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Teaching Culture Using E-Portfolios in a 4th-Semester University Spanish Classroom

Ricardo Gustavo Cetz

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

Master of Arts

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ABSTRACT

Teaching Culture Using E-Portfolios in a 4th-Semester University Spanish Classroom

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The World-Readiness Standards for Learning Languages (ACTFL, 2014) encourage teachers to help their students use the target language to “investigate, explain, and reflect” on the relationships between cultural products, practices, and perspectives. However, while most language instructors agree that language and culture should be connected, many fail to teach culture explicitly because they are so focused on the language components of their courses. Of those who do teach culture explicitly, many either teach only about the cultural products and not the perspectives, or they teach the culture in English because of its complexity.

This project explores the use of e-portfolios for explicitly teaching culture in the target language across all three communicative modes. The project was implemented in a 4th semester university Spanish course in the fall of 2013. Students were required to view and interpret culturally authentic materials such as newspapers, proverbs, documentaries, news reports, and videos about pop culture. In addition, students interacted with native speakers both within and outside the United States using technology. Students were also asked to produce business plans, commentaries, community projects, ethnographic interviews, stories, and videos in the target language.

The project evaluation revealed that when culture is explicitly taught in the target language, the following changes may occur: a positive attitudinal shift towards the target culture, a desire for learning the language beyond the classroom, an increase in autonomous learning, and an improvement in linguistic skills.

Pedagogical implications and principles that might be applicable in foreign language instruction include the fact that technology appears to be one promising way to provide increased access to culture. In addition, scaffolding is found to be important to both students’ experiences with culture and their interaction with technology. Also students may find the exploration of current social issues and problems very motivating and engaging. This has the potential to give students increased opportunities to think critically.

Keywords: cultural awareness, project-based learning, technology integration, technology implementation, TPACK, 21st century skills, foreign language teaching, digital literacy, digital citizenship.

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Chapter 1

Introduction to Topic

In the field of language education, it is widely known that culture is a very important aspect of teaching, and it is an essential part of the curriculum. Although a majority of educators recognize the importance of culture in the foreign language classroom, they fall short in providing in-depth opportunities for students to learn cultural aspects. I have found that these layers of meaning regarding culture are essential for students to comprehend the language as a whole, and for lifelong learning. A clear example of this can be found in a cultural misunderstanding during a news conference with former Mexican President Vicente Fox.

In May 2005, President Fox made a statement in regards to the African American community. In his statement, President Fox said, "... Y[los mexicanos] están haciendo trabajos que ni siquiera los negros quieren hacer allá en Estados Unidos." [The Mexicans will take the jobs that even blacks won't do.] Most people in the United States took this statement as insensitive and racial. Yet, if we look at the cultural meaning of how the word 'black' is used in some contexts in Spanish-speaking countries, it would refer to a 'hard working individual.' In other words, this was a cultural misunderstanding, and not one of a grammatical or linguistic nature. To corroborate this, the day after President Fox's remarks, his spokesman, Mr. Derbez, said, "Fox was making the point that Mexican migrants are making great contributions in the United States and that their role is a positive role" (CNN, 2005). This indicates the importance of teaching culture in the foreign language classroom. Cultural implications from situations like these can be explored in depth as students learn the language. One promising way to explicitly teach culture in the foreign language classroom is by the implementation of technology. This project is, in part, motivated, inspired, and based on the principles of the National Standards for

Foreign Language Learning in the 21st Century (National Standards in Foreign Language Learning Project, 2006) and their pedagogical implications in intermediate Spanish university courses. Furthermore, this project is grounded in the dire need of preparing world language students to develop 21st century skills through language learning. These skills include communication, collaboration, creativity, critical thinking, technology knowledge, and life skills. Moreover, due to the current lack of cultural teaching as defined by the National Standards for Foreign Language Learning (National Standards in Foreign Language Learning Project, 2006) in the brick and mortar foreign language classroom, this project is intended to facilitate the process of lifelong learning of the Spanish language and its cultures by means of the implementation of technology principles in foreign language instruction known as TPACK. TPACK is a framework that identifies the knowledge teachers need to teach effectively with technology (Koehler, 2009). This is a complex interplay of three primary forms of knowledge: Content (CK), Pedagogy (PK), and Technology (TK).

Statement of the Problem

My cultural experience as a Spanish instructor at Brigham Young University awakened my sense of understanding that language is intrinsically connected to people and cultures that use it. A review of research and scholarship on teaching culture in the classroom suggests that the development of valid and reliable resources for assessing cultural and teaching skills in the language classroom still remains elusive and difficult (Moore, 1994). Also, foreign language teachers need more reliable teaching resources. For example, to efficaciously teach culture, as defined by the National Standards for Foreign Language Learning (National Standards in Foreign Language Learning Project, 2006), foreign language instructors are to effectively use technology integration and implementation in their pedagogy. There are foreign language

instructors who are currently taking advantage of technology principles in their instruction, but with little actual integration and implementation. For example, they may use technology here and there; however, there is still a great need to implement those principles. Such principles are an integral part of their current teaching practices and pedagogy because teaching and learning with technology exist in a dynamic relationship (Bruce, 1997; Koehler, 2009). Furthermore, this implementation and integration in the classroom requires the incorporation of technological pedagogical content knowledge (TPACK). Moreover, teaching culture depends on many factors and “No resource ha[s] been available which specifically focused on culture and language learning strategies” (Hoff, 2008). Therefore, the development of alternative learning strategies, such as cultural e-portfolios based on the students’ own academic goals and technology implementation and integration, is essential to their learning of the language and supports the achievement of their learning outcomes (Wesel, 2008). In addition, this implementation assists both students and foreign language instructors to access culturally authentic material to teach and assess culture (online newspapers, ethnographic interviews, the use of social media, digital storytelling, digital citizenship, etc.). Moreover, there still is extensive work to perform in this area of teaching and assessing culture in foreign language instruction through technology tools.

Purpose of the Project

Culture is a difficult subject to adequately teach and develop in the classroom; consequently, teachers often exclude it from classroom instruction for various reasons. These reasons range from feeling inadequate about their own knowledge of culture, such as in the case of non-native language instructors, to insufficient teaching time (Seelye, 1976).

The intent of this project was to investigate whether or not the purposeful inclusion of culture, through e-portfolios and the integration of technology tools and principles, influences

students' motivation to continue to learn the Spanish language. In other words, as stated by the National Standards for Foreign Language Learning (National Standards in Foreign Language Learning Project, 2006), students should set and reflect on their progress in using languages for their enjoyment, enrichment, and advancement. Moreover, e-portfolios have the potential to promote self-learning and engage students in critical thinking, and self-reflection (Veenman, 2006).

Significance of the Project

This project has the potential to contribute practically as an example of best practices through the implementation and integration of the National Standards for Foreign Language Learning (2006) into foreign language instruction. In addition, some components of the e-portfolio are designed to suit the current needs of the students enrolled. For example, if a student is pursuing a degree in education, then that e-portfolio will revolve around that field. Moreover, this e-portfolio uses an integrated digital platform, in this case, a Wikispaces wiki. In addition, implementing several educational technology tools in foreign language instruction with the already established university curricula has the potential to allow students to improve their competence and understanding of the language's culture with any given integrated digital platform. Furthermore, technology tools chosen for this project are purposefully intended to meet the demands of 21st Century skills. Furthermore, technology tools used for this project were selected and organized by the instructor, based on the three modes of communication (interpersonal, interpretive, and presentational) to teach foreign languages through the best practices for foreign language teaching.

Chapter 2

Review of Related Literature

This literature review will address the definitions of cultural awareness and the importance of going in depth to achieve better understanding and appreciation of the target language. Afterwards, I will discuss the implications of the complexity of teaching language and culture. Finally, I will discuss the importance of technology used as a tool for teaching culture.

Definitions of Cultural Awareness

There have been several attempts to define culture; Seelye defined culture as “everything humans have learned” (Seelye, 1997). This broad definition includes local customs, language, arts, and so on. In other words, culture is perceived as “a linkage between one’s belief, values, and ideas, and their outward manifestations” (Meredith, 2010). Furthermore, this broad idea and definition needs to be broken down for better understanding and appreciation, especially in a language instruction setting. This is defined with the intent that foreign language students will be able to relate cultural products and practices presented in the classroom to their corresponding perspectives. By reflecting on new cultures, foreign language students can compare their own cultural products, practices, and perspectives. This is congruent with the National Standards for Foreign Language Learning (National Standards in Foreign Language Learning Project, 2006).

Culture can be a broad term to define and teach, even for language educators. For example, some language educators teach culture as only the products or practices of a region from the target culture when there are principles behind those products or practices being taught. Those same principles can be identified and then compared to the student’s own culture. This kind of instruction on cultural competence and understanding in foreign language instruction is crucial to understand because it promotes cultural competence and respect for other cultures and

people. Furthermore, it encourages improved communication between interacting cultures and better language communication. Likewise, according to Blair Bateman:

“Culture, it is argued, is constructed by people in their everyday lives, and language is the chief instrument for doing so. Thus, in order for individuals from different cultures to communicate effectively, they must be open to engaging in the process of negotiating meaning” (Bateman, 2002)

Within the scope of these cultural concepts there are essential categories to consider to better understand difficult concepts and phenomenon, and also to teach these cultural ramifications as well.

1. Big “C” culture - this category includes culture related to civilizations and their arts, history, literature, music, and the like (Omaggio, 2001).
2. Little “c” culture - this is the anthropological part of the culture which, according to Seelye, includes products such as typical food, clothing, values, activities, manners, practices, etc. (Seelye, 1997)
3. Culture with ‘K’ - according to Henrichsen we have “*K culture*,” which includes stereotypes and exaggerations that are not necessarily true. These behaviors are often considered bizarre or strange to other cultures, and sometimes outsiders from the target culture would refer to them as eccentric and all-those-things-you-see-in-a-museum-display, or things presented in a documentary on a strange land (Henrichsen, 1997).

Students’ success will be limited if they lack an understanding of the culture of the country speaking the language (Bateman & Knapp, 2008). Because of this, it is important to understand the implications of learning a new language with culture. Students who are learning and experiencing the target culture should be able to grasp “how speakers of that language view the

world; and inversely, how they view the world depends on the language system they have” (Seelye, 1976).

Pedagogical implications of cultural awareness

Culture is such an integral component in foreign language classroom instruction that the American Council on the Teaching of Foreign Languages (ACTFL) has implemented culture as a primary component of the National Standards for Foreign Language Learning (National Standards in Foreign Language Learning Project, 2006). There is a need to educate both foreign language teachers and students regarding the importance of learning culture as fundamentally connected to language learning. There are a range of techniques to teach culture in classroom settings that can be used to enhance the learning experience.

Most foreign language teachers are aware, to some degree, of the need to teach culture in the classroom, but most have few resources for doing so. The depth of the cultural gamut in foreign language teaching can be daunting to address and to evaluate. To illustrate this, in testing culture, the Spanish Praxis exam tends to focus on testing knowledge of superficial cultural facts rather than on cultural perspectives and their implications in language instruction. Culture is seldom assessed as part of language courses, and when it is, the assessment focuses on concrete “facts,” as opposed to an assessment of students’ understanding of the relationships among cultural products, practices, and perspectives. Those facts can successfully be tested for a person with basic knowledge of the Spanish language. In other words, cultural competence and understanding does not seem to be a big part of language instruction. Therefore, cultural competence, understanding, and applicability are seldom achieved in language learning as defined by the National Standards for Foreign Language Learning.

Along the same lines, there are strategies foreign language teachers can use to teach culture in meaningful ways. One example involves using authentic cultural activities to engage students outside the classroom. With these activities, teachers can involve their students in the development of intercultural perspectives by having them compare and contrast their experience at a cultural event, such as a concert or worship service, with a similar experience they have had in their own culture (Galloway, 2001). These intercultural activities, community projects and cultural role-plays, address stereotypes and prejudices in language instruction. For instance, participating in mock cultural interviews or assisting with after-school tutoring are prime examples of intercultural activities. Furthermore, students need to have a variety of options to choose from but options should be adjusted according to student academic needs and personal goals. This method makes students aware of their own cultural perspectives by exposing them to real life situations, meaningful language, and cultural understanding.

The first step is for students to become aware of their own culture (Bakhtin, 1981; Kramsch, 2002). Then, students must venture to explore the target culture with the goal that they will become more accepting, tolerant, and adjust their attitudes and perspectives. Thus, by analyzing their own cultural products, practices, and perspectives and become more aware of their own cultural constructs.

In order for students to start the process of cultural awareness, they should be exposed to culturally authentic materials so they will be able to compare and contrast their own culture with the target culture. Culturally authentic materials are items created by natives of the target culture for other people in the target culture—or in other words, “real world” materials.

Villegas-Rogers argues that “if students are to use the language communicatively in a real world . . . , then they must begin to encounter the language of that world in class today”

(Villegas-Rogers, 1988). She recommends using authentic material and manipulating resources to teach culture in the classroom. Authentic materials are a powerful instrument to teach about products, practices, or protocols of culture and also promote the in-depth search for the true perspective and perception of the target culture (Galloway, 2001). Selecting authentic material is very crucial because foreign language students will be drawing conclusions as well as patterning their work after those authentic materials.

Choosing an authentic textbook or material for pedagogical purposes can be very difficult and overwhelming. Certain criteria are vital to consider when selecting resources to teach culture. For example, consideration has to be given to whether the material selected is based on general culture or specific culture. When language teachers are selecting textbooks and materials they also have to take into account the subdivision of cultural relevance and the applicability of the material presented in the text. It is also important to consider whether the material's cultural facts are being hidden and if its cultural aspects are merely secondary to linguistic drills.

It is essential to set instructional or learning objectives for culture. According to the *World-Readiness Standards for Language Learning* (ACTFL, 2014), students are to interact with cultural competence and understanding by means of standards clearly defined as follows:

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

One promising way to integrate cultural learning objectives into the instructional curriculum is through e-portfolios. E-portfolios contain collections of the students' work over a period of time (Moore, 1994). According to Moore, e-portfolios are a great way to teach and assess culture because e-portfolios are goal based and show a relationship between what students want to accomplish and what is being accomplished. Furthermore, cultural e-portfolios contain samples of students' work, projects, anecdotal comments and sometimes, tests. E-portfolios are a tool for collecting and organizing students' work, allowing for self-reflection on the students' part, as well as immediate feedback for the instructor. Cultural e-portfolios are a type of learning record that provides an indication of achievement over a period of instruction of all students' collective work (one semester). This record of learning is reflected on, tracked, and displayed on an integrated digital platform such as Blackboard, Moodle, or a wiki. Online access allows e-portfolios to be accessed when needed. E-portfolios can also be shared with a wider audience using the students' social media of choice which creates a sense of responsibility and desire to put more effort into their learning of the language (Könings, 2005). Technology integration and implementation has the potential to assist with gathering evidence of students' understanding of the relationships between cultural practices and products with their corresponding perspectives.

Technology Used as a Tool for Strengthening Cultural Awareness

Technology is today's medium we use to communicate. Therefore, teachers need to understand how to use technology as a pedagogical tool for engaging students in communication, especially in explicit cultural language instruction. One important principle for doing this is technological pedagogical content knowledge (TPACK) (Koehler, 2009). Technological pedagogical content knowledge consists of the foreign language instructor's deep knowledge about how to use technology to facilitate the processes of teaching and learning in the foreign

language classroom. Additionally, this pedagogical knowledge requires “an understanding of cognitive, social, and developmental theories of learning, and how they applied to students in the classroom” (Koehler, 2009). This is important because teachers who understand how to combine culture learning, effective teaching techniques, and technology can provide students with more opportunities to interact with culture in meaningful ways.

E-portfolios are a convenient technological tool for engaging students in learning, investigating, and reflecting more on culture. The purpose of creating e-portfolios is to help students become more culturally competent and adjust their attitudes toward other cultures (in this case the Hispanic community).

Summary of Literature Review

As previously discussed, the purposeful inclusion of clearly defined culture instruction in the classroom is a very important component in foreign language education. In addition, the use of e-portfolios is one way teachers can approach this task. In the next chapter, I will provide a description of the context in which this project took place, along with an outline of the processes, research-based pedagogical practices, and timeline I used to guide the development and implementation of this project.

Chapter 3

Procedures for Project Implementation

Spanish 206 reviews all the grammar that students have learned in high school Spanish along with grammar from university courses through Spanish 205 courses. This course helps students develop additional oral and written skills in Spanish. Spanish 206 is not a General Education requirement, but rather, is designed as a bridge between lower-division Spanish courses (such as Spanish 205) and upper-division Spanish courses (Spanish 321). In other words, most of the students are enrolled because they want to learn more about the language.

In a typical Spanish 206 course, students focus on four skill areas with a cultural emphasis: listening, speaking, reading and writing. In order to achieve these requirements, assignments and examinations are given throughout the semester. There are two types of assignments given outside of class. First, students have assigned readings from Ugly Betty (<http://hlrc.byu.edu/betty.php>) which focuses on grammar and content. Students then create diary entries and compositions from the readings of the day/week. Second, students are required to participate in two cultural activities of their choice. This component is meant to provide opportunities for cultural reflection. In addition to assignments outside of class, students collaborate with classmates on their out-of-class reading composition pieces. In the first stage of the collaboration, students and their partners determine aspects of the composition that need improvement based on instructions given by the instructor. Students then revise their composition and turn in their first draft to the instructor. The instructor then gives suggestions that the students need to address. The students then revise and turn in a second draft as their final composition. Students also give in-class oral presentations regarding aspects of Hispanic culture. To assess student learning from in-class and out-of-class activities, different types of

tests are administered throughout the semester. Planned in-class quizzes, pop quizzes, and written examinations are given as well as oral exams administered by the instructor.

While many activities have been effective in previous courses, I found there were areas that could be improved. For example, after completing a required cultural activity, students simply had to submit a written report. I altered this assignment so that students were required to interact with the culture, reflect on their experiences in writing, and then present their experiences in class. The reflections required them to think more critically about the target culture in relation to their own culture, and to consider cultural practices, perspectives, and products. In addition to integrating more in-depth culture, students were also required to use technological tools to present and share their ideas. I hoped to improve students' proficiency, cultural sensitivity, and motivation to continue learning the language by implementing performance-based assessments.

Project Rationale

This project was designed to help students develop cultural awareness about people living in Spanish-speaking countries. Students were able to explore how people from a Spanish-speaking country, of their choice, think and interact with other cultures by asking them to compare and contrast cultural products and practices from the target country with those of their own culture. This gave students the opportunity to work on something they were already interested in. Some of the activities were even designed with the topic and country of their choice in mind.

Context for the Project

This project took place in Section 3 of Spanish 206 at Brigham Young University during the fall semester of 2013. The class met Monday through Friday for 50 minutes.

Description of Students Enrolled in the Course

Eight students were enrolled in Section 3 of the course. Two were male and six were female. Six were juniors and seniors, one was a freshman, and one was a sophomore. None of the participants were native speakers or Spanish majors. The participants' majors were Computer Engineering, Elementary Education, English, Environmental Science, Music Composition, Nutritional Science, and Pre-management. There was one open major.

Pilot

In addition, prior to working on the current project and the integrated digital platform used (Wikispaces), I have piloted this project seven times in both conversation classes (semester blocks) and in regular intermediate Spanish classes (regular semesters).

Project Overview

This project was conducted over 16 weeks, and was based on the *Senderos* textbook (Doutrich & Rivera-Hernandez, 2013). The e-portfolio project engaged intermediate university Spanish 206 students in using technology as a tool for developing their cultural awareness. During the semester, students learned to share their point of view, tell a story (real or made up), create a mock ethnographic interview (See Appendix D), perform a real ethnographic interview (See Appendix D), complete two cultural activities (See Appendix F), create a business campaign (See Appendix H), and present a current event (See Appendix A) in a forum discussion setting. These communicative tasks were performed using the basic structures of the Spanish language such as the present, past, and future tenses with their corresponding modes

(subjunctive). The e-portfolio project focused on Hispanic culture, current issues in Hispanic society, the student's own culture, and prepared students to find possible solutions to these problems. Major activities included: *Acontecimientos Actuales* [current events] presentations, mock and real ethnographic interviews, and a *Plan de Negocios* [business plan] oral presentation. The project ended with an oral presentation of students' e-portfolios which the students shared using social media. Additional assessments of students' progress included: rubrics for each assignment, final reflection, questionnaires, and oral interviews.

Standards-based Guiding Questions for the Project

Through this project, I explored how technology might be used to develop students' cultural awareness. I considered how technology might help students to gain more understanding and knowledge about the Hispanic culture. Finally, I explored what future plans students had for using Spanish or continuing to learn the language. I used the following questions to guide my evaluation of this project:

1. Does teaching culture explicitly motivate students to continue learning Spanish and improve their language skills?
2. Does technology help students access, learn, and apply culture?
3. Does posting commentaries, reflections, and feedback using social technologies influence students' performance?
4. How do e-portfolios influence students' learning?

Description of the Implementation of Materials

In order to explore the potential of integrating culture through technology, I asked students to complete eight tasks, through e-portfolios, based on the three modes of communication (interpersonal, interpretive, and presentational). The e-portfolios contained

tasks that students completed during the semester to improve their knowledge about the culture and speakers of the target language. Examples of tasks included: participating in community-related cultural activities, designing a business ad campaign using Google Docs and a blogging platform, an electronic presentation, of personal interest to the student, about a current event discussing cultural significance in a Spanish-speaking country, crafting a mock ethnographic interview with a Spanish native speaker using GoAnimate, creating a video sharing their personal opinion on various topics of interest, and writing a story, relevant to the student, using storytelling technology tools (Storybird), posting comments on a website of real newspapers from Spanish speaking country, and a final reflection paper. At the end of the course, students used their compiled e-portfolio to display the semesters work in which they posted through the wiki platform and on a social media account of their choice (i.e., Facebook, Google Plus, etc.).

Procedures for Developing Project Materials

I developed additional materials to support each of the assignments in the e-portfolio project:

1. Newspapers—Explanation and rubric (See Appendix A)
2. Create videos—Explanation and video (See Appendix B)
3. Storybird—Technology instructions and assignment sheet (See Appendix C)
4. Ethnographic Interview (GoAnimate)—Scaffolding sheet, assignment sheet, and modeling video (See Appendix D)
5. Skype with a native speaker—Mock interview using GoAnimate, assignment sheets, and rubrics (See Appendix E)
6. Publish on SoundCloud—Sample of sound sharing (See Appendix E)
7. Cultural Activities—Sheet with suggestions of cultural activities (See Appendix F)
8. Orally present e-portfolios—Rubric (See Appendix G)

9. Present a business plan—Assignment sheet, models, and rubric (See Appendix H)

Evaluation Procedures

I evaluated this project by creating specific rubrics for the assignments (See Appendices). I also assessed this project using a final reflection, a final oral interview, and a questionnaire (See Appendix I) related to the activities.

PROJECT OBJECTIVE	HOW I WILL EVALUATE THIS OBJECTIVE
Project Objective 1: Students will develop cultural self- awareness of the target culture	Oral interview, forum discussion posting, final reflection and questionnaire
Project Objective 2: Students will develop cultural knowledge by means of technology	Written reflection, oral presentations, oral interview
Project Objective 3: Students will develop critical thinking skills	Oral interview, discussion postings
Project Objective 4: Students will increase their desire to keep learning the Spanish language.	Oral interview, questionnaire, and final reflection

Table 1: Assessment Plan Chart

Sources of Information

In this section, I will discuss my three sources of information: Final reflections, Final Oral Interview, and Questionnaire.

Final reflections. At the end of the course, I asked students to complete a final reflection (see Appendix I). The final reflection was about the experience students had with technology, learning the language, and culture. I gave students specific instructions (see Appendix I) about how to analyze culture so they could decide whether or not they learned something about the

target culture. For example, I asked them to look for a cultural product or practice, and then to analyze and think about the “why” or the perspective that the product or practice revealed. Finally, I asked them to think about something similar or an equivalent practice in their own culture. Students used this process to evaluate their own cultural learning. After the reflections had been turned in, I read each one. As I read, I looked for words or phrases that were related to the guiding questions for this project, such as culture, language learning, motivation, and technology. I highlighted words that I thought belonged to each of these categories and used a different colored highlighter for each category (See Figure 1.)

Fecha: December 16, 2013 **Nombre del estudiante:** ...

Final Oral 20-30 minutos por cada estudiante

- ¿Cuál fue tu experiencia con la cultura en esta clase?
- ¿Cuál fue tu experiencia con el uso de la tecnología (Wikispaces y otras herramientas) para aprender el español?
- ¿Cuál fue la influencia que el uso de la tecnología tuvo en ti y en tu aprendizaje del idioma?
- Hablando un poco en el trabajo colaborativo, ¿cuál es tu opinión de esta forma de aprendizaje del idioma en grupo y cuál fue tu experiencia personal?
- ¿Podrías mencionar tu experiencia con el acceso a la cultura hispana (materiales auténticos) en esta clase y el uso de la tecnología?
- ¿Cuál fue tu experiencia en general con las asignaciones especialmente con el e-portfolio?

- Aprendí mucho de la **cultura hispana**, especialmente de la **cultura** en México porque mi **entrevista** fue con una mexicana que vive en Alemania donde serví la misión
- Una cosa que aprendí es sobre la forma en que la gente se viste y la importancia que los mexicanos le **dan a la forma de vestir** cuando van de compras o se van afuera. Por ejemplo, cuando se van a comprar comida, ellos se visten bien y no con pijamas como a veces lo hacemos aquí.
- La tecnología al principio me tomó tiempo para poder hacerlo pero pienso que me ayudó a poder expresar mejor mis ideas!
- También la tecnología es muy importante para entender las cosas.
- La tecnología me ayudó a mantenerme **motivada** a hacer mi **tarea de español** porque yo tuve mi página personal como un blog.
- Usar el Wiki me ayudó a que yo ponga más atención en mi español porque pude buscar en el internet antes de publicar algo en mi página personal
- (Pienso que su ayuda a usar la tecnología me hizo sentir que puedo **usar para conocer** más sobre el idioma español y para conocer más sobre la cultura **mexicana**, fue más **fácil tener acceso** a las cosas de las culturas y sin viajar a los países)
- Puede usar la tecnología para comunicarme con Virginia que vive en Alemania y que no pude hacerlo sin la tecnología.
- La tecnología como las herramientas de Storybird, los periódicos me **ayudaron** a estar más **motivada y hacer algo que me gusta y que estoy aprendiendo español**. Me gustó trabajar en cosas que a mí me gustan y que me ayudaron a aprender el español
- Pienso que la tecnología me ayudó a que las asignaciones puedan ser más **divertidas** y también que me mantenía **interesada** en el español
- Cuando trabajamos en el proyecto de negocios pudimos usar la tecnología para **comunicarnos mejor**. No tuvimos que reunirnos mucho porque después podíamos hacer nuestra parte por medio del Wiki y de **Google Docs**.
- Me gustó mucho trabajar en equipo **porque pude aprender** de mis compañeros. También aprendimos mucho del español porque ellos sabían cosas que yo no sabía
- Ellos me compartieron sus ideas con el equipo y pudimos trabajar bien.
- También pudimos pensar **mejor en las opciones del proyecto y tomar decisiones** juntos.

*C = cultura
T = tecnología
M = motivación
3 = español
4 = cultura*

W = work in group

Figure 1: Color coding of Data Sources

After I completed this process, I reviewed each of the categories to be sure that each of the words and phrases were in the right category. Next, I looked for patterns within each category by searching for key words or ideas that were repeated several times by the students. I grouped related ideas and key words and then labeled them. I looked over the sub-categories to see if I needed to add any other categories besides the ones I already found. In one instance, I found that there were other categories that I had not anticipated. For example, within the technology category, students' comments fell into obvious subcategories like *access to authentic materials*, *engagement*, and the *learning curve* that students experienced at the beginning of the project. However, I found an unforeseen category as well and created an additional subcategory called *autonomy* learning because I found that students repeatedly mentioned that they were learning by themselves because of the technology.

Final oral interview. In addition to the final reflection, I conducted a Final Oral Interview for a period of 30 minutes for each student. I took detailed notes about each response the student offered. From the transcription, I found that students would make minor grammatical errors. During the Final Oral Interview, I would provide students with feedback regarding these errors and how to correct them. After I finished the interview with each student, I read my transcriptions back to the students to make sure I had captured their thoughts, ideas, and feelings as accurate as possible. I conducted the oral interviews during a five day period. Throughout the Final Oral interview, I created questions similar to those of the Final Reflections and asked for specific examples about their experience with technology, learning the language, and culture. For example, I asked the students, in their own words, how their perception about their own culture had changed because of the cultural analysis during class and how technology had helped them in their language learning and cultural awareness. I also asked about class performance, language

performance and production. Then I asked students whether they thought technology played an important role or not. I asked for clarification when the answer was a yes or a no. Finally, I informed students to be as honest as possible to avoid biases and assured them that their grades would not be affected by their honesty. After I concluded the transcriptions, I copied my notes into a word processing software.

After I completed the transcriptions, I repeated the process I used for the Final Reflection. As I read, I looked for words or phrases that were related to the guiding questions for this project, such as culture, language learning, motivation, and technology. I highlighted words that I thought belonged to each of these categories and used a different colored highlighter for each category. After I completed this process, I reviewed each of the categories to be sure that the words and phrases were in the right category. Next, I looked for patterns within the categories by searching for key words and ideas that were repeated many times by the students. I grouped ideas and key words that were related to each other and then labeled them. I looked over the sub-categories to see if I needed to add any other categories other than the ones I already found. I found similar categories to those I found on the Final Reflection. I created tables and charts to help me keep track of the categories. I tallied repeated words and looked for patterns.

Finally, I created two sets of tables and two sets of charts: one for the Final Oral Reflection and the other for the Final Oral Interview. In order to be able to condense the large amount of data collected during the Final Reflection and Final Interview, I highlighted patterns on both charts and grouped them into 13 different categories. This allowed me to have one cohesive table. I found several unexpected patterns in this data, including the fact that students mentioned autonomous learning and better use of time because of technology.

Questionnaire. In an effort to provide a broader picture of these results, a final follow-up questionnaire was administered at the end of the semester as a triangulation strategy to support some of the findings in this project. The questionnaire asked students to respond using a five-point Likert scale ranging from “Strongly Agree” to “Strongly Disagree” (see Appendix I). The questions included in the questionnaire asked specifically about the guiding questions for this project. In each section, students were asked to consider their experience with the e-portfolio project. The questions asked were patterned after the Final Reflection and the Final Oral Interview. I copied students’ answers into an Excel spreadsheet to count how many times students mentioned a category or agreed on the language learning and experience through the e-portfolios. I compared these numbers with previous data.

In the end, I created I final table with all the categories found in the three sources of information. I tallied them and looked for repeated patterns.

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	5	4	5	5	5	4	4	5	3	4	5	4	3	4	4	5	0	
2	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	0	
3	5	4	5	5	5	4	5	4	5	5	5	5	4	4	5	5	5	
4	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	
5	5	5	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	
6	4	4	5	5	5	4	5	5	4	5	5	5	3	4	5	5	5	
7	5	5	5	5	5	5	5	4	4	5	5	5	3	4	5	5	5	
8	5	4	4	5	5	4	4	4	4	4	4	4	4	5	5	5	4	
TOTALS	4.875	4.5	4.875	5	5	4.375	4.375	4.625	4.375	4.75	4.75	4.75	4	4.5	4.875	5	3.625	4.8333333

Figure 2: Final Table of Data Sources

Chapter 4

Findings

As you may remember, the purpose of this project was to investigate whether or not the purposeful inclusion of culture (using e-portfolios and other technologies) influences students' motivation to continue to learn the Spanish language, their investment in improving their language skills, and their ability to communicate with others. I have organized the findings in this chapter according to four guiding questions:

1. Does teaching culture explicitly motivate students to continue learning Spanish and improve their language skills?
2. Does technology help students access, learn, and apply culture?
3. Does posting commentaries, reflections, and feedback using social technologies influence students' performance?
4. How do e-portfolios influence students' learning?

In this chapter, I will describe what I learned about the aforementioned questions.

Evidence for these findings was drawn from the following three sources of data: a final reflection, a final oral interview, and a final questionnaire. These data sources are described in more detail in Chapter 3 under Overview of Proposed Project.

Does teaching culture explicitly motivate students to continue learning Spanish and to improve their language skills?

Literature in the field of foreign language instruction concludes that language proficiency does not only depend on aptitude and intelligence, but requires a third element, the individual's motivation to learn the language (Gardner and Lambert, 1972). According to Corrine Mantle-Bromley, motivation in the foreign language classroom is directly tied to students' attitudes toward the target culture and people. Moreover, Mantle-Bromley adds, "Attitudes toward the

teacher, the class, the language, speakers of the language, and cultures of the language have been all found to be statistically significant in their relationship with both students' achievement and their intentions to continue language study" (Mantle-Bromley, 1995).

As mentioned in the literature review, many students do not or will not have the opportunity to study abroad. Technology integration and implementation compensates for not having experience abroad to improve language learning.

Regarding language competency, I found that explicitly teaching culture motivated students to continue learning Spanish. When students felt motivated as a result of their interactions with target cultures, they spent more time mastering the language content and grammar. Furthermore, across the data sources, students mentioned on 113 occasions that e-portfolios motivated them to improve their language skills.

In general, students' comments and reactions to this guiding question revolved around three major ideas:

1. Students reported that they felt motivated to continue learning about the products, practices, and perspectives of the target culture during class and outside the classroom by means of technology. For example some students reported in their Final Reflection:

Student 3: *I have learned a lot about the Hispanic Culture in our class using technology. I think that finding real events from Hispanic culture was really meaningful to learn. In other words, our use of technology in class was great way to help us continue to better our Spanish.*

Student 5: *I am planning to use more technology to talk to my Hispanic friends. Also, I now have the confidence to speak in public and look for cultural opportunities in the community* (translation from the original below).

[Planeo usar la tecnología más para hablar con mis amigos hispanos. También, yo ahora tengo la confianza de hablar español y buscar para las actividades culturales de la comunidad]

2. Likewise, some of the students stated that they would be going abroad to learn more about culture. For instance:

Student 1: *I will be going to medical school next year and, if all goes well, joining the military. Doubtless, I will have Spanish speaking patients. Because of this, I could be chosen to serve our country overseas in a Spanish speaking country.*

Student 7: *As a Humanities major, I am motivated to use the Spanish I learned to become more acquainted with world literature. I feel motivated to travel to Spain and to Central and South America for cultural art related purposes.*

3. Students will keep learning because technology skills they acquired during the class and project have given them the ability to access aspects of culture in their future lives and careers. The following students' statements give examples of these findings found in the Final Reflection:

Student 8: *I am motivated to keep with my personal goals of reading the scriptures in Spanish. This will help me become more efficient in my reading. Also, I will expand my vocabulary by exposing myself to Spanish culture and literature through technology. Due to major priorities, I will not take more Spanish classes but I will come back to learn more Spanish.*

Student 6: *I am motivated to give other people, like the Hispanic community in the United States, the same opportunities I have to learn more about music composition. This is my major but now, with the things I learned, I will use it for that purpose.*

As an example of this contribution in foreign language learning and the motivation to keep learning, Student 5 indicated that she had already made plans to continue to learn Spanish

in South America by practicing her Environmental Science Major field with the Hispanic community in the future. In addition, this student reported that she is more motivated to interact with the people, specifically in South America, and their cultures because of the things she learned from the e-portfolio. What is more, this student was able to learn more about her Environmental Science major with the e-portfolio assignments

These statements reveal that when technology is used according to sound pedagogical design principles, it has the potential to help students access, learn and apply culture to both personal and professional endeavors. Also, the value of this technology integration goes beyond the classroom setting due to its ability to motivate students to cultural lifelong learning and its application. These statements show evidence that students felt positively to continue learning about Hispanic culture and Spanish after the semester was over. Student 7 reported on her Final Oral Interview that because of the things she learned in class with technology, she was able to create a blog in Spanish to promote arts in the Hispanic community. I have translated the Spanish transcript extracted from her report into English (the Final Oral Interview was conducted solely in Spanish).

Student 7: Creamos un blog para promover cosas positivas en español para promover las artes y las humanidades a los Hispanos. Ahora tengo más confianza para poder usar mi español y quiero aprender más. [We created a blog to promote positive things in Spanish, to promote the arts and the Humanities to the Hispanic people. Now, I have more confidence in myself to use my Spanish and I want to learn more.]

Several students also mentioned that the ethnographic interviews they conducted, gave them confidence in interacting with Spanish speakers. This part of their e-portfolios motivated them to want to continue interacting with Spanish speakers in the future. For example, some

students mentioned that the assignments were daunting, yet in the conclusion of their ethnographic interview, they felt more confident in their Spanish and felt a connection with the interviewee. These are some examples:

Student 2: At the beginning of the interview with Telli, I was really nervous; however, as the interview progressed, I felt more confident in my ability to communicate in Spanish. She was really patient with my Spanish and, also, she was very sympathetic.

Student 3: Patricia Prieto Treviño was one of my favorite Spanish speaking people. Last Friday, I interviewed Patricia and the interview went really well. I had not anticipated how well I was going to perform in my Spanish because of my feelings of inadequacy with native speakers. I learned a great deal about the differences between the educational system in Mexico and in the United States.

In congruence with the literature in the field, these findings substantiate what Bateman concluded— “Ethnographic interviews can be an effective tool for positively influencing student’s attitudes towards members of the target language community or toward cultural learning in general” (Bateman, 2002).

It is worth mentioning that there were some unforeseen findings that give us additional insight into the literature already written in the field. For example, one student reported that the e-portfolio and the technology motivated her to pursue her educational commitments beyond the classroom setting in the target language. Another student reported that one result from the e-portfolio and the cultural nature of it reinforced her commitment to her community and to the Hispanic people. To illustrate this, Student 7 reported that she had already created a personal blog while working on the e-portfolio, and that she will be using technology principles learned in the future, like designing a personal blog, to promote Spanish cultures and arts. Similarly to this

unanticipated finding, Student 7 mentioned that she will become more involved in immigration issues in the community and she will be proactively promoting immigration in the United States. These statements echo what the Lisa Gray tells us about the implementation of e-portfolios and technology. According to this publication, e-portfolios support “the pursuit and achievement of personal or professional competences” (Gray, 2008). Additionally, she emphasizes that e-portfolios have the potential to develop student skills for learning, life, and the workplace if effectively implemented.

Moreover, students’ pursuit of both personal and professional endeavors found in the data might unleash the potential to motivate students to continue learning about the language and its culture. This is important in current foreign language instruction because as Gardner and Lambert found, “students’ attitudes and motivations have a great effect on their classroom achievement” (Gardner & Lambert, 1972).

In addition, that motivation and attitude previously mentioned is highly increased by the teaching of cultural products and practices by means of technology integration and implementation. The results of the data analyses suggest that such motivation and attitudinal shifts are due, in part, to students’ engagement in the cultural pursuit while using technology.

Along the same lines, technology has the potential to not only provide cultural information, but it also has the potential to reduce the cultural information disconnect between the student’s culture and the Hispanic culture. Similarly, as a result of the use of this medium to purposely learn about the culture, students were able to synthesize and apply those principles in their language learning. For example, students reported that technology helped them organize and synthesize cultural information before presenting it to the class and before working on the project assignments.

These findings echo what Bateman concluded, “Such projects have the potential to bring about a variety of cognitive, affective, and behavioral outcomes in relation to cultural learning” (Bateman, 2004). In addition, the integration of e-portfolios, loaded with authentic cultural content, into the curricula promotes oral proficiency, better usage of vocabulary in context and grammar syntax.

Another example of how e-portfolios supported language learning was found on the Final Reflection from a student:

Student 3: *Technology provided help to access real events (authentic material) from Hispanic cultural products. It also, provided a way to be exposed to meaningful new vocabulary and how it is found in the Hispanic world which helped me implement harder vocabulary words.*

To illustrate the use of technology as a differentiated cultural and content learning tool, Student 5 reported, “*las diferentes actividades de la clases del e-portfolio fueron muy buenas para aprender de los diferentes aspectos del idioma español. Antes de eso, pensaba que la cultura no era importante pero ahora puedo ver que el idioma y la cultura son importantes para aprender el idioma bien. Aprendí que especialmente pude escoger mi nativo hablante para la entrevista para hablar de las cosas que son importantes para mi carrera y mi español... esas cosas fueron muy importantes para mejorar en mi español*”

“*Different activities of the class from the e-portfolio were very good to learn of the different aspects of the Spanish language. Before that, I used to think that culture was not important, but now I can see that language and culture are important to learn the language very well. I learned that, especially, that I was able to choose my native speaker for the interview to talk about the things that are important for my major and my Spanish... those things really mattered in regards to improving my Spanish.*” (Translation from the Final Oral Interview)

This echoes what Lisa Gray asserted, “Effective e-portfolio-based learning is unlikely to occur unless it forms part of a broader commitment to learner-centered” programs (Gray, 2008). This suggests that activities in the e-portfolio are far more effective when students are able to adapt them to their personal lives and careers. Based on what students reported, it appears that when they feel more confident, not only in their linguistic and academic performance, but also in their cross cultural understanding students are more willing to venture beyond the classroom and college setting with their language learning goals.

There was an increase in students’ motivation when creating their e-portfolio for lifelong language learning by means of implementing and integrating technology tools. On several different response items that addressed this topic, all but one student agreed or strongly agreed that their cultural knowledge had increased as a result of their participation in this class, and more than half of the students attributed a portion of that increase to their work with e-portfolios. Additionally, nearly half of the students stated that they plan to continue learning about Hispanic culture after the course ends, suggesting that the course may have an enduring lifelong learning impact on their lives.

General findings indicated that student purposely accessed, applied, and synthesized authentic cultural material both inside the classroom and outside the classroom. For example, on the Final Questionnaire students were asked whether their knowledge of Hispanic cultures was increased by explicitly teaching culture. This question was followed by another question that asked whether they were eager to learn more about the target culture, products, practices, and perspectives. In the final analysis of this question, seven out of eight students reported that their knowledge of culture was increased with a “Strongly Agree” marking. Along the same lines, five out of eight said with an “Agree” marking that their cultural knowledge was increased because of

the content of the class by means of e-portfolios. On the follow-up questionnaire, the remaining three students responded with “Strongly Agree” in that they will continue to learn more about the Hispanic’s products, practices, and perspectives after the semester was over.

This is significant because according to the ACTFL World-Readiness Standards for Learning Languages, one of the goals of language study is that students, “become lifelong learners who 'use the language both within and beyond the classroom to interact and collaborate in their community and with the globalized world” (2014, p. 1). Data from students’ responses suggest that students are, indeed, meeting this goal as a result of their cultural explorations in this class.

Does technology help students access, learn, and apply culture?

General findings about the use of technology in the classroom reported that students were able to access, learn, and apply culture in three ways:

1. Technology provided them access to authentic material. This assessment provided students with increased knowledge about the products, practices and perspectives of the target culture and their own culture.
2. Technology helped students notice differences between their own culture and the target cultures.
3. Technology helped students identify current social problems and issues in the Hispanic world. It helped them think critically about their own culture and other cultures by means of cultural learning and teaching about the perspectives.

To provide additional detail for the aforementioned categories, I will explain each of the three in detail.

In the first category, students reported on 194 occasions in both the Final Reflection and the Oral Interviews that learning about authentic culture by accessing current social issues, through multiple activities (i.e. Hispanic current events, ethnographic interviews, cultural activities, etc), motivated them to improve their language skills. I found that these findings mirrored what Stephanie Dibb found when working with cultural portfolios on her thesis:

“There was also a strong indication that throughout the statistical analyses that the students who participated in these portfolio assignments that allowed them freedom of choice responded more positively to all evaluations of the activity. This might suggest that part of a student’s attitude toward assignment[s], and perhaps then transferred to the target culture, can be affected by his or her opportunity to select the activities and cultural topics that he or she finds more interesting” (Dibb, 1999).

In the second and third category, learning about the target culture was engaging and helped students to critically synthesize and apply culture to their own lives. In fact, students specifically reported on 173 occasions that learning culture provided them with a better understanding and appreciation for both the target culture and their own culture. There were three overlapping categories that students mentioned based on this popular topic of cultural understanding and synthesis.

- a) Cultural awareness increased or cross-cultural understanding was promoted by means of e-portfolios.
- b) Cultural material was acquired or accessed to promote higher critical thinking and discussion both in the classroom and outside the classroom by means of technology tools and principles. As an example of this, Student 6 reported the following:

Student 6: *Pude aprender de los diferentes estereotipos que otras personas tienen de los Estados Unidos. Cuando buscábamos las noticias de los artículos me sentía muy emocionada y pensaba que era muy interesante aprender cosas que otras personas piensan. Pienso que el mundo es más pequeño. Pude sentirme que aprendía de cosas muy interesantes de diferentes temas y los acontecimientos actuales de los hispanos. Fue muy interesante que muchas personas tengan percepciones negativas de los Estados Unidos y eso me hizo pensar en las cosas que nosotros pensamos de la cultura hispana. (Translation from the Final Oral Interview): [I was able to learn about the different stereotypes that other people have about the United States. When we were looking for news from the articles, I felt really excited and I thought that it was really interesting to learn about what other people think. I think that the world is so small. I felt that I was actually learning about interesting things, about different topics, and about Hispanic current events. It was really interesting for me to find out that people have a negative perception about the United States and that made me think about what we think about Hispanic culture].*

c) Socio-cultural awareness on both sides, students' own and those of the target culture, were increased. These increases (that of the target culture and student's own) promoted behavioral changes such as an increased desire to participate in community projects.

For example, there were several instances where students reported this being the case from across the three data sources. Here is an example from the Final Reflection:

Student 6: *Reading the various points of view from real comments on the newspapers taught a great deal of Hispanic cultural products. Also, it helped thinking more critically and objectively.*

The above findings suggest that technology played an important role in helping students access, learn, synthesize, and apply culture to promote higher critical thinking.

I found that there was a need to use the rules of inclusion-exclusion to get a better understanding of the ideas students were trying to express. With this in mind, there were multiple categories that corresponded with guiding questions. In order to understand all the findings, items were consolidated to comprehend the questions. For example, to identify sociocultural problems, synthesizing them, and applying them in both in and out of the classroom, there were 41 instances from across the three sources of data in which students mentioned having engaged in critical thinking processes. The question in the questionnaire stated:

“2. I have an increased understanding of the language’s cultural aspects (i.e., geography, climate, cities, cultural influences, food, practices, and/or beliefs) surrounding the technology tools I used to engage in accessing authentic material in Spanish.”

The Final Questionnaire analyses also indicated that four out of eight students “Agreed” that in regards to identifying sociocultural problems and synthesizing them, technology was a key component. The remaining four students reported “Strongly Agreed” on the marking of the scale concerning the same question.

In short, all students had similar thoughts. This reveals that technology played a substantial role in regards to accessing authentic culture. In this case, technology helped students identify and relate current cultural and non-cultural social problems to their personal lives.

The findings for this project mirrored what Seeley stated,

“In the final analysis, no matter how technically dexterous a student’s training in the foreign language, if the student avoids contact with native speakers of that language and lacks respect for their world view, of what value is the training? Where can it be put to use? What educational breadth has it inspired?” (Seeley, 1997).

For example, students reported on several occasions that they were willing to interact more with the Hispanic culture and language and some of them are planning to go abroad to visit the target culture.

As I mentioned in the literature review, language is intrinsically connected to culture, therefore, access to authentic material is crucial to truly master the language. *The Standards for Foreign Language Learning, Preparing for the 21st Century* mentions that in order to accomplish this, students, “cannot truly master the language until they have also mastered the cultural contexts in which the language occurs (National, 2014). As stated in the findings, students were able to have a better grasp and understanding of the language by exploring the culture. By doing this, they venture to not only improve their language proficiency but also interact with the people who actually use the language on a daily basis.

Does posting commentaries, reflections, and feedback using social technologies influence students’ performance?

General findings on the use of technology integration and implementation influencing student performances came from the following three data sources: the Final Oral Interview, the Final Reflection, and the Final Questionnaire. These findings were categorized and rules of exclusion-inclusion were used to facilitate the organizing of the categories. Having said this, there were intersections or overlapping categories in all the findings:

1. Technology application used for:

- a. Sharing ideas and collaborating (homework)- There were 85 instances that students reported that technology helped them do this
- b. Accessing authentic culture and material- There were 41 occurrences found across the three data sources in which students reported technology helped them access authentic material
- c. Developing higher critical thinking (blog postings and commentaries on the online newspapers)

Surprisingly, on both the Final Oral Interviews at the end of the semester and on the Final Reflection, there were a total of 247 instances in which students mentioned that explicitly learning about authentic culture helped them improve their Spanish skills and motivated them to keep improving. Students noted that recording their own voices and posting them online gave them more confidence and improved their pronunciation. For example, in data taken from the Final Reflection, students identified how technology helped them do this:

Student 3: Technology provided help to access real events (authentic material) from Hispanic cultural products. Also, it provided a way to be exposed to new meaningful vocabulary as it is found in the Hispanic world and that helped me implement harder vocabulary to use it in context. [Emphasis added in parenthesis].

Student 6 stated: By means of technology use such as video recording, I was made aware of Spanish weaknesses as I used to think that I was good at it. I was able to improve on my pronunciation.

This may indicate that technology has the potential to help achieve language proficiency and learning. These examples of indicate that students were able to grasp the language in many aspects including reading, writing, oral performance, cultural understanding, and listening.

d. Promoting creativity and autonomous learning outside the classroom

This category was not anticipated when I first started the project; however, as I progressed through the data analysis, I found enough evidence to support the addition of this category. Students mentioned on 65 occasions that the e-portfolio and the assignments promoted creativity and autonomous learning. In other words, students were able to be creative with the aid of technology principles and skills outside the classroom. The following reports from the Final Oral Interview encapsulated evidence that creativity and autonomous learning actually took place during this project. A translation into English has been provided because these Final Oral Interviews were conducted in Spanish:

Student 3: Las tareas y las actividades de la clase y del e-portfolio no fueron para mí una carga sino que estaba muy motivada a hacer cosas que eran divertidas y entretenidas para que me ayudar[a]n a mejorar mi español. Pude usar mi tiempo fuera de la clase para estudiar el idioma de una manera más eficiente. Por ejemplo, usé las herramientas para poder expandir el vocabulario de los capítulos y para prepararme mejor en los exámenes. Pude usar mi tiempo mejor.

[The homework and activities from the class and those of the e-portfolio were not a burden to me, in fact I was really motivated to do fun and engaging things so that they would help me improve my Spanish. I was able to use my time outside the classroom to study the language in an efficient way.

For example, I used the tools provided to expand on the vocabulary from the chapters and to better prepare myself for the tests. I was able to use my time better].

Student 5: At the beginning, it was really hard to learn and get used to use the wiki page and the different tools to do the e-portfolio but I learned it really fast. I liked it because I could learn more of the language and be more organized for the things I needed to do. Also, that helped to better prepared for the quizzes and exams.

Student 6: Me gustó mucho que pudimos usar la tecnología para poder practicar para la entrevista final porque yo tengo mucha timidez para hablar y siento que con la tecnología puedo expresar mis ideas y visualizarlas como no puedo hacerlos cuando estoy enfrente de toda la clase. Las herramientas de la tecnología que usamos en la clase fueron recursos muy buenos para mejorarnos en el español. Por ejemplo, toda la preparación que tuvimos antes de hacer la entrevista real fue de mucho valor porque cuando finalmente hice la entrevista, pude sentirme más preparada para hacer la entrevista.

[I liked that we were able to use technology outside to practice for the oral interview (ethnographic interview) because I am really shy to speak. I feel that through technology, I am able to express my ideas and visualize them in a way I am not able to do in front of the class. Technology tools we used in the classroom were good resources to improve ourselves in our Spanish. For example, all the preparation that we had before doing the real interview was of great value to me because when I finally did the interview, I could feel that I was ready to do the interview]. (Clarification added in parenthesis).

In other words, students felt that technology helped them use their time more efficiently outside the classroom in a less restricting way. Also, they noticed that they felt more focused on language learning and production.

This finding of autonomous learning substantiates what Kessler and Bikowski found when using a wiki platform to collaborate. They state that: “Individual and group behavior, when attending to meaning in a long-term wiki-based collaborative activity as well as the students’ collaborative autonomous language learning abilities are promoted and enhanced” (Kessler & Bikowski, 2010).

How do E-portfolios influence student learning?

There were six recurring main topics that surrounded how e-portfolios influenced student’s learning:

- 1) Grammar, writing, vocabulary, and pronunciation- There were 57 occasions in which students mentioned that these competencies were enhanced by participation in the e-portfolios. For example, students frequently commented that e-portfolios helped them notice grammar mistakes as they were posting commentaries on their wiki or on newspaper websites. These self-evaluations allowed them to correct their own mistakes. Students also reported that e-portfolios gave them daily writing practice because every day they had to present a current event and post a question and/or answer on the wiki that would promote discussion and critical thinking. Watching YouTube videos and other media found in the newspapers encouraged them to look up more words which, in turn, expanded their vocabulary.
- 2) E-portfolios and technology facilitated communication during the ethnographic interviews- In 9 instances; students stated that the e-portfolio project facilitated the

communication between the students and native speakers. For example, most students made the ethnographic interviews via video conferencing with native speakers outside of Utah and the United States. In addition, the average for that response (Question 8) on the Final Questionnaire was 4.83. This means that three of eight students reported, “Strongly Agree” and the remaining five of eight reported “Agree”. The responses clearly show how the e-portfolio and the technology used facilitated the communication process in this assignment. In other words, technology tools, in this instance, provided a way to accomplish the students’ ethnographic interview assignment. Students were able to choose who they wanted to interview. Many chose interviewees in the same professional field as the students, making these interviews very beneficial.

- 3) E-portfolios helped students get organized and have everything in one place. There were 13 occasions that students reported that their e-portfolios and technology influenced their organization with the class and the project assignments. Across the data analyses, students repeatedly stated that the e-portfolio was helpful because everything was in one place and readily accessible to them. The different tools provided offered students a way to keep their assignment organized. To show one example, Student 5 revealed in her Final Oral Interview: *La tecnología es parte de mi vida y fue muy interesante que pudimos usarla para poder aprender español y hacer todas las asignaciones de la clase. Cuando hacíamos el proyecto, la tecnología fue perfecta para hacer todo lo que necesitábamos para hacer las asignaciones porque todos teníamos horarios muy ocupados. Pudimos organizarnos mejor, y esta es la*

razón que pudimos comunicarnos para hacer las cosas de los proyectos y no tuvimos que estar juntas siempre.

[Technology is part of my life and it was interesting that we were able to use it to learn Spanish and to do all the assignments for the class. While working on the project, technology was perfect to do everything we needed to do to accomplish all assignments because all of us had busy schedules. We were able to be better organized and that was the reason that we could better communicate among ourselves to do everything for the projects- and we didn't have to always be together (physically).] (Emphasis added)

As another example, Student 8 pointed out that the activities and technology used in the e-portfolio helped her access all the assignments in one place. The activities with the use of technology helped her increase her vocabulary. It was important for her to have this kind of success in the class. Therefore, students felt that their use of technology helped them organize.

- 4) E-portfolio had a personal application for future careers (affective) - Students reported on 42 occasions that the e-portfolio had personal application and influenced their future careers. Students mentioned that because of the personal application, the assignments provided motivation. Student 5, for example, stated:

Cuando hacíamos las presentaciones orales de buscar artículos (en línea) de las cosas que pasaban en la actualidad, pude sentir que lo que estaba aprendiendo tenía propósito y me sentía más motivada a aprender más sobre la cultura y el español (Clarification added in parenthesis).

[When we were working on the oral presentations on finding articles (online) about the things that were currently happening, I was able to feel that what I was learning had a purpose and I felt motivated to learn more about the culture and Spanish]

(Clarification added in parenthesis)

- 5) There were 50 instances where students reported in their Final Oral Interview and in their Final Reflection that the e-portfolio and technology tools helped them apply culture to their own lives. Questions 7 and 8 in the Final Questionnaire show evidence of this. These questions asked students about how technology helped them access authentic culture. Half of the students reported “Strongly Agree” on their markings and the other half reporting, “Agree,” with the average of those findings being 4.375 and 4.625 consecutively.

Technology provided students a way to not only access the cultural content such as the practices, and to apply the principles to their own lives. Student 5 reported:

Me encantó que tuvimos oportunidades de aprender de la cultura hispana por medio de las muchas actividades del e-portfolio. Me ayudaron a entender un poco mejor la cultura y de mi propia cultura.

[I loved the various opportunities to learn about the Hispanic culture by the many activities in the e-portfolio. They helped me understand a little better the culture and my own culture].

The activities contained in the e-portfolio might indicate the potential to develop not only cultural knowledge but to develop more cultural sensitivity.

- 6) E-portfolios motivated students to continue learning the language and its culture.

There were 50 occasions from across the three data sources with an average of 4.75

on Question 11 of the final questionnaire, which fell into the motivation category. For example, Student 1 responded in her Final Oral Interview:

La tecnología y las herramientas [...] me ayudaron a estar más motivada y hacer algo que me gusta y que estoy aprendiendo español. Pienso que la ayuda a usar la tecnología, puede ayudarme a conocer más sobre el idioma español y para conocer más sobre la cultura mexicana. Fue más fácil tener acceso a las cosas de la cultura y sin viajar a esos países.

[Technology and the tools [...] helped me to be more motivated and to do something that I like doing, and also that I am learning Spanish. I think that the help I had using technology can help me know more about the Spanish language and to know more about the Mexican culture. It was easy to have access to the cultural stuff without having to travel to those countries].

In summary, Kessler and Bikowski mentioned e-portfolios and the use of technology platforms such as wikis might promote collaboration and group work. This performance or collaboration requires the following conditions:

1. the ability to use language independently to contribute personal meaning as a collaborative member of a group;
2. the ability to use appropriate strategies for communicating as a collaborative member of a group; and
3. the willingness to demonstrate these abilities within the group (Kessler & Bikowski, 2010).

Chapter Summary

The purpose of this study was to investigate the effect of purposefully including culture in language teaching by means of TPACK principles, and how inclusion influences students' motivations and desire to continue the study of the Spanish language. I have gathered information and examples from the three data sources: Final Oral Interviews, Final Project Reflection, and the Final Questionnaire, which were administered at the end of the semester. Findings from analyses of this project suggest that when students can freely choose their own topics, they are able to see more clearly how language and its culture personally connects to their lives and, therefore, students are more motivated to continue learning Spanish language and its cultures.

In the next Chapter, I will discuss the pedagogical implications and limitations of this study, along with possibilities for future research.

Chapter 5

Discussion and Implications

This chapter has been organized into sections, each representing a different guiding question. I will discuss the findings of this project and provide interpretations of the conclusions to the initial project agenda and unforeseen outcomes. I will also provide possible pedagogical implications for foreign language teachers, and discuss the limitations of this study. This section is a direct result of my findings mentioned in the previous chapters and builds upon textual evidence offered by the participants themselves and my own interpretation of that evidence. To conclude, I will address areas of further research and provide my final thoughts on the project.

These findings have pedagogical implications for foreign language instruction and offer insight into how to use technology integration and implementation to improve foreign language teaching. These implications suggest that students are better equipped to develop a “better understanding and appreciation of the relationship between languages and other cultures, as well as the student's native culture [...] so they become better able to understand other people's points of view, ways of life, and contributions to the world” (Gardner and Lambert, 1972).

Students’ comments suggest that students might be able to apply what they learned with the e-portfolio to improve their language skills and performance. I will discuss more of this in the following section titled “Does posting commentaries, reflections, and feedback using social technologies influence students’ performance?”

Interpretations

In Chapter Four, there were four major findings that have implications for language teaching and learning. These findings all indicated that students experienced attitudinal changes that affected their learning and behavior towards the Spanish language and culture. These changes involved affective, motivational, and collaborative elements which helped students develop proficiency in, and motivated them to take ownership of, their learning. These elements are further explained below.

Cultural and academic attitudinal shift. The activities contained in the e-portfolio gave students the chance to explore the culture in more detail. Students analyzed and compared specific elements of the Hispanic culture to their own cultures, and discussed the meaning that these similarities and differences had for their own lives and attitudes. Students' perceptions of shifts in their own attitudes were notoriously evident. For example, students developed more sensitivity to the Hispanic culture, especially with regard to stereotyping and generalizations about cultural practices. Several students mentioned that because of the engagement they had in Hispanic culture, they started to notice the ways that media generalized cultural practices and narrowed their perceptions about the target culture in stereotypical ways. Also, they started to think about their own cultural perceptions and how other cultures might think of them as outsiders. It appears that these changes in students' attitudes are correlated with their extensive participation in the e-portfolio activities.

Students' responses indicated that the e-portfolio assignments required more active participation than typical classroom activities because students had to interact with Hispanic people in the local community. In addition, students had to create technological products to represent their learning. These processes of participation, creation, and sharing engaged students

in their own learning, allowing them to apply the knowledge they acquired to their own lives. This personal application helped students see the e-portfolio assignments as tools for further developing their careers. These implications shed new light on potential ways to help develop more cultural sensitivity in the foreign language classroom. Specifically, it appears that the opportunities for active engagement in and critical thinking about the Hispanic culture provided by e-portfolios are critical factors in fostering attitudinal changes. This suggests that e-portfolios (or any activities that have the same components) have the potential to broaden students' understanding of the Hispanic culture. Moreover, doing so promotes the development of 21st century skills and facilitates the achievement of life-long learning as proposed by the *Standards for Foreign Language Learning: Preparing for the 21st Century* (National Standards in Foreign Language Learning Project, 2006).

Desire for continued language study. By centering the cultural and academic content on the students and their personal goals and professional careers, students were more likely to engage in their own learning. This engagement in their own learning gave them motivation to keep learning the language beyond the brick-and-mortar classroom.

One of the additional goals of the project was to see whether infusing cultural content and project-based learning activities would have an effect during and after the course. To my surprise, the connection I found between the desire for continued language study and technology integration was impressive. After sorting through extensive pages of dialogue, the final reflections, and the oral interviews, I was able to reconstruct a good representation of the key elements that contributed to students' desire to continue learning the language. One important element was the purposefully interdisciplinary design of the project. Specifically, I attempted to integrate the best practices from several different fields, including culture learning, project-based learning (from STEM), and technology integration within the curriculum. I did

this with the intent to satisfy the class requirements and make more options available (freedom to choose) to students that fit their academic, personal, and professional goals.

As a result, I was able to conclude that the principles behind the project have the potential to produce engagement on the learners' side and, therefore, students will become successful life-long learners by doing projects to fit their needs and the needs of their local community. The element of choice within the curriculum was a key. It is worth noting that some students indicated in their narrative responses as well as the oral interviews a desire to continuing learning and studying the target language yet certain scheduling and/or more pressing priorities made it impossible to do so.

Performance, motivation, and autonomous learning. Students mentioned that participating in the cultural e-portfolio not only improved their cultural attitudes, but it had a positive effect on their performance and motivation. Another related implication is that the creating of engaging activities that mimic those of the IPA model has the potential to produce autonomous or independent learning.

It is my interpretation that the lifelong learning part was because, at some point in the project, students became autonomous learners and showed more motivation to work beyond the academic requirements. They saw the assignments as valuable knowledge in their future lives and careers. For example, students applied what they were learning in their specific fields of study and sought for more learning beyond the class requirements

Students benefited from the project by practicing with the technology tools and principles, and applying themselves to the learning process. Additionally, students reported that by being part of the project and creators of their own content, they felt motivated to work on their own and, consequently, their language performance was improved.

This language improvement might be due to the nature of the assignments contained in the e-portfolio which are pedagogically designed to help students learn the language. For example, there are differentiated instruction principles in the nature of the e-portfolio through the various choices in technology tools that were at the student's disposal. These choices, in return, provide opportunities for taking in language and cultural information that students can later synthesize. This is, in part, because these various tools offer a variety of tasks and freedom of choice to develop proficiency in the language. For example, some of the tools are designed to further listening and comprehension; others are designed to develop reading comprehension as well as oral fluency by means of oral presentations. Some others offer the chance to respond to real-life prompts that develop writing and critical thinking such as community projects, business presentations, and posting comments online in response to a current event in the target community.

Collaborating skills. Collaboration skills are essential for language learners and this project sets the stage for students to learn how to collaborate. Group work may help students overcome some of the natural fears (affective part) they have while actively mingling with the Hispanic community. For example, when students were working with their peers, they reported that they were more likely to feel more confident and less self-consciousness of their language limitations. Students mentioned that they met outside of class to complete their cultural and academic assignments, and when working as a group for the final project, they felt even more confident through their collaboration and support. This was because they were able to consult with each other and ask for help, thus, developing a sense of comradery, community, and cooperation. This collaborative sense of community and life skills development is necessary to become successful lifelong learners in both their personal lives and careers.

Students were able to share insights directly related to the course content (grammar, tests, assignments, and other activities) and also discuss intellectual topics that were unrelated to course content. Class discussions occurred, in part, because of their daily reports on Current Events. It was rewarding to see how students came together to contribute their knowledge and understanding of the Spanish language and culture with their classmates, they reached out to one another to explore the language of their own initiative. Students showed signs that they are likely to stay connected as a class and continue their learning long after the end of their course semester.

By selecting a variety of learning resources (technology tools that mirrored the Integrated Performance Assessment model) and learning strategies as an integrative design, students collaborated to accomplish and engage in their assignments.

The e-portfolio project was culture-laden with clear culture instruction by means of technology integration and implementation. The TPACK principles of effective technology integration were an integral component of this project. According to the findings of this project, this integrative design result on students' overall performance and affective learning improvement leads me to believe that effective technology integration to purposely teach culture and language content has the potential to help students gain motivation and keep improving their language skills, competency, and proficiency.

Pedagogical Implications

It is important to balance content and technology. There are two implications that I found from the pilot classes. One thing I learned is that instructors who do not feel confident with their technology skills can find teaching content a lot more challenging. For example, when I began to teach the first pilot class, I began to see how much I was focused more on the technology tools

than on how they could help teach about culture. What I found is that I was easily detoured as the instructor and did not focus equally on content as I was on technology. It became apparent how students were affected by this method of teaching and I changed my mode of thinking with regards to the high concentration on technology.

Secondly, I learned that too much of a focus on technology and not enough focus on content disrupted students' learning because all technology overwhelmed them. Although it is important to use technology, instructors must also ensure that they teach the curriculum and not get detoured by the technology itself. Finding this balance between pedagogy and technology requires on both sides the development and understanding of technology integration principles such as digital literacy and the pedagogical skills to connect technological tools with the course content. As Koehler mentioned:

“Effective technology integration for pedagogy around specific subject matter requires developing sensitivity to the dynamic, transactional relationship between these components of knowledge situated in unique contexts. Individual teachers, grade-level, school-specific factors, demographics, culture, and other factors [should] ensure that every situation is unique, and no single combination of content, technology, and pedagogy will apply for every teacher, every course, or every view of teaching” (Koehler & Mishra, 2006).

For instance, the e-portfolio project was adapted according to students' academic, professional, and personal interests. Also, students were asked and expected to perform according to their language level.

Loaded interactive cultural activities and technology. Perhaps one the most valuable things is that students valued more cultural interactive activities because they fit their educational and professional goals. Students also valued the freedom of choice they had while engaging in

these activities. Technology was important to help students access, learn, synthesize, and apply the content to their lives. It is my interpretation that technology principles for the purpose of teaching and learning cultural principles and application have the potential to engage students in their academic and professional learning.

Technology infrastructure and accessibility. It is worth mentioning that technology infrastructure is important while incorporating the principles into the curriculum. In other words, ensuring that the students have the adequate equipment and the connectivity necessary to successfully integrate it is important because the project could have not been fully completed with adequate infrastructure and connectivity.

As a side note, while conducting the project, students were able to go at least once or twice a week to the computer lab. Also, when that was not possible, students had their own device to work on the projects and assignments. In contrast, my other pilot classes almost every day of instruction worked in the computer laboratory.

Technology cannot replace good instruction and pedagogy. Another important element I learned from the project was that teachers must explain the project, set realistic and clear goals, scaffold every step of the way, and work as facilitator or guide by the side when implementing technology into their curriculum. Also, teachers must evaluate students' understanding while working on the projects.

In addition, I learned that students and instructors had a learning curve while getting familiar with the project and the technology tools to be used. I learned, from the previous pilot versions of the project, that this curve was reduced by meeting with students outside regular instruction during office hours and modeling the activities and assignments. Other things that helped students included interaction via email and the wiki platform, and explaining and creating

resources (pamphlets, activities sheets, practice or mock exercises, screencasts with the purpose of understanding the technology and the activities in the project with clear instructions) for students outside the classroom. Some tutoring on learning the new technology tools outside the classroom was also needed.

Furthermore, I embedded a Skype widget as a resource in case students needed to interact with each other or with me during the project. However, none of the students used it even though I explicitly encouraged it.

With the extra support outside of classroom hours, I learned that opportunities for learning have to happen both inside and outside the classroom, and that when students are more tech enabled, they get what they need to succeed and accelerate their learning.

Additionally, this project taught me that students must be able to explore all their opportunities with guided practice, they must be supported by adequate resources, and that it is not about the tool but about the pedagogy.

The role of the instructor. It is likely that there are many factors that may have influenced students' affective change during the project that were unrelated to the initial assumptions in my Guiding Questions, such as the role of the instructor and other external factors. Even though I did not anticipated the role of the instructor while in the initial part of project, it became evident that such role plays an essential part in the foreign language instruction and implementation of technology principles found in this project. This suggests that either some kind of training or time investment of their own time on the instructor's part is needed to be able to successfully incorporate the principles into the language teaching setting.

These findings have several important implications for classroom teachers in a classroom, in other words, foreign language teachers need to take into consideration the

aforementioned implications to successfully integrate authentic cultural content, project- based learning activities, and technology into their curriculum.

Integrative design system platform. As I briefly mentioned before, another thing I learned from the project was to select only one digital platform and focus students' activities and e-portfolios on that platform because integrating everything into a single location reduces students' confusion and perceptions that the work is too hard or overwhelming. Also, this helps them organize in an efficient way.

E-portfolios that meet students' personal goals and needs. Along the same lines, findings from this project suggest that when students have the chance to use the target language to explore something related to their personal lives and careers, they are more motivated to learn the language and culture because they can see how it applies to them. Based on this insight, classroom teachers would be wise to consider ways to personalize the assignments they give to their students. One way to accomplish this would be to incorporate more opportunities for student choice into the assignments. Another way might be to allow students to explore the target culture by means of technology (See Appendix A).

In addition, this freedom of choice when designing the curriculum might have some additional pedagogical implications since students reported feeling more in control and motivated to fulfill the assignments. This made students broaden their understanding of the Hispanic culture and their language competency. Also, for the majority of the students, these choices caused them to interact with the Hispanic community more than they would have otherwise. Furthermore, the activities made students more confident in their language abilities, and they found the activities from the e-portfolio worth doing. This implies that students' attitudes toward the language assignment and culture, in part, are due to the opportunity they

have to select the activities and cultural topics that interest them or that are relevant to their specific goals.

E-portfolios have the potential to increase creativity. E-portfolios and the components as found in this project have the potential to provide students with opportunities to use technology to actively create, and not only be consumers of technology, with language and to interact with others. For example, during the ethnographic interviews, students were able to use the technology to communicate with Hispanics in Germany, Guatemala, El Salvador, and other parts of the United States that had Hispanic populations. These language interactions with native speakers helped the use the language in a meaningful way and in a real context,

Limitations

One of the limitations of this project is the small sample size (only 8 students). It would be wise to do more investigation by using a larger amount of data from a larger population of students with other sections of the same class.

In addition to class size, another limitation could be found with students and their grades. Due to the nature of this project, students were highly aware of the course content and the course structure around culture and technology. Most college students, especially those who are on scholarship, are driven by grades and have a high desire to please the instructor to achieve high grades. This influence can be detrimental with receiving honest feedback on the validity of the project.

Another limitation of this project was the short duration of one semester. It would be interesting to see how the results of the project might change after several semesters of implementation.

Lastly, there were areas where students and the instructor found frustration. One area was the learning curve with technology. Not only was the learning curve a frustration, students had a hard time connecting culture with technology. As I began to observe this attitudinal change, I found it was important for me, as the instructor, to always be modeling and scaffolding ways to overcome the challenges with technology. I also made it a priority to explain to students the continual connection of culture with assignments, especially those based with technology. When assignments were given, I would explain to the students the culture behind the language principles in connection with the curriculum. I would also explain how the assignments were fulfilling the objectives of the class. I found frustration with this process at times because I wanted connections to happen faster. However, as confidence grew with each student, the use of technology became more automatic and natural for students, which in turn helped them to succeed in their connection with culture and technology.

In addition, students found it frustrating to associate culture with academic learning. Comments were made wondering why they were doing other exercises that focused on culture instead of grammar drills. What they did not realize at first was that this was intrinsically connected. Once students made this connection, they were more excited about learning and focusing on culture.

Lack of baseline data for comparison. Even though students provided narrative regarding their perceptions of their learning and the benefits of the project, their language competency, cultural perceptions, and technology skills were not assessed at the beginning of the project. Consequently, there may not be enough comparative data and information gathered to yield strong conclusions that can be generalized. For future studies, a pre-questionnaire regarding students' motivations for language study, and pre-tests assessing their technology

skills and cultural sensitivity, along with a pre-oral interview, should be administered to make the study more valid and reliable.

Lack of diversity. The project was limited to university students in intermediate Spanish courses and it did not address similar settings or situations in other languages, ages, or groups. Also, even though I piloted the majority of the instruments used in the project several times, this project only addressed the experience of one semester. Consequently, the findings from this project cannot be generalized to larger populations of students or to languages other than Spanish. This calls for more research, particularly to undertake similar studies in environments that are distinctly different from the one described in this project and among students in different contexts and with different learning needs. For example, Spanish 206 is not a requirement for graduation nor does it fulfill the language requirement. As a result, this study project was slightly limited by the lack of diversity in the participating population. Findings would no doubt be different if a larger percentage of the participants were non-traditional students representing a wider age range and background such as in the case of heritage speakers.

Suggestions for Future Research

These findings raise many interesting questions that would be interesting to investigate. For example, I realized it could have been helpful to administer a questionnaire at the beginning of the semester in which I asked students to tell me what they know about using technology for language learning and creating, and then to administer another questionnaire at the end of the semester to allow me to compare whether or not there were any changes in students' technology skills or at least in their perceptions about technology for language learning. In addition, the same kind of questionnaire would be helpful for cultural sensitivity, and for collecting evidence of critical thinking development during the project.

One aspect of the data that there was not time to analyze, within the context of this project, was the way in which students actually engaged using the Wikispaces platform. It might be very informative to investigate the ways in which students used the wiki to engage in backchannel conversations, whether or not they began using the technological tools they were using in class for their own personal purposes, etc. A prolonged treatment would shed more light on the matter.

Moreover, further research on the wiki platform measuring effectiveness and usefulness of the IPA model as a tool for accomplishing the activities could be helpful. With this in mind, measuring improvements in cultural and technological literacy as well as students' language proficiency and performance might provide useful information.

Also, the social media (affective part) aspect of the project was not analyzed. For example, students were asked to share their final e-portfolio at the end of the semester using the social media of their choice. It would be beneficial to investigate the effects of social media and language learning performance. For example, research exploring the affective side of the postings and commentaries students received from others (including people from outside the education realm) on social media about their final project could be useful.

Likewise, analyzing how the wiki platform influenced language competencies (writing, listening, and speaking) is encouraged. Most of the time, participants embedded or linked the assignments to a Microsoft Word document using collaborative tools such as Google Drive and SkyDrive due to the limited editing tools on the platform.

Along the same lines, students engaged in the language competencies previously mentioned by their journal entries, discussion board-like. It would be interesting to investigate how students develop and apply 21st century skills along with the intrinsic anxiety on the

students' part. With this, there is the possibility to analyze cognitive skills during the making of the assignments such as video recording, preparing for the final project and the like.

Finally, it is suggested that a technology in the classroom survey be made to measure student's perceptions of technology and language teaching in the classroom and in their own learning.

Conclusions

In this report I have presented my study project and the pedagogical value of integrating cultural content for language learning purposes and technology with project-based learning principles in foreign language instruction. I consider this to be one of the first steps in purposefully using cultural content by means of technology integration such as e-portfolios and project-based learning principles. E-portfolios have the potential to be used as authentic real life problems and hands-on activities. With this, students are more prone to be engaged in the foreign language experience.

These findings have both pedagogical implications for foreign language instruction and, at the same time, offer insight into how to use technology to purposefully teach about the products, practices and perspectives of the target language with the hope that foreign language students will become lifelong learners and meet the demands of the 21st Century Skills in accordance with the current best practices in language education and instruction.

This project attempted to identify some of the key purposes from which students would benefit when given sufficient freedom to be creative with adequate technology tools to do so, using the wiki platform as their canvas.

Considering the above-mentioned implications, the implementation of cultural e-portfolios in similar classroom settings is recommended. It is worth mentioning that learning styles must be addressed for every student with enough instructors scaffolding.

Research in education is constantly increasing and shaping the language learning world. Also, certainly, many more research is to come regarding technologies in language education, learning and its pedagogy; however, I consider this project one the precursors of using technologies to purposefully teach and learn about language with its culture to promote language competence, fluency and motivation to keep learning it beyond the brick and mortar foreign language classroom.

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Appendix A

Current Event

Title: Current Event Assignment

Purpose of Assignment:

- 1) To connect students with a native speaker, with whom they could discuss culture throughout the semester.
- 2) To help students become familiar with the geographical area of the Spanish-speaking world where their native-speaking partners live.

Description of Assignment: It was required that throughout the semester students would discuss in depth the current events of the Hispanic world. Each student was instructed to connect with a native speaker, whom they would be working with for the entire semester. Students were asked to find one newspaper article per week from the native speaker's country using Kiosko.net (a link to all the major newspapers of the Hispanic world).

Sample Materials: This appendix contains:

- Copies of the assignment sheet – Page 65
- Rubric – Page 65
- Scaffolding materials – Page 65
- Sample student work used for the Newspaper assignment portion of the e-portfolio – Page 66

This is the rubric for the oral presentation.

Criterios para la presentación de acontecimientos actuales - SPAN 206

Duración: Aproximadamente 10 minutos (no más de 12 minutos)

Temas apropiados: Cualquier noticia de un periódico o canal divulgativo que tenga que ver con el mundo hispano. Por ejemplo:

- Acontecimientos actuales en general
- El arte/la música
- La política
- Los deportes
- El clima
- La cultura pop

Vocabulario: El/la estudiante debe presentar 5 palabras clave del contenido del artículo junto a la definición correspondiente.

Guiar la discusión: El/la estudiante debe venir preparado/a con una pregunta relacionada al tema/artículo elegido que fomente la conversación entre alumnos.

Puntos en total: 15

EXPRESIÓN	3 La presentación se comprende perfectamente	2 La presentación se comprende bien pero contiene errores	1 Es difícil comprender lo que el alumno trata de expresar
CONTENIDO Y ESFUERZO	3 Es apropiado y refleja un tema del mundo hispano. Excelente esfuerzo en buscar un artículo y presentarlo.	2 Es apropiado pero la expresión de ideas es muy simplista. Buen artículo pero poco esfuerzo	1 Está relacionado, pero no es apropiado El trabajo no se ajusta a lo requerido en la asignación
VOCABULARIO Y PREGUNTA DE CONVERSACIÓN	4 Buena selección del vocabulario y excelente pregunta para invitar la conversación en la clase	3 Buena selección del vocabulario pero la pregunta de conversación es pobre	1 No hay esfuerzo evidente en la preparación de la asignación
CORRECCIÓN	5 No hay errores gramaticales graves	4 Los errores no son representativos de lo estudiado en las lecciones del examen	3 Hay menos de 5 errores básicos
			Total: / 15

Developed by Ricardo Cetz, Rebecca Brazzale, & Dr. Nieves Knapp ♦ 2013

An example of student's responses on the wiki platform to the question posed by the presenter after class.

 JFK, el visionario que creó el cuerpo de paz: alcalde de Dallas
ohaworth Nov 22, 2013

Si hubiera sido vivido durante el asesinato de JFK, ¿qué habría pensado? ¿Qué haría si una persona política fuera asesinado hoy en día?

 audreyfowler Nov 22, 2013

pues, habría sido muy sorprendido y triste porque el estababa un buen liderazgo, si algo similar ocurriera ahora, no se si lo creeria

 chelseapatton Nov 22, 2013

Hubiera sentido triste y muy frustrada. No me sorprendía porque hay muchos armas y personas que son malvado hoy en día. Las tragedias son más común en los EEUU cada día.

 rachelnsberman Nov 22, 2013

Habría pensado que fue una tragedia. Ya pienso eso. Si una persona política fuera asesinado hoy en día....políticos son asesinados cada día. Recuerdo cuando el embajador a Siria fue asesinado en Benghazi, yo estaba muy preocupada sobre las acciones del gobierno. Los magnicidios siempre son muy preocupantes, pero no pienso que podemos hacer nada a prevenirlos.

 wemarvel Nov 22, 2013

El senador de Virginia fue apuñalado hace pocos días por su hijo. El senador fue muy herido y el hijo se mató despues de tratar de matar a su padre. Cosas así todavía ocurren. Pero yo no hago nada. No hay nada que puedo hacer. Yo puedo aprender el autodefensa porque el mundo puede ser pelegroso. Pero si yo hubiera sido vivido durante el asesinato de JFK.... no se. Habria estado triste.

 dallin91 Nov 22, 2013

creo que estuviera triste por lo que pasó a él. el tenía muchas ideas para ayudar al mundo y la gente aquí en nuestra país Si pasaría por hoy, depende en la persona, algo grade tal vez pasaría. Buscaríamos por la persona a quien mató la persona importante. hoy tenemos más tecnología a usar para ayudarnos. Yo haria mi parte de buscar por la persona o hacer lo necesito hacer

 portersj Nov 22, 2013

Si hubiera vivido durante el asesinto, no se que habría pensado. Supongo que sentiría confundida y triste en relación al muerte del presidente, especialmente un presidente así que había hecho tantas cosas para mejorar el mundo en que vivimos. Hoy en día, si un político fue asesinado, sentiría lo mismo, creo. Es decir, sentiría triste que alguien hubiera recurrido a la violencia como una resolución, y que alguien hubiera perdido su vida a causa de su decisión.

 Comment

Appendix B

Videos

Title: Video Creation Assignment

Purpose of Assignment:

- 1) To help students express and appreciate other points of view, whether it be politics, music, art, sports, etc. in Spanish.
- 2) To help students self-evaluate their oral communication in Spanish.

Description of Assignment: The assignment was based off *Senderos*, Chapter 1 *¿Cuál es tu punto de vista?* [What is your opinion?]. I modified the assignment to reflect students' personal goals for the e-portfolio. Students were required to create a video expressing their opinions on a specific topic of their choice. Each student video was three to five minutes long. All the videos were posted to YouTube.com and viewed during class. Each video received comments from either the instructor or classmates. This activity was intended to help students with grammar, pronunciation, and self-evaluation.

Sample Materials:

- Screenshot of *Senderos* – Page 68
- Student 1 writing example – Page 69
- Screenshot and link of Student 1's video – Page 69

Senderos

Each student picked their own topic to discuss in their video. Each student wrote their opinion, in Spanish, before making the video. The instructor critiqued the written paper, and then each student created their video. After this step, students came prepared to present in class. This allowed for class group discussion and also discussion online after class. The goal was for students to be able to express their opinions in Spanish.

The screenshot shows a web browser window with the URL: `hlc.quia.com/servlets/quia.course.ui.books.take.TakeManager?tagBookId=47397&tagDisplayCompld=4571&tagSessionId=rt3_b198ed061b7d5d1ff3749887e8fe21dc_i5bsey9r_3kh7&tagRanc`. The browser title is "Heinle Learning Center - Senderos: Comunicación y conversación en español, ILrnAdvance - Google Chrome".

The page header features the "SENDEROS" logo in a yellow banner, with the subtitle "Comunicación y conversación en español" and the author "Deutrich/Rivera-Hernández". Below the header is a navigation menu with "ANNOUNCEMENTS", "VOICEBOARD", "SHARE IT!", "TUTOR", and "HELP".

The main content area shows the navigation path: "Capítulo 1: ¿Cuál es tu punto de vista? > Senderos visuales > 1. Estereotipos". A search bar is visible above the main content.

The main heading is "CAPÍTULO 1 ¿Cuál es tu punto de vista?". Below it, the section is "senderos VISUALES" and "La diversidad del mundo hispano". A red button says "Antes de ver el video".

A yellow box contains the text: "Estereotipos Contesta las siguientes preguntas antes de ver y escuchar el video."

Three questions are listed:

1. ¿Qué estereotipos crees que hay en los Estados Unidos acerca de los hispanos? ¿A qué se deben esas impresiones?
2. Crees que algunos de los estereotipos que mencionaste sean válidos? Explica tu respuesta.
3. De las costumbres hispanas que conoces, ¿hay alguna que no entiendas, que te llame la atención o que haya sido un impedimento para la comunicación?

Each question has a corresponding text input field. At the bottom left, there is a "Submit answers" button.

Video

Below is an example of Student 1's work. Student 1 chose to talk about her field of medicine.

*Student 1

¿Obamacare? Un tema muy bueno y un poco controversial. Muy bien los maestros no ganamos mucho dinero pero es bonito. Los bomberos y los médicos son necesarios.

Tengo mucho respeto por los doctores. Ellos estudian mucho aunque todas las demás carreras son importantes.

Es importante que todavía haya doctores que sean doctores por razones de ayudar a las personas y no por el dinero.

Así como la música, no hay dinero en esta carrera. Hay dinero pero es muy difícil

Obtenerlo, tienes razón.

Es como el video de Dallin, el dinero es tan importante que otras cosas como la gente en nuestras vidas.

¿Creen uds. que cuesta de asistir a la escuela medicina o va a bajar a causa de Obamacare?

Usas las palabras muy bien en su video.

Espero que Obamacare sea mejor que el Medicaid (Medicare) que tienen ahora.

Buen. Vocabulario.

Es difícil ser doctor pero necesitamos doctores pero el dinero no es la cosa importante para ninguno trabajo. Cuando usted sea doctora será una doctora buena. Usted tiene el corazón para ser doctora.

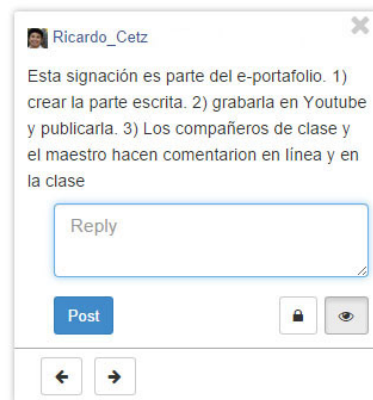
¡Muchas gracias!

¡Ser médico es mucho trabajo! buena suerte Shelby! ¡Gracias! El ejército va a pagar por mi escuela si puedo obtener beca.

No todo esta acerca del dinero, buen punto.

Portafolio Personal

Asignación número 2: ¿Cómo expresar una opinion personal? (Video)



<https://www.YouTube.com/watch?v=JcX00U8QRWk>

Appendix C

Storybird

Title: Storybird Creation Assignment

Purpose of Assignment:

- 1) To help students narrate in all major time frames in Spanish.
- 2) To help students use connected discourse of paragraph length through an oral presentation.

Description of Assignment: The assignment was based off *Senderos*, Chapter 1 *¿Cómo se conocieron?* [How did you meet your Hispanic neighbor]. The assignment was modified by the instructor (see Pages 74-77 for scaffolding). Each student created a story using the online tool Storybird (<http://storybird.com>). Storybird's collection of images was the starting point of each student's story. After the images were selected, the students created a written story of their own in Spanish. The instructor gave feedback and student would make corrections. After the corrections were complete, each student posted their story on their personal wiki page.

Sample Materials:

- Screenshot of *Senderos* – Page 71
- Instruction on how to create a Storybird account – Page 72
- Assignment Instructions – Page 74
- Rubric – Page 78

This is the original assignment for the typical Spanish 206 class. The following pages will show the modified assignment.

The screenshot shows a web browser window with the URL `hlc.quia.com/servlets/quia.course.ui.books.take.TakeManager?tagBookId=47397&tagDisplayCompld=4571&tagSessionId=rt3_e08cc5e12`. The page header includes the text "Heinie Learning Center - Senderos: Comunicación y conversación en español" and "Doutrich/Rivera-Hernández". Below the header is a navigation bar with "ANNOUNCEMENTS", "VOICEBOARD", "SHARE IT!", "TUTOR", and "HELP".

The main content area is titled "Capítulo 1: ¿Cuál es tu punto de vista? > Share It! > Portafolio: ¿Cómo se conocieron?". A toolbar with Spanish characters (á, é, í, ñ, ó, ú, ü, Á, É, Í, Ñ, Ó, Ú, Ü, ¿, ¡) is visible. The page content is highlighted in yellow and reads:

CAPÍTULO 1 ¿Cuál es tu punto de vista?

Portafolio: ¿Cómo se conocieron? Describe a tu "vecino(a) hispano(a)" y cómo lo (la) conociste. ¿Se conocieron recientemente o hace mucho?

Upload your video response below.

Title

Text [Audio](#) [File](#)

Your response will also be posted to the Share It! community for your class.
By clicking *Submit answers*, you agree to Quia's [Terms of Service](#).

A sidebar on the left contains a table of contents for the course, including sections for "Capítulo 1", "Capítulo 2", and "Capítulo 3", each with sub-sections like "Senderos visuales", "Senderos lingüísticos", "Games", and "Share It!".

Instructions given to students on how to create a free account on Storybird.

Storybird Instrucciones

1. Vaya a la página Web storybird.com.
2. Haga *click* en “Start a Storybird Now”.
3. Cuando encuentre al artista de su preferencia, haga *click* a la foto; luego, también, haga *click* en “Start a Storybird”.



4. Si el artista que eligió no es de su agrado, puede cambiarlo haciendo *click* a “See more art” en la parte superior derecha de la página.



5. Elija la foto de su agrado, y arrástrela al espacio blanco en la parte de en medio como se ilustra.



6. Redacte su historia en el espacio en blanco ubicado al lado contiguo de la ilustración.



Nota: Para agregar acentos u otros caracteres especiales, se necesita hacer en un documento tipo Word; luego copiar y pegar en Storybird.



7. Haga *click* en “Add a page” en la parte superior izquierda de la pantalla.
Se repiten los pasos 4 y 5 hasta que se complete la historia deseada.



8. Haga *click* en “save” en la parte superior derecha de la página.
Se necesita crear una cuenta para poder guardar su historia de Storybird



This is the modified assignment sheet that was given to the students for the creation of their Storybird presentation.



Storybird Tarea

1. **Redacte y cree una historia que describa su familia**
2. **Incluya:**
 - _____ Por lo menos 5 páginas
 - _____ Una imagen por pagina
 - _____ Por lo menos cuatro oraciones por página
 - _____ Por lo menos a cuatro integrantes de la familia
 - _____ Mencione los aspectos físicos tales como la personalidad; así como actividades favoritas de cada integrante de la familia
 - _____ Haga comparaciones y contrastes a los integrantes de su familia
3. **Redacte en español y revise su ortografía**
4. **¡Use la imaginación!**

Pages 75 – 77 are the steps for completing the Storybird assignment.



Storybird Tarea

Complete este formulario para asesorarle con la tarea:

1. ¿A **quién** va a incluir en la historia? (Seleccione por lo menos a tres integrantes de familia):

- a. _____
- b. _____
- c. _____

2. ¿Qué **características físicas** poseen? (color de cabello, color de ojos color, etc.):

	Integrante de la familia	Descripción
a.		
b.		
c.		

3. ¿A **quién** o **qué** se le parece?

- a. _____ (se) parece como _____.
- b. _____ (se) parece como _____.
- c. _____ (se) parece como _____.

4. Haga una **lista** de, por lo menos, dos adjetivos que describan la personalidad de cada integrante de la familia:

	Integrante familiar	Adjetivo #1	Adjetivo #2
a.			
b.			
c.			

5. Haga una **lista** de, por lo menos, dos cosas o actividades que cada integrante le guste hacer.

	Integrante familiar	Actividad/Cosa #1	Actividad/Cosa #2



Storybird Tarea

a.			
b.			
c.			



6. Haga una lista de dos cosas o actividades que NO le guste a cada integrante de la familia hacer.

	Integrante familiar	Cosas que le desagrada #1	Cosas que le desagrada #2
a.			
b.			
c.			

7. Redacte una oración usando las siguientes palabras conectoras que compare y contraste; y que incluya a dos integrantes de la:

- a. de todos modos _____.
- b. pero _____.
- c. aún _____.

Use estas oraciones en la historia que está creando para ayudarlo y a evitar repetición innecesaria.

The rubric used for assessing student's Storybird presentations.

Examen Oral Final

Span 206

Nombre del alumno _____

CRITERIO	PUNTOS	EXCELENTE	BIEN	ACEPTABLE	DEMASIADO POBRE
Expresión y fluidez	____/30	30 Conversacional. Comprensible y fluido.	25 Comprensible y bastante fluido.	20 Expresión cortada. Se comunica con dificultad.	15 Muy difícil de comprender.
Vocabulario y gramática	____/30	30 Amplio y rico. Precisión en las estructuras	25 Adecuado, con algunas vacilaciones.	20 Algunos errores. Control limitado de las estructuras.	15 Numerosos errores e interferencias.
Pronunciación	____/40	20 Excelente. No hay interferencias con el inglés.	15 Presenta dificultad en algunos sonidos.	10 Pobre, dificultad en vocales y consonantes.	5 Muy pobre. Impide la comprensión.
Creatividad y contenido	____/50	20 Se atiene a la tarea. Información completa. Culturalmente adecuado.	15 Usa circunlocución y otras técnicas para comunicar sus ideas.	10 Consigue comunicarse pero con esfuerzo. Carece de organización.	5 No puede comunicar sus ideas.
TOTAL					____/150

Modified from a rubric by Dr. Nieves Knapp

Appendix D

Ethnographic Interview

Title: Interview with a native speaker

Purpose of Assignment:

- 1) To give students the opportunity to practice the language.
- 2) To help students develop an understanding about Hispanic culture and their own culture.

Description of Assignment: The assignment was based off *Senderos*, Chapter 5 Portafolio, from Dr. Blair Bateman's *Promoting Openness toward Culture Learning: Ethnographic Interviews for Students of Spanish* and Dr. Rob Martinsen's *Spanish for You*. Each student found a native Spanish speaker who was involved or was aware of the students' area of interest. After choosing their native speaker, students came to class with questions for their interview. We discussed their questions in class and revised questions when needed. Also, there was a sample video and sample questions shown in class, created by the instructor. A step-by-step summary was provided for the sample video. Students created a GoAnimate mock video with the questions that were revised during class in preparation for the real interview. Student posted the GoAnimate video on their wiki pages. During the following class period, students presented on their video. Everyone then provided feedback either in class and/or online.

Sample Materials:

- Assignment sheet – Page 80
- Scaffolding sheet – Page 81
- Step-by-step summary of sample video – Page 82
- Instructor mock video – Page 83
- Example of Student 2 – Page 84

Assignment Sheet

The example below was the actual assignment for the Ethnographic Interview. Students were instructed to find a native speaker who had connected interests with the student. The criteria was as follows:

- 1) Find native speaker, need to be in the students' area of interest
- 2) Interview needs to be written in a summary or transcript
- 3) Transcription or summary needs to be posted on the wiki
- 4) Interview should be recorded on a digital platform

CONOCE A TU NATIVO HABLANTE

ENTREVISTA

Para esta asignación, se tiene que entrevistar a una persona/amigo que hable español en tu comunidad o en tu lugar de origen. De preferencia, se recomienda que la persona esté relacionada de alguna manera al área en la que estás interesado (a). Las siguientes son especificaciones esenciales para esta asignación:

1. La persona debe de usar el español de una manera regular en el área en el que estás interesado (a).
2. La entrevista tiene que escribirse en forma de transcripción o resumen.
3. La transcripción de la entrevista debe de ponerse en tu página personal en el Wikispaces.
4. La entrevista debe grabarse de alguna forma digital sugeridas en la clase tales como Skype, Soundcloud, Google Hangout, etc. (Consultar al maestro para más detalles).

Scaffolding Sheet

This was given to the students to reflect on how to conduct a good interview. It also included a process for creating a good interview question. Students were instructed to discuss their questions with their classmates and finish with having five questions to start their interview.

Cómo hacer entrevistas eficientes

SPAN 206

- ¿Cuál es el problema con la pregunta en el video? Menciona mínimo tres cosas
- “¿Te gustan los Estados Unidos?”**
- ¿Cuál sería una mejor pregunta? Por lo menos, escribe dos
 - Escriban dos preguntas buenas. Para cada pregunta que escribas, escribe una o dos preguntas de seguimiento “follow up”
Puede pedir ayuda al profesor.
 - Hagan estas preguntas a un compañero de la clase. Intenten sacar más información con más preguntas abiertas.
 - Escribe un mínimo de cinco preguntas para su entrevista con su Nativo Hablante

Summary of Sample Video

Below is a screenshot and link to the video students watched on how to conduct a proper interview.

10/16/2013

1. Hablar de las entrevistas

(Video provided by Rob. Alan Martinsen at Brigham Young University)



1. Resumen de de cómo hacer entrevistas eficientes
2. Hacer el ejercicios de cómo hacer preguntas eficientes
3. Revisar las gramática

<https://www.YouTube.com/watch?v=qWuPID3LQ6c&x-yt-ts=1421914688&x-yt-cl=84503534>

Below is the summary of the video shown in-class. Student were asked to reference this summary in their discussions with their classmates. When students produced interview questions, the instructor gave feedback on grammatical syntax.

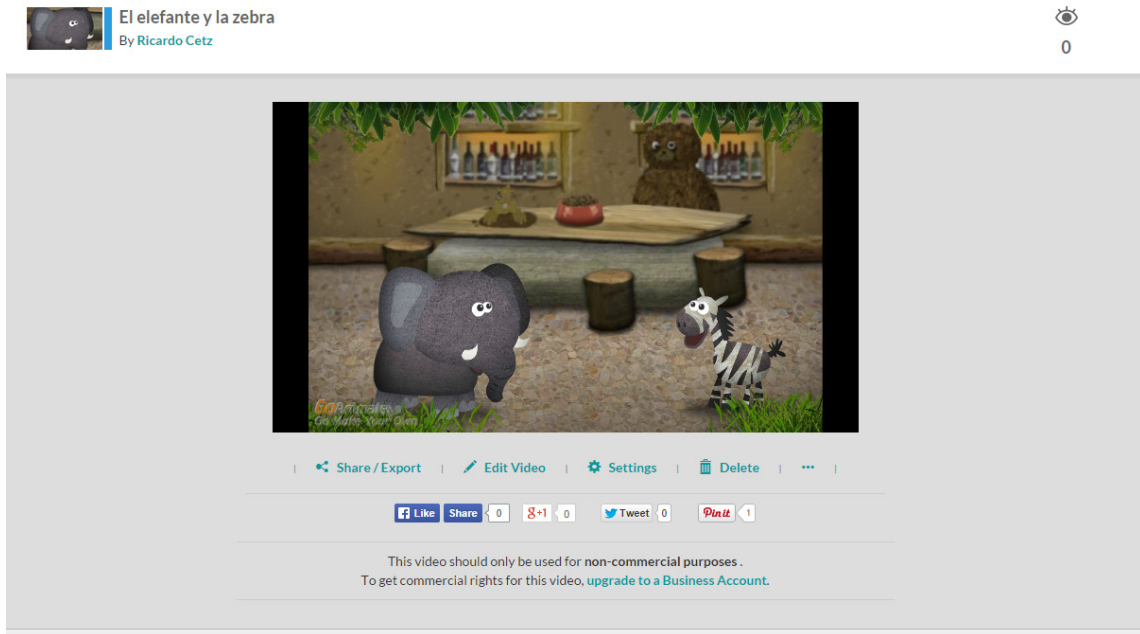
TÉCNICAS PARA LAS ENTREVISTAS ETNOGRÁFICAS

SPAN 206

1. **Encuentra** a alguien que esté dispuesto a participar en la entrevista
2. **Empieza** la entrevista con una pregunta abierta (Grand Tour Question—How does it feel?)
3. **Haz** pausas y **da** tiempo a que las personas a quienes entrevistas tengan tiempo para responder
4. **Escucha** de una manera interactiva como el hacer preguntas de seguimiento (Follow-up)
5. **Mantén** en el enfoque en la persona a la que entrevistas y no en ti
6. **Haz** preguntas para **acclarar** y **chechar** tu comprensión. Por ejemplo,
 - ¿Qué quieres decir con ...?
 - ¿Puedes darme un ejemplo de ...?
 - En otras palabras, lo que quieres decir es
7. **Reformula** o **expresa** de manera diferente tu pregunta

Instructor Mock Video

Below is an example of the assignment, given by the instructor. After, students were asked to generate a set of interview questions. The instructor corrected the students' work. We watched and discussed a video about Ethnographic Interview Techniques (see Page 81). Students revised their questions based on what they had learned from the video and resubmitted them for a grade. Students used the questions to create a mock interview in GoAnimate. Students watched each other's videos in-class and gave feedback on their wiki page.



Example of Student 1's Video and Submission on the Wiki Page

Acontecimientos Actuales

8/18/13

Hymno: página 10.

Te damos, Señor, nuestras gracias

Enlace

<http://www.confidencial.com.ni/articulo/13788/que-se-privatiza-la-naturaleza>

Título: ¿Se privatiza la naturaleza?

Palabras:

valloca: importanti, útil

desembocar: conducir, dirigir


gratis: sin costo, gratis

riesgos: Posibilidad de un daño

proprietario: Dueño, alguien que tiene algo.

Pregunta: ¿Que debe el gobierno hacer para asegurar que la ambiente está protegida?

Fichas de lectura


 [ficha de lectura immigrants.doc](#)
Details Download 15 KB





wemarvel's Animation by wemarvel (Shelster) on GoAnimate





 Add Discussion

 Comment: Presentación del portafolio
Ricardo_Celz Dec 11, 2013


 Ricardo_Celz Dec 11, 2013
Me gustó mucho que hayas compartido tu experiencia de la Iglesia y que pudiste compartir el evangelio en Alemania en español

 audreyfowler Dec 11, 2013
bien hecho para enseñarla ella en español!

 oshaworth Dec 11, 2013
Muy bien hecho, Shelby. Cuba es un país muy interesante y me gusta la cuenta de su amiga.

 Ricardo_Celz Dec 11, 2013
Me imagino que ha de ser difícil vivir en un gobierno donde no se disfruta de la libertad y de la seguridad. El racismo es un problema mundial así como el hablar el idioma del lugar donde se vive

 dallin91 Dec 11, 2013
Que cheverísimo que tenías que traducir a alemán al español

 Ricardo_Celz Dec 11, 2013
Muy buen esfuerzo.

 rachelsheerman Dec 11, 2013
Me gusta que habla sobre las ventajas y desventajas de vivir en un país

Appendix E

Digital Interview with Native Speaker

Title: Digital Interview

Purpose of Assignment:

- 1) To give students the opportunity to practice language in a real setting.
- 2) To help students develop a motivation to speak the language used in their field.
- 3) To help students have an understanding of cultural difference and similarities.

Description of Assignment: The assignment was based off *Senderos*, Portafolio 3, 5 and 7. Students interviewed their native speaker and recorded the interview on a digital platform. Students were required to post the interview on their wiki page using a digital recording software (i.e Skype, SoundCloud, Audacity, Google Hang out, YouTube, etc.). The purpose for students publishing their interview on a digital platform was to create discussion in-class and online (wiki and on the public domain) with their classmates and the instructor. Students transcribed the interview and posted this on their wiki pages to go along with the recording.

Sample Materials:

- Recording on SoundCloud - Page 86
- Transcription – Page 87

Sample of Recording and Transcription

An example of the students' interview posted on SoundCloud.



<https://SoundCloud.com/ricardo-cetz/entrevista-con-paty-prieto>

This screenshot shows a student's Ethnographic interview posted on the digital platform called SoundCloud. SoundCloud is an online digital platform that enables its users to upload, record, promote and share digital recordings.

The picture on the left is a photo of the student who conducted the interview. The orange arrow can be clicked to play a sound recording of the interview. Listeners can stop the interview at any point and make comments about what they are hearing. This allows students to receive feedback on each other's work. The Word document attachment shown below the interviewer's photo is explained below.

After completing the SoundCloud project, students submitted a written summary of the content of the interview (example below). In this summary, notice what the student says about her experience with the native speaker. Specifically, she talks about her native speaker's experience as a Mexican immigrant coming to the United States. Many feelings were expressed regarding culture shock. It is important to note that differences were pointed out in the education system, which pertained to both the interviewer and interviewee's career fields.

4 de noviembre 2013

Resumen de Entrevista

El viernes hice una entrevista con mi hispanohablante. Se llama Patricia Prieto Treviño. Ella es de México pero ahora vive en Carolina del Norte. Ella ha vivido en Carolina del Norte por ocho años y tiene dos hijos con quien soy amigos. Ella enseña español en la escuela donde yo asistí. Patricia es una de mis personas favoritas porque ella es muy amable y cariñosa. Le pregunté unas preguntas sobre su experiencia de inmigrar y también de las universidades y las escuelas en los Estados Unidos. Solamente pude preguntar tres de mis preguntas porque ella tenía mucho que quería decir. Tuve una experiencia muy bien con esta entrevista. Era fácil comunicar con ella, fácil entender lo que ella estaba diciendo, y ella tenía respuestas largas de mis preguntas.

Primera, pregunté como ella ha sentido de salir de México. Dijo que al principio fue muy difícil estar lejos de su familia y no saber como comunicar en inglés, pero ya está mucho mejor. También ya tiene amigos en los Estados Unidos y ella dijo que ahora se sintió muy bien. Después, pregunté sobre las universidades en los Estados Unidos. Los dos hijos suyos asisten en una universidad ubicada en Carolina del Norte. Ella dijo que, en México, los jóvenes tienen que decidir lo que van a estudiar cuando solamente tienen dieciséis años. Pues, las universidades en los Estados Unidos son mejor porque los jóvenes tienen la oportunidad de decidir más tarde y cambiar de mente si quieren. Pero, también parece extraño a ella que los jóvenes viven en dormitorios lejos de las familias. Finalmente, pregunté sobre su decisión de enseñar español en la escuela secundaria. Dijo que era difícil porque ella es arquitecta pero dio clases de arquitectura en la universidad. No pudo tener todo lo que necesita para ser arquitecta en los Estados Unidos, pero tenía la oportunidad de enseñar. Ahora ella le encanta.

Appendix F

Cultural Awareness

Title: Cultural Activity

Purpose of Assignment:

- 1) To give students the opportunity to practice language in their local community.
- 2) To expose students to multiple cultural experiences.

Description of Assignment: The assignment was based off of Dr. Nieves Knapp's syllabus from Spanish 206. In addition, the Cultural Activities Assignment Sheet was produced by Dr. Rob Martinsen from his *Spanish for You* research.

Students were required to attend one receptive and one participative activity throughout the semester. After the event, students would write about their experience on their wiki page. In addition, students would come to class ready to present on their experience. Students were given the option to present in English or in Spanish. We were interested in knowing more about the cultural learning and synthesizing of the products, practices, and perspectives.

Sample Materials:

- Culture Activities Sheet - Page 89
- Student example – Page 92
- Cultural Practice, Products, and Perspectives – Page 93

NOTE: These are only suggestions for your cultural activities

This activity gives you two options so that you can choose best how to pursue your learning. Choose one option from the following:

1. Site visit:

- Visit a site **related to your area of interest where *Spanish is used*** (e.g. Medical clinic, ESL classroom, Travel Agency etc.)
- Visit should last roughly 45 minutes-1 hour
- Volunteering is a great option
- 1 page summary of your observations
(Include, where and when you visited, what you heard in Spanish, what went on while you were there, interesting cultural observations and differences)

2. **Find 2 websites in Spanish** relating to your area of interest. Read each website in its entirety and write a 1 page summary in English or Spanish synthesizing the information that you learned from the various websites. Consider the question – What do you learn about Hispanic cultures from these websites? (Practices, Product, and Perspectives are essential when reporting)
3. **Watch one hour of television programming** in Spanish on *Univisión* or another Spanish-speaking channel. Write a 1 page summary in English or Spanish about what you saw and how it differs from American culture.
4. **Watch a movie** from a Spanish-speaking country. This may be a film at the International Cinema or a video that you watch at home. In your 1 page written summary in Spanish or English, include information about the content of the movie, how much you were able to understand, your reaction to it.
5. **Attend a cultural event in Spanish** sponsored by the local Hispanic community or by [BYU](#), such as a fair, festival, or fireside. In your 1 page written summary in Spanish or English, discuss what you understood and learned about the culture.

6. People you might report on your Actividad Cultural:

Augusto Pinochet
 Roberto Clemente
 Isaac Albéniz
 Andrés Segovia
 La Malinche
 Tupac Amaru (I o II)

Tecún Umán
José de San Martín
Santa Teresa de Ávila
Félix Carpio Lope de Vega
Óscar Arnulfo Romero
El Inca Garcilaso de la Vega
Isabel la Católica
Gonzalo Guerrero
María de Zayas y Sotomayor
Francisco de Goya
Víctor Jara
Álvaro Uribe
Pedro de Alvarado
Enriquillo (de la República Dominicana)
Vargas Llosa
Elena Garro
Cuauhtémoc
Netzahualcóyotl
El Cid
Pablo Neruda
Rigoberta Menchú
Francisco Franco
Sor Juana Inés de la Cruz
Pablo Escobar
Rubén Darío
Gaudí
Diego Maradona
César Chávez

7. Places you might report on your Cultural Activity:

Tikal
La Alhambra
La mezquita de Córdoba
Aztlán
Las Islas Malvinas
Cíbola
Cuzco
Esquipulas, Guatemala

8. Customs:

El día de los Reyes Magos en X región
La quema del Diablo

El Grito
La serenata
Las tunas
El rodeo Chileno
Las posadas

9. Miscellaneous:

El himno nacional de X país
El baile de X región
La emigración ilegal
Las FARC
El Sendero Luminoso
Martín Fierro
Popol Vuh
Don Quijote
Jesús Malverde
La Santa Muerte
MS 13
Los Zetas
La Virgen de Guadalupe
La Noche Triste

10. LDS Spanish Church Visit (This is NOT an option)


This is a sample of a student's entry on their cultural activity on the wiki platform and the instructor comments.

The screenshot shows a wiki page titled "Actividades Culturales" on a platform for Spanish206F2013. The page content includes a student's text entry and a photograph of a church interior. A comment from Ricardo_Cetz is visible on the right side of the page.

Actividades Culturales

Para mi actividad cultural, fui a la misa en "St. Francis of Assisi Catholic Church" en Orem el noche de sábado. Era una experiencia muy interesante. A mi, muchas cosas no era extraño porque era un miembro de la iglesia episcopaliana antes de ser mormona. Mucho del oficio parecía familiar, como la recitación de Padre Nuestro (The Lord's Prayer), el Credo Niceno, y la administración de eucaristía (como nuestro sacramento). Pero, estaba difícil porque todo estaba dicho en español. Todo el ordinario de la misa estaba imprimada en un libro, pues podía leer con el sacerdote. Pero cuando el sacerdote estaba hablando, era más difícil porque la calidad del micrófono no era muy bien. Esto fue una cosa que me causó problemas. Un parte de la misa que fue diferente que todo que he experimentado era la banda que haya para acompañar muchos de los partes cantados. En la iglesia católica, se canta por mucho del oficio. Era una banda para acompañar estas partes. La música tenía una influencia latina muy clara. Reconocí el sonido y los instrumentos típicos de música latina. No esperé esto en un oficio católica. Las personas casi estaban bailando y estaban palmeando durante las canciones. A mi, parece como un oficio bautista.

Me puse nerviosa antes del intercambio de la paz durante de la eucaristía. Ya no he tenido la oportunidad de interactuar o hablar con ningunas personas. Pensé que las personas irán a ignorarme. Pero las personas latinas son muy amables y cariñosas y me acogieron. Nos intercambiaron la paz. Esto me puse más cómoda.



Comment: Ricardo_Cetz Oct 29, 2013

Actividad Cultural

Ricardo_Cetz Oct 29, 2013

No sabía que fuiste de otra religión antes. Muchas veces pensamos que todas las personas son como las percibimos pero al conocerlas mejor, podemos darnos cuenta de que los estereotipos nos dice qué es lo que debemos de pensar

The examples below are the process of the teaching elements of cultural understanding and sensibility. The pedagogical exchange that occurred for students was as follows:

To Present an Article in Class

- 1) Read the article outside of the classroom
- 2) Come prepared to discuss in-class with groups
- 3) Analyze and synthesize cultural products, products and perspectives
- 4) Present examples in front of the class, i.e. the Current Events Assignment

Cultural Practices, Products, and Perspectives

Practices—are patterns of social interactions, behaviors. Practices involve the use of products. They represent the knowledge of “what to do when and where” (p. 50) and how to interact within a particular culture.

Products—are the tangible or intangible creations of a particular culture. They reflect a culture’s perspectives.

Tangible products: paintings, a cathedral, a piece of literature, a pair of chopsticks

Intangible products: an oral tale, a dance, a sacred ritual, a system of education, a law

Perspectives—the philosophical perspectives, meanings, attitudes, values, beliefs, ideas that underlie the cultural practices and products of a society. They represent a culture’s view of the world.

Examples of Practices:

rites of passage	the use of forms of discourse (e.g., use of formal vs. informal forms of address)	the use of space (norms of respect in social interactions)
the social “pecking order”	meal times	table manners
gestures and other nonverbal forms of communication	turn-taking (in conversation or in games)	playing behaviors
traditions related to holiday celebrations	shopping behaviors	socially appropriate behaviors for interviewing, dating, weddings, funerals, etc.

Examples of Products:

<u>Tangible</u>	<u>Intangible</u>
toys; household items; pottery	dance
musical instruments	music
traditional and contemporary dress	language
types of dwellings	literary styles/genres
foods; sports equipment	social, economic, political institutions (e.g., the educational system of a country)
literature	
artwork; tools	
political cartoons	

Examples of Perspectives:

youth valued over age or vice versa	importance of individual freedom; independence	importance of family
the belief that bigger is better	valuing of sports/entertainment over education	values attached to bilingualism, multilingualism, monolingualism
value of having (ownership)	belief that humans are part of the natural world and must respect and care for it	value associated with personal privacy

Examples of the relationship among the three:

Whatever the form of a cultural product, its presence within the culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural *practices* involve the use of that *product*.

In some Asian cultures, members are positioned (a *perspective*) on a hierarchical scale based on age, social status, education, or similar variables. In those cultures, the exchange of business cards (a *product*) that provides key information is a helpful *practice*. Because the cards facilitate social interaction and are treated with respect in those cultures, one should not scribble another name or phone number on the business card (taboo *practice*). The information on the card also directly affects the nonverbal behavior (*practice*) of those involved in the communicative interaction, as well as the choice of linguistic forms (*products*) that indicate status.

In the U.S., youth has traditionally been valued more than old age (a *perspective*). As a result, *products* that purport to prolong youth and vitality (e.g., face creams, high fiber breakfast cereals, and fitness equipment) have become an integral part of our culture. At the same time, *practices* that are perceived as prolonging youth and health are encouraged: school children have physical education to promote physical exercise; many invest in running shoes (*products*) or join a fitness club (*product*); some take extreme measures to look younger and have plastic surgery (*practice*) or wear clothes associated with a younger set (*products*).

In Spain, bread is considered a fundamental part of every meal (*perspective*). Fresh, long baguette-type loaves of bread (*products*) are baked and sold daily in panaderias (*products*). At the table, people break off (rather than slice) pieces of bread from the long loaves and often use the bread to scoop food onto eating utensils (*practices*). Butter isn't served with the bread (*practice*).

Source: National Standards for Foreign Language Education Project. (1999). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press, Inc.

Appendix G

Oral Presentation of E-Portfolio

Title: E-portfolio Final Presentation (Final Part 1)

Purpose of Assignment:

- 1) To give students the opportunity to practice language in their local community.
- 2) To expose students to multiple cultural experiences.

Description of Assignment: The assignment was based off of Dr. Rob Martinsen *Spanish for You* research. In addition, the grading rubric and business plan were based off Dr. Nieves Knapp's Spanish 206 syllabus.

The personal e-portfolios was the focus of this project. Students would concentrate on all areas throughout the semester in their goals of learning culture and language.

Sample Materials:

- Personal e-portfolio - Page 96

As you may have watched on the media and other sources, Spanish language and Hispanic culture are becoming more and more a part of life in the United States. Because of that, during this semester, you will have a great opportunity to use and better develop your Spanish skills and cultural knowledge outside the classroom.

This e-portfolio project is a tremendous opportunity to learn Spanish in a way that is most interesting and useful to you whether it be for academic and non-academic reasons.

The first step in this e-portfolio project is to think about your how you will using Spanish in your future career. You may ask the following questions:

- a) Where will I be most likely to use Spanish?
- b) Where would I be most interested in using Spanish?

It may help you to start by thinking about your career interests, hobbies or interests, or some of your life's goals/objectives. At that point, think about ways that knowing Spanish could play a role in those personal goals/objectives.

Some common examples are but not limited to:

1. Health care

(Doctors, Nurses, Physical Therapists, Occupational Therapists, Nutritionists, Radiologists, Administrative Staff, International humanitarian missions, etc.)

2. Business

(International Executives, Customer service representatives, Call center management, Interaction with Spanish speaking employees/coworkers, Sales, Advertising/Marketing/Public Relations)

3. Education

(Teachers of all kinds, in bilingual programs, English as a Second Language Programs, normal classroom teachers for use with parents as well as a means of incorporating students' home culture and language into the curriculum, and of course Spanish Teachers)

4. Culture/Entertainment

(Understand some of the world's greatest literature, most popular music, creative movies, paintings, and architecture on whole new level)

5. Law Enforcement/Community Services

(Policemen/women, Firefighters, FBI, CIA, Border Patrol, Community Outreach and Crime Prevention Programs)

6. Church Service

(Church Service/Proselyting Missions, Interaction with Members of Congregation, Genealogical research)

7. Construction/Trades

(Interaction with Employees/Coworkers, Clients)

8. Social Science Related Fields

(Social work, Psychology, interaction with clients/community members)

9. Sports

(Soccer is an obvious one, but how about traveling to be able to surf, whale watch, snorkel, play baseball or volleyball, rock climb, ski, snowboard or river raft in all locations in the Spanish-speaking world)

10. Family

(Many students of Spanish are children or grandchildren of Spanish speakers, but spoke little to no Spanish at home. For these students learning Spanish is a great way to be able to connect with family members and understand more about their heritage.)

11. Travel/Tourism/Food Service

(Travel Agent, Tourist, making travel arrangements, increased involvement with local culture, enrich your travel experiences)

12. Government/Politics

(Interacting with Constituents, Interacting with Foreign Leaders and Travel to foreign countries, Improved cultural understanding for better policy decisions)

13. Friendship

(Spanish speakers are making up a larger and larger portion of the community, you may want to know Spanish so you can get to know your neighbors)

E-portfolio:

(All activities should be typed on the [Wikispaces](#) on your own personal page)

- **Select an area of interest** in which you will focus your learning during your portfolio assignment. Inform your teacher in writing of your area of interest, why you selected it and how you think that Spanish could benefit you in this area (half-page is sufficient). You will write this portion on your personal Wikispaces page.

1. Cultural Activities:

a) **Site Visit or Interview with someone in field**

This activity gives you two options so that you can choose best how to pursue your learning. Choose one option from the following:

1. **Site visit:**

- Visit a site **related to your area of interest where *Spanish is used*** (E.g. Medical clinic, ESL classroom, Travel Agency etc.)
- Visit should last roughly 20 minutes
- Volunteering is a great option
- 1-2 page summary of your observations on the Wikispaces on your own personal page

(Include, where and when you visited, what you heard in Spanish, what went on while you were there, interesting cultural observations and differences)

2. Interview someone who uses Spanish in your area or the native speaker in your area of interest:

- This person should use Spanish regularly while participating in activities in your area of interest
- Suggested questions include:
 - “What’s a typical day or typical week like in your job?”
 - “In what situations do you typically use Spanish and/or other languages in your career?”
 - “What cultural issues are important when interacting with native speakers in this area?”
- 1-2 page transcript of your interview emphasizing interesting/important points. You should post this to your own personal page on the Wikispaces for the class.

b) Current Events small presentations:

- i. **Duration:** About 10 minutes (no more than 12 minutes)
- ii. **Source:** Newspaper from a Spanish speaking country
- iii. **Appropriate topics:** Any news from a popular channel related to the Hispanic world. For example:
 - Current events in general
 - Arte/music
 - Politics
 - Sports
 - Weather

- Pop culture
- iv. **Vocabulary:** The student should present 5 key words from the article along with its definition in Spanish
- v. **Guide the discussion:** The student should come prepared with a question related to the current event article. This question should engage student to talk in Spanish. The question should be posted on your own personal page on the Wikispaces.

The following is the rubric we will use to grade this assignment:

Total points: 15

EXPRESIÓN	3 La presentación se comprende perfectamente	2 La presentación se comprende bien pero contiene errores	1 Es difícil comprender lo que el alumno trata de expresar
CONTENIDO Y ESFUERZO	3 Es apropiado y refleja un tema del mundo hispano. Excelente esfuerzo en buscar un artículo y presentarlo.	2 Es apropiado pero la expresión de ideas es muy simplista. Buen artículo pero poco esfuerzo	1 Está relacionado, pero no es apropiado El trabajo no se ajusta a lo requerido en la asignación
VOCABULARIO Y PREGUNTA DE CONVERSACIÓN	4 Buena selección del vocabulario y excelente pregunta para invitar la conversación en la clase	3 Buena selección del vocabulario pero la pregunta de conversación es pobre	1 No hay esfuerzo evidente en la preparación de la asignación
CORRECCIÓN	5 No hay errores gramaticales graves	4 Los errores no son representativos de lo estudiado en las lecciones del examen	3 Hay menos de 5 errores básicos

3. Language Learning Activities:

Dichos y Refranes

During the entire course, students will learn a total of 120 *Dichos y Refranes* (sayings and proverbs) with the purpose of going in-depth into the study of the Spanish language and its cultures. This assignment is part of your portfolio.

For this assignment, the instructor will provide a list of *Dichos y Refranes* every week. Then, we will discuss its cultural connotations and how Hispanics use them in context. In addition, you will have a chance to practice in class.

Finally, you will write on your reflection what you learned about Hispanics and their cultures at the end of the semester.

4. Class Presentations of your own portfolio:

- 2-3 minute presentation in Spanish
- Explain what your area of interest was and why you chose it
- Explain what you learned from your e-portfolio you chose and how influenced your understanding of Hispanic cultures. Share unique insights.
- Explain what the interview with the native speaker and the other language learning activity you chose taught you about the language.
- What new or unique words/phrases did you learn?
- What are your future plans with Spanish?

5. Business Plan (Group presentation)

This is done in groups of three or four. Students will address an issue in society or make up one. Also, this business plan presentation, will consist of three parts;

1. A business/ plan (composition)
2. A business ad campaign (Flyer)
3. A business oral final presentation

6. Reflection:

At the end of the semester, write a half page reflection at the end of your own personal page on the Wikispaces platform that includes what you have learned about Hispanic culture and language, and plans for future study and use of Spanish. This will be due on the day of the class presentation.

7. Go Social!

At the end of the semester, you will publish your e-portfolio on either Facebook or Google Plus, Twitter or Pininterest. On your own personal page, there are widgets that will allow you to do this. You will write a brief description of what you did on class

Appendix H

Business Plan

Title: Business Plan Group Presentation (Final Part 2)

Purpose of Assignment:

- 1) To give students the opportunity to develop real world research questions and needs in a community.
- 2) To help students to obtain higher level of thinking in the language about real world problems.
- 3) To help students develop collaborative skills in planning, developing, and executing an advertising campaign.

Description of Assignment: Students were assigned groups for the project. After groups were established, students conducted research to become aware of the needs in their local community. Once they established the business need, students collaborated in their groups to create a business plan and ad campaign on their wiki pages. After the plan was completed, each group presented their business plan and campaign to the class. Immediate feedback was provided during the creation process and during the presentation by classmates and the instructor in the target language.

Sample Materials:

- Assignment Sheet - Page 104
- Rubric – Page 105
- Group business plan – Page 106
- Group final presentation – Page 107

Assignment Sheet

Presentación final

Span 206

En grupos de 4 personas (1 grupo de 3) desarrollarán un plan de negocios para crear sus propios productos. Este proyecto se hace en dos partes:

La composición:

La composición se escribirá entre todo el grupo como una composición colaborativa. El tema para la composición es una versión escrita de su plan de negocios. En la composición tendrán que contestar las siguientes preguntas:

1. ¿Cuál es el producto/los productos de su negocio y que propósito tiene?
2. ¿A quién van a dirigir el producto, para quiénes son los productos?
3. ¿Cómo van a fabricar el producto?
4. ¿Cuál es el plan de publicidad?

La presentación

La segunda parte del proyecto es una presentación de grupo en la cual tienen que convencer a la clase de que su plan de negocio es el mejor. Esta parte se puede llevar a cabo a través de una presentación de PowerPoint o de otra manera similar.

El volante (Publicidad)

También con la presentación tienen que crear un panfleto/volante que subraye todos los aspectos importantes de su plan para entregar a la clase.

Rubric

Students were graded on the following criteria:

- 1) Preparation
- 2) Presentation
- 3) Use of the language
- 4) Creativity
- 5) Presentation Time

Presentación oral (Plan de Negocios)

SPAN 206

Nombre _____					
PREPARACIÓN	Pobre		Buena		Excelente
Uso de visuales y equipo	1	2	3	4	5
Documentación y estudio	1	2	3	4	5
Investigación lingüística	1	2	3	4	5
PRESENTACIÓN					
Comunicativa y amena	1	2	3	4	5
Completamente en español	1	2	3	4	5
USO DEL IDIOMA					
Corrección gramatical	1	2	3	4	5
Fluidez y pronunciación	1	2	3	4	5
Vocabulario adecuado	1	2	3	4	5
CREATIVIDAD	1	2	3	4	5
TIEMPO	1	2	3	4	5
SUGERENCIAS					
PUNTUAJE TOTAL					
					150

Sample Ad Campaign for Business Plan & Accompanying Instructor Feedback

Spanish volante ☆

File Edit View Insert Format Tools Table Add-ons Help Last edit was made on December 11, 2013 by Olivia Haworth


100% - Title - Trebuchet... - 72 - B I U A -

Comments Ricardo Cetz - Share

Notifications Comment

Provo Lava y Dobla

¿Querías que alguien lavaré tu ropa y la entregará tu casa?
¡Lo Hacemos!



Solamente tienes que pagar \$39.99 cada mes y lo haremos cualquier día que quieras! (\$29.99 si eres miembro de tu complejo de apartamentos)

vista a nuestro sitio de web provolavaydobla.com para ser miembro hoy!

Ricardo Cetz Selected text: 12:45 PM Dec 9, 2013 -
viaja visita/navega Reply - Resolve

Ricardo Cetz Selected text: 12:44 PM Dec 9, 2013 -
por de Reply - Resolve

Ricardo Cetz Selected text: 12:44 PM Dec 9, 2013 -
entregaria entregara Reply - Resolve

Ricardo Cetz Selected text: 12:44 PM Dec 9, 2013 -

Final Presentation

This picture was taken after one of the Business Plan presentations. The three students presented on their project described on Page 106 entitled *Provo Lava y Dobla*.



Appendix I

Questionnaire

Title: Final Questionnaire

Description: The final questionnaire, given to students, was to reflect their final evaluation and reflection of the cultural taught by means of technology. The evaluations and reflections were posted via the wiki platform or by word document to the instructor.

Sample Materials: This appendix contains:

- Final Questionnaire – Page 109
- Student Responses – Page 111

Please indicate your level of agreement with the following statements

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
		5	4	3	2	1
1	I have an increased familiarity with Hispanic customs and habits.					
2	I have an increased understanding of the language's cultural aspects (i.e., geography, climate, cities, cultural influences, food, practices and beliefs) surrounding the technology tools I used to engage in accessing authentic material.					
3	I have an increased level of Spanish listening comprehension.					
4	My Spanish vocabulary has expanded.					
5	I thought this <i>class</i> was interesting and entertaining.					
6	I was eager to learn more about Hispanic culture regarding its practices, products and perspectives.					
7	The activities in the e-portfolio were a good way of immersing me in authentic language.					
8	The activities in the e-portfolio were a good way of immersing me in authentic situations.					
9	The Wikispaces platform was easy to understand.					
10	The Wikispaces platform worked correctly most of the time.					
11	E-portfolio activities and the use of technology were helpful to know and access authentic material and better understand Hispanic culture.					
12	The comprehension questions in the FOROS and Discussions were helpful in discovering more about the language culture and promote critical thinking.					
13	The Wikispaces platform in regards to Communicative Functions section was helpful in learning expressions and knowing how to respond in different situations in real life.					
14	The different exercises in the Wikispaces platform (writing and conversation, cultural aspects, collaborative projects and reflection) were interesting and thought-provoking.					
15	The different exercises in the Wikispaces discussion (writing and conversation, cultural aspects and reflection, Acontecimientos Actuales, and the like) increased my ability to think and/or to apply concepts in real life situations.					
16	Learning Spanish has become more enjoyable.					
17	So far, I have enjoyed my Spanish 206 class because of the use of technology.					

Comments:

Feel free to comment on any specifics about the previous questions, things you enjoy and things you would like to improve from this course in regards to culture and technology use.

Reflection:

At the end of the semester, write a half page reflection on the e-portfolio (Wikispaces personal page) that includes:

1. what you have learned about the Hispanic culture and language by means of technology
2. plans for future study and use of Spanish.(Explain why)
3. what you have learned about the use of technology to learn Hispanic culture and accessing authentic cultural material.
4. any plans you have for using something you learned in this course in your real life. Explain

Student Responses to the final questionnaire submitted by word document

Evaluation questionnaire

Fall 2013

Span 206

Comments:

Feel free to comment on any specifics about the previous questions, things you enjoy and things you would like to improve from this course in regards to culture and technology use.

I loved being exposed to different internet tools that I didn't know about before this course and using them to apply Spanish. I also loved being able to use my personal page to turn everything in.


Reflection:

At the end of the semester, write a half page reflection on the e-portfolio (Wikispaces personal page) that includes:

1. what you have learned about the Hispanic culture and language by means of technology
2. plans for future study and use of Spanish.(Explain why)
3. what you have learned about the use of technology to learn Hispanic culture and accessing authentic cultural material.
4. any plans you have for using something you learned in this course in your real life. Explain

Reflections submitted via the wiki platform.

Portafolio Personal

 Span_206_Final Reflection.docx
[Details](#) [Download](#) 30 KB

FINAL REFLECTION:

The most important thing I have learned from this class is that through technology and through learning Spanish I have access to an entire world that I otherwise would never have known about. For instance, I barely read my local newspaper, much less the newspapers of other countries, but through continual exposure to articles and videos and literature that come from Spanish-speaking countries I have learned that the world extends far beyond three square miles of Provo. While I may not have much concrete knowledge about the culture of these other places, this class has provided me with the technological and linguistic tools that make me feel like I *can* access this knowledge. Since I live in the western United States I plan to continue to use Spanish for everyday communication purposes, but as a humanities major I also plan to use Spanish to become more acquainted with world literature. I also plan on doing some traveling to Spain to look at Spanish art and architecture, and I'm also interested in travelling in Central and South America for various other culture/art related purposes. I could also see myself becoming involved in immigration issues. Overall, helping me be able to speak more conversationally about real issues has increased my confidence in my ability to actually use Spanish in a constructive way throughout my life.

Reflection

1. What have you learned about the Hispanic culture and language by means of technology?

I learned a lot about Hispanic culture in our class using technology. I think that the acontecimientos actuales and our use of newspapers to find real events from Hispanic culture was a really meaningful way to learn. We were also exposed to a lot of new vocabulary because of the nature of the academic vocabulary found in newspapers I thought that was a great way to learn and implement harder words. Our use of technology in class was a great way to help us continue to better our Spanish.

2. Plans for future study and use of Spanish (explain why)

I intend to finish the requirements to earn the certificate in Spanish from BYU. I am taking 321 and 345 next semester. I want to keep up with my Spanish because it is such a helpful language to know these days in the US. It will be really important as I work with students when I am an elementary school teacher. That is my main motivation for my continued use of Spanish.

3. What you have learned about the use of technology to learn Hispanic culture and accessing authentic cultural material.

I think that we were able to learn about Hispanic culture, like I said before, through our use and access of Spanish newspapers. They are a really authentic way to find cultural material and it was a great way to learn.

4. Any plans you have for using something you learned in this course in your real life. Explain.

I don't know if I will use anything directly from my portfolio in my real life but I will use some of the concepts and knowledge about technology in my life. I will be able to use Wikispaces if I find it will be useful, I thought it was a great tool for our class.

Reflexión Final

Aprendí mucho en la clase de español sobre la cultura hispana y sobre el idioma. La tecnología estaba una buena herramienta para aprender la cultura de español. También, las herramientas que he aprendido estarán usadas más a menudo porque tecnología es un gran parte de mi vida. La integración de español y tecnología en esta clase era perfecta.

Planeo a usar español en mis estudios del medio ambiente porque mucho de mis estudios están ubicado en Sur de América. También, quiero sacar más clases de español para convertirse fluente. Pienso que la habilidad de hablar dos idiomas me ayudará a obtener un trabajo.

Nunca he pensado usar la tecnología aprender la cultura hispana. En el pasado, solo he usado la tecnología de cumplir la tarea de mi clase de español. Pero ahora, estoy familiar con sitios de la Red que se puede ayudarme aumentar mi conocimiento de español. Por ejemplo, puedo leer los periódicos para aumentar el vocabulario y para ser consiente de los problemas en el mundo hispano.

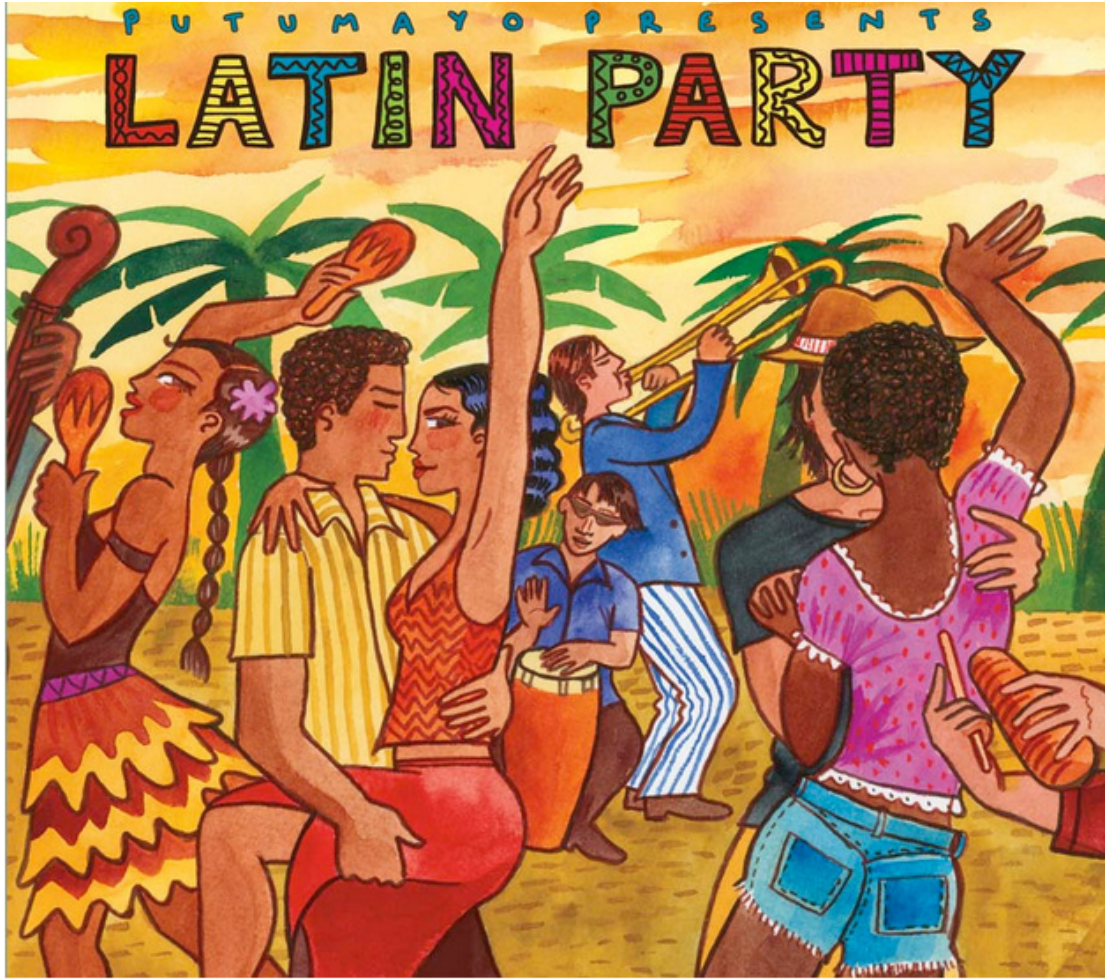
Planeo a usar la tecnología más para hablar con mis amigos hispanos. También, yo ahora tengo la confianza de hablar español en público y buscar para las actividades culturales en la comunidad.

Appendix J

Wiki Platform

Example pages from the wiki platform

Welcome page of the wiki platform: <https://spanish206f2013.wikispaces.com/>



1. **ASIGNACIONES**
2. **BOCA**
3. **DOCUMENTOS**
4. **AGENDA DEL DÍA**
5. **TAREA PARA LA CASA**
6. **FOROS**
7. **PÁGINA PERSONAL DEL ALUMNO**
8. **RECURSOS EXTERNOS**

Semester assignments posted on the wiki platform.

Task	Notes/Brief explanation
1 Composition 1:	<ul style="list-style-type: none"> • Senderos section 1-21 ¡Y ahora a escribir! Pag. 10
2 Composition 2:	<ul style="list-style-type: none"> • Senderos section 2-22 ¡Y ahora a escribir! Pag. 35-36
3 Composition 3:	<ul style="list-style-type: none"> • Senderos section 3-22 ¡Y ahora a escribir! Pag. 58-54 • Storybird
4 Composition 4:	<ul style="list-style-type: none"> • Senderos section 4-19 ¡Y ahora a escribir! Pag. 84-85 • Students will compose a Mock Interview to practice the interview with the native Speaker
5 Composition 5:	<ul style="list-style-type: none"> • Students will summarize the native speaker oral interview.
6 Composition 6:	<ul style="list-style-type: none"> • Students will prepare a businesses plan and a flier for their business presentation
7 Composition 7:	<ul style="list-style-type: none"> • Students will compose a narrative by creating a story of their own. (This replaces pages 130-131 (6-21 ¡Y ahora, a escribir!)
8 Composition 8:	<ul style="list-style-type: none"> • Students will create business plan for a new product working in small groups.
9 Pruebas:	<ul style="list-style-type: none"> • Pruebas de lectura (see course schedule) • Pruebas de Vocabulario • Pruebas de Trampas de la lengua • Pruebas de Estructuras • Pruebas de Dichos y refranes
10	<ul style="list-style-type: none"> • Solo; Students will present a cultural aspect Acontecimientos Actuales a minimum of 3 throughout the semester (See BOCA Schedule)


Example of a student's e-portfolio on the wiki platform with pedagogical exchange (real-time).

Portafolio Personal

Plan de negocios

Nombre: Patricia María Prieto Treviño
País de origen: Ciudad de México, México
Ocupación: Profesora de español en una escuela secundaria
Miembros de su familia: Paulina Arnal Prieto y Mauricio Arnal Prieto (sus hijos)
Años que lleva en los EEUU: 9 años, llegó en el verano del 2005
Razón por la que vino a los EEUU: Vino a Charlotte por el trabajo de su esposo, y lo vio como una buena oportunidad para salirse de la capital. En ese entonces, había mucha violencia en la ciudad, por lo que quisieron ofrecer a sus hijos una mejor calidad de vida en ese aspecto.
Lugares en los que ha vivido en los EEUU: Charlotte, Carolina del Norte

Capítulo 2:
Cápítulo 2 Portafolio - Mi Punto de Vista



La calidad de los profesores es algo bien difícil de determinar. Esto es el problema de los administradores del gobierno. Pienso que necesitamos inventar nuevas maneras de determinar eso. Quiero ser maestra pero ya tienen los trabajos porque pueden enseñar las cosas que están en las partes de los exámenes. Pero los malos no deben tener sus trabajos. Quiero ser una maestra buena con fervor y planes de enseñar...

Capítulo 3:
¿Dónde está Moose? <http://storybird.com/books/donde-esta-moose/?token=u32e5wq243>

Ricardo_Cetz Oct 1, 2013

Me gusta mucho lo que estás haciendo con tu portafolio personal. Veo que estás haciendo un buen trabajo de esta asignación. Muy buen trabajo, Olivia

Oct 1, 2013

Se escucha bien el MP3 y las preguntas son muy buenas por que ella esta hablando mucho solo de una pregunta.

Oct 1, 2013

Ella suena como las personas en el principio de nuestros exámenes. Me gusta la diversidad de tus preguntas.

Oct 1, 2013

El mp3 es muy claro, cual programa uso? Su nativa hablante habla muy rapida. Entendiste a ella bien.

Oct 1, 2013

La grabación parece a los que tenemos en los exámenes. Me gusta mucho. Creo que es muy chévere que ya tienes tan buena relación con tu maestra.

Oct 1, 2013

Bien hecho tu presentacion

Ricardo_Cetz Oct 1, 2013

Exolente trabajo, Olivia. Puedo ver que te esforzaste mucho en tu asignación. Me da gusto que te haya gustado tu experiencia con Paty

Oct 1, 2013

Ella habla muy claramente. Es facil comprenderla. Esto es muy bueno por una profesora de español.

Reply

Post

2

An example of a discussion between instructor and students on a presentation of an e-portfolio. This discussion was happening during the presentation (real-time).

 Comment: Presentación del portafolio
Ricardo_Cetz Dec 11, 2013

 Ricardo_Cetz Dec 11, 2013
Me gustó mucho que hayas compartido tu experiencia de la iglesia y que pudiste compartir el evangelio en Alemania en español

 audreyfowler Dec 11, 2013
bien hecho para enseñar ella en español!

 Dec 11, 2013
Muy bien hecho, Shelby. Cuba es un país muy interesante y me gusta la cuenta de su amiga.

 Ricardo_Cetz Dec 11, 2013
Me imagino que ha de ser difícil vivir en un gobierno donde no se disfruta de la libertad y de la seguridad. El racismo es un problema mundial así como el hablar el idioma del lugar donde se vive

 Dec 11, 2013
Que cheverísimo que tenías que traducir a alemán al español

 Ricardo_Cetz Dec 11, 2013
Muy buen esfuerzo.

 Dec 11, 2013
Me gusta que habla sobre las ventajas y desventajas de vivir en un país

 Dec 11, 2013
Me parece muy interesante que encontraste tu nativo hablante en Alemania. Para mí, muestre que el español sería muy útil en cualquier lugar en que nos encontramos en el futuro.

Muy bien hecho. Pensé que tus preguntas especialmente fueron muy bien formadas.

Pedagogical exchange between student groups and instructor in real time

Grupo 1--Composición del Plan de negocios-- ☆ ■
File Edit View Insert Format Tools Table Add-ons Help Last edit was made on December 11, 2013 by anonymous

Audrey Fowler, Olivia Haworth, Chelsea Patton
SPAN 206 - Cetz

Plan de Negocios

1. ¿Cuál es el producto/los productos de su negocio y qué propósito tiene?

Vamos a empezar un servicio para la limpieza de ropa. Una persona podrá dar la ropa sucia al servicio y el servicio limpiará, planchará, y doblará la ropa. El próximo día la ropa será devuelta a la persona.

El propósito de este servicio es preservar el tiempo y energía. El servicio puede hacer esto porque las personas no tienen que limpiar la ropa.

2. ¿A quién van a dirigir el producto, para quiénes son los productos?

Pensamos que el servicio puede ser usado por las familias, los estudiantes de la universidad, y por cualquier persona que lo necesite. Hay muchas razones porque a una persona le gustaría usar nuestro servicio. Puede ser que la persona sea perezosa, esté ocupada, o no tenga la capacidad de hacerlo por sí misma. No hay solamente un tipo de persona que usaría el servicio, todo el mundo lo usaría.

3. Cómo van a fabricar el producto?

Comments Ricardo Cetz

Adding a comment will re-open this

Ricardo Cetz 11:10 AM Dec 7, 2013 · Re-open ✓
Selected text:
nos
EN este caso el verbo funciona de una forma recíproca (reciprocal)
Reply

Marked as resolved
5:50 PM Dec 11, 2013

Adding a comment will re-open this

Ricardo Cetz 11:07 AM Dec 7, 2013 · Re-open ✓
Selected text:
unos
algunos
Reply

Marked as resolved
5:49 PM Dec 11, 2013

Student end comments on the class.



Refelection of the Class!!!!

dallin91 Dec 15, 2013

1. Even having served a mission to Guatemala i have learned a lot from my professor Ricardo Cetz. I have learned more about how the Hispanic culture thinks and reacts in certain situations and what they do to deal with them.

2. My plans for future study of Spanish are that I plan to re-read the entire book of Mormon in Spanish. I want to do this so I can become more efficient at reading in Spanish and i l'm sure that it shall also expand my vocabulary. As far as school i can no longer take spanish classes due to my major. maybe someday i will come back to school to finish a minor in the spanish language.

3. Using technology has been god because we can record things in any place in the world and put them all on line and share with others. this can help us feel like we can be "in" a culture without actually going to the place to visit.

4. I plan on using the study skills of studying spanish and applying this in my daily school work. with this clas being every day I needed to be on top of things all the time so i could get everything i needed to, done. With spanish i have learned that the language is just better when you know more vocabulary and you receive complements of how good your spanish is and things of that nature. I have learned that learning a language can be very fun and enjoyable.

THANK YOU RICARDO FOR AN AMAZING SEMESTER OF SPANISH!!!!



Comment

Post