your greatest strengths? Your biggest areas for improvement?
 - a. What would you do differently if you were to take this course again?
 - b. What’s the one thing about yourself above all others you would like to work to improve?
 - c. How will you use what you’ve learned in the future?
4. How can we help you improve in your oral skills and the use of Flipgrid?

CG Group

Introduction: “Thank you very much for your time to participate in this focus group interview. The purpose of this interview is to ask you a few questions about your overall experience in the course and the development of speaking and oral communication skills. Your participation is completely voluntary, if at any point you feel you prefer to skip the questions, please feel free to do so. For the purpose of data analysis, I will need to record this interview, I would kindly request your permission to record it. Is it ok if I record it?”

Guiding & potential follow-up questions:

1. How do you feel about your speaking and oral communication skills in this course (performance, confidence, comfort)?
 - a. What makes you feel that way?
 - b. How well do you think you communicated overall in class throughout the course?
 - c. What were some of the most challenging moments in the class and what made them so?
 - d. What were some of the most powerful learning moments and what made them so?
 - e. What moments were you most proud of your efforts?
 - f. What most got in the way of your progress, if anything?
 - g. When did collaborative communications fall short of the class’ expectations, if ever?
 - h. Were your milestones and goals mostly met, and how much did you deviate from them if any?
2. What do you think of the speaking tasks in Flipgrid?
 - a. What was most difficult about the tasks?
 - b. What was most successful about the tasks?
 - c. How did the technology play a role in the tasks?
 - d. How did the technology help/interfere in the development of your speaking skills?
 - e. Do you think this was an effective piece of technology for language practice?
 - f. How did the Flipgrid tasks helped you in your oral participation in class?
 - g. Do you think that if there was not Flipgrid, you would have achieved the same level of speaking performance/confidence?
3. What did you learn were your greatest strengths? Your biggest areas for improvement?
 - a. What would you do differently if you were to take this course again?
 - b. What’s the one thing about yourself above all others you would like to work to improve?
 - c. How will you use what you’ve learned in the future?
4. How can we help you improve in your oral skills and the use of Flipgrid?

APPENDIX H. MIDTERM OPEN-ENDED SURVEY

FG Group

Introduction: “Thank you very much for your time today. I would like to have checkpoint with you in regards to your participation in the Flipgrid tasks. The purpose of this checkpoint is to ask you a few questions about your experience so far in these tasks and identify any potential issue. Your participation is completely voluntary, if at any point you feel you prefer to skip the questions, please feel free to do so. This open-ended survey is anonymous, so please feel free to add your insights in detailed as much as possible. If you have any question, please let me know”

Guiding questions:

1. What and how is your learning process (e.g., what do you do to learn/communicate in Spanish)? How important is this process to your learning?
2. What makes your learning/speaking of Spanish successful, challenging, fail?
3. Do you think that your participation in technology-based speaking tasks in Flipgrid impact your learning and achievement? How? (e.g., speak more, have more confidence, feel encouraged, etc.)?
4. Do the tech-based speaking tasks in Flipgrid allow you to participate at a level that is suitable to your own situation How? (e.g., level of difficulty, knowledge of Spanish, tech skills, appropriate content, etc.)?
5. What do you think are the benefits and challenges of tech-based speaking tasks, such as the Flipgrid tasks in this class, for increasing speaking skills?

CG Group

Introduction: “Thank you very much for your time today. I would like to have a checkpoint with you in regards to the activities you do to practice more speaking outside the class. Your participation is completely voluntary, if at any point you feel you prefer to skip the questions, please feel free to do so. This open-ended survey is anonymous, so please feel free to add your insights in detailed as much as possible. If you have any question, please let me know”

Guiding questions:

1. What and how is your learning process (e.g., what do you do to learn Spanish, how do you learn Spanish)? How important is this process to your learning?
2. What makes your learning of Spanish successful, challenging, fail?
3. If you notice your learning of Spanish is challenging how do you overcome it (e.g., resources or strategies used)?
4. What is your motivation or interest in learning or continue learning Spanish? Why is this important?
5. What additional resources do you use in your learning?

APPENDIX I. SEMI-STRUCTURE INTERVIEW PROTOCOL FOR INSTRUCTORS

FG Group

MIDTERM INTERVIEW

Introduction: “Thank you very much for your time to participate in this interview. I would like to ask you a few questions about the implementation of the Flipgrid tasks. These questions aim to gather your insights about the tasks and your perceptions about your students’ communicative abilities. I will need to record this interview, I would kindly request your permission to record it. Is it ok if I record it?”

Guiding questions:

1. How do you perceive your students’ growth in their learning and confidence to speak halfway through the year? Do you think Flipgrid is working?
2. What do you think is working with students? Are they speaking and developing their Spanish skills? What is not working with students? Why aren’t they learning?
3. What are some of the key challenges you have noticed in your students’ learning? In your teaching? What kind of opportunities have resulted from those challenges?
4. Will you take any action to improve student learning? To improve your teaching for the next half of the semester?
5. What additional assistance, support, and/or resources have you provided to enhance your students’ learning? To enhance your teaching practice?

FINAL INTERVIEW

Introduction: “Thank you very much for your time to participate in this semi-structured interview. The purpose of this interview is to ask you a few questions about your overall perception of students’ participation and performance in the tech-mediated oral tasks using the application Flipgrid. If at any point you feel you prefer to skip the questions, please feel free to do so. For the purpose of data analysis, I will need to record this interview, I would kindly request your permission to record it. Is it ok if I record it?”

Guiding and potential follow-up questions:

1. How do you perceive your students’ oral communication skills and confidence to speak throughout the course?
 - a. How do you feel the students responded to the language tasks we did in Flipgrid?
 - b. How do you think the communicative learning outcomes were achieved via the tech-mediated tasks in Flipgrid?
2. What were your expectations of the tech-mediated tasks in Flipgrid?
 - a. Do you think it was working with students? Were they speaking and developing their Spanish skills?
 - b. What were your expected outcomes of these tasks?
 - c. How do think these tasks should be carried out differently?
 - d. What were some of the key challenges you have noticed in carrying out the tasks and in your students’ speaking skills?

3. How do you think the Flipgrid technology play a role in your students' speaking skills in the classroom?
 - a. How did the technology help students in improving their speaking skills and confidence to speak in class?
 - b. How did the technology interfere in the development of speaking skills, perhaps?
 - c. Could you describe some of the differences in the ways that students responded to the speaking prompts tasks involving technology versus those that are carried out in the classroom?
4. Could you tell me about your experiences with language learning with technology in your courses in general?
 - a. Do you think that having tech-mediated speaking tasks outside the classroom has value for language development?
 - b. What can be improved if tech-mediated speaking tasks were to be implemented again?
 - c. How easy was to work in Flipgrid as an instructor?
5. Is there anything else you would like to share regarding the tech-mediated tasks?

CG Group

MIDTERM INTERVIEW

Introduction: “Thank you very much for your time to participate in this interview. I would like to ask you a few questions about your perceptions of your students’ communicative abilities as well as the opportunities they have to speak in Spanish inside and outside the classroom. I will need to record this interview, I would kindly request your permission to record it. Is it ok if I record it?”

Guiding questions:

1. How do you perceive your students’ growth in their learning so far?
2. How do you feel about your teaching halfway through the semester?
3. What are some of the key challenges you have noticed in your students’ learning? In your teaching? What kind of opportunities have resulted from those challenges?
4. What additional assistance, support, and/or resources have you provided to enhance your students’ learning? To enhance your teaching practice?
5. What is one area in your students’ learning that you perceive needs improvement? And in your teaching?

FINAL INTERVIEW

Introduction: Thank you very much for your time to participate in this semi-structured interview. The purpose of this interview is to ask you a few questions about your overall perception of students’ participation and performance in the classroom activities oriented towards speaking. If at any point you feel you prefer to skip the questions, please feel free to do so. For the purpose of data analysis, I will need to record this interview, I would kindly request your permission to record it. Is it ok if I record it?

Guiding and potential follow-up questions

1. How do you perceive your students' oral communication skills and confidence to speak throughout the course?
 - a. What types of activities have you used to engage students in oral communication?
 - b. How do you feel the students responded to the language activities in class?
 - c. How do you think the communicative learning outcomes were achieved via these tasks/activities?
 - d. Were there any challenges in carrying out these tasks/activities?
2. What were your expectations of having communicative-oriented activities in the classroom?
 - a. Do you think the activities were working with students? Were they speaking and developing their Spanish skills?
 - b. What were your expected outcomes of these tasks?
 - c. How do think these tasks should be carried out differently?
 - d. What were some of the key challenges you have noticed in carrying out the tasks and in your students' speaking skills?
3. How do you think that outside of classroom resources (Spanish club, conversational partner, technology-supported activities (podcasts, videos)) play a role in your students' speaking skills in the classroom?
 - a. Are you aware of students having used any of these resources?
 - b. Have you noticed if these resources help students in improving their speaking skills and confidence to speak in class?
4. Were there any tasks/activities that did not work well?
 - a. How do you think you could improve these tasks?
 - b. What could you do to help learners in developing their confidence to speak in Spanish?
 - c. Would you consider adding technology to help students in their communicative skills and level of confidence to speak in Spanish?
5. How do you make connection between what learner study online and the classroom tasks/activities?
6. Is there anything else you would like to share regarding the tech-mediated tasks?

APPENDIX J. IRB APPROVAL LETTER

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Institutional Review Board
Office for Responsible Research
Vice President for Research
2420 Lincoln Way, Suite 202
Ames, Iowa 50014
515 294-4566

Date: 12/12/2017

To: Nadia Jaramillo
0144 Howe Hall

CC: Dr. Larysa Nadolny
N164 Lagomarcino Hall

From: Office for Responsible Research

Title: Research on educational technology practices in online and blended Spanish courses in the World Languages Department at Iowa State University

IRB ID: 17-598

Study Review Date: 12/12/2017

The project referenced above has been declared exempt from the requirements of the human subject protections regulations as described in 45 CFR 46.101(b) because it meets the following federal requirements for exemption:

- (1) Research conducted in established or commonly accepted education settings involving normal education practices, such as:
 - Research on regular and special education instructional strategies; or
 - Research on the effectiveness of, or the comparison among, instructional techniques, curricula, or classroom management methods.
- (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey or interview procedures with adults or observation of public behavior where
 - Information obtained is recorded in such a manner that human subjects cannot be identified directly or through identifiers linked to the subjects; or
 - Any disclosure of the human subjects' responses outside the research could not reasonably place the subject at risk of criminal or civil liability or be damaging to their financial standing, employability, or reputation.

The determination of exemption means that:

- **You do not need to submit an application for annual continuing review.**
- **You must carry out the research as described in the IRB application.** Review by IRB staff is required prior to implementing modifications that may change the exempt status of the research. In general, review is required for any modifications to the research procedures (e.g., method of data collection, nature or scope of information to be collected, changes in confidentiality measures, etc.), modifications that result in the inclusion of participants from vulnerable populations, and/or any change that may increase the risk or discomfort to participants. Changes to key personnel must also be approved. The purpose of review is to determine if the project still meets the federal criteria for exemption.

Non-exempt research is subject to many regulatory requirements that must be addressed prior to implementation of the study. Conducting non-exempt research without IRB review and approval may constitute non-compliance with federal regulations and/or academic misconduct according to ISU policy.

Detailed information about requirements for submission of modifications can be found on the Exempt Study Modification Form. A Personnel Change Form may be submitted when the only modification involves changes in study staff. If it is determined that exemption is no longer warranted, then an Application for Approval of Research Involving Humans Form will need to be submitted and approved before proceeding with data collection.

Please note that you must submit all research involving human participants for review. **Only the IRB or designees may make the determination of exemption**, even if you conduct a study in the future that is exactly like this study.