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KEEPING IT REAL WITH AUTHENTIC COMMUNICATION IN SPANISH 2
CLASSROOM

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Abstract

This qualitative research study examined the experiences of Spanish 2 students as they interpreted language resources from the Spanish-speaking world and communicated authentically. The purpose of the study was to expose novice language learners to comprehensible texts and audios in Spanish, and allow them to use the content they learn to communicate in contexts that are relevant and have purpose. Many students isolate the language they learn in their Spanish classes into separate grammatical and vocabulary units, and struggle to connect all that they have learned to express themselves in the target language. By using authentic texts and audios, I showed students the connections between what they had learned in previous classes and the new material that we studied in Spanish 2.

As students interpreted and discussed new resources in class, they saw the real-world application of all that they had learned in their Spanish classes. They were more engaged in the class and were trying to use a variety of structures and vocabulary to express themselves in meaningful interactions.

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Researcher Stance

I started studying Spanish in third grade. For a half hour every week, I sang songs in Spanish with my classmates, learned colors and numbers, and listened to my Spanish teacher speak the language. I did not produce much language at the time, but at least I was exposed to the sounds, the basic vocabulary, and the structure. I continued learning the language about two days per week in middle school, but do not remember much about those classes other than conjugating verbs. My most memorable language experience of my middle school years occurred at the end of eighth grade when my Spanish teacher offered to teach me in Spanish during the summer so I could skip two levels of Spanish when I entered high school. Entering high school as a painfully shy freshman in a Spanish class with all juniors was not easy. I mainly kept to myself as I completed the vocabulary and grammar exercises in my workbook. In those years, I developed a curiosity for the structure of foreign languages. I loved reading and hearing the language, and reflecting on my own use of new vocabulary, expressions, and grammatical structures.

With the encouragement of one of my high school teachers, I decided to major in Spanish after graduating. I started in a conversational Spanish class, which meant I would finally need to speak the language. I gained confidence in my speaking abilities as I progressed through different Spanish courses taught

only in the target language, but I still needed to translate my response to feel absolutely positive that it was correct and logical before I spoke.

I soon realized that one of the requirements for Spanish majors at my college was studying abroad for a semester, so I prepared for a semester in Seville, Spain. With this experience, I found that my curiosity for the language grew to an eagerness to learn about the Spanish culture and way of living. In order to learn more about these aspects, I knew that I would have to communicate with native speakers. I lived with a Spanish-speaking host family, took dance classes with Spanish-speaking dancers, visited a local café to speak to the servers, and met people my age who could help me learn more about their language and culture. The communication skills that I had developed throughout my education proved to be invaluable when inquiring about and experiencing a new culture and lifestyle. With a real goal for communicating, I discovered that I forgot to be afraid of making a mistake and simply interacted with other people.

Although I have been studying Spanish for 18 years, lived in Spain for four months, and have now been teaching the language for three years, I can still say that I learn something new about the language almost every day. With no more formal instruction, I had to become my own language teacher. With the chaotic schedule of a teacher, I found it difficult at first to find time to continue my language education until I discovered the educational uses of social media. I started to follow several Spanish news sites, magazines, businesses, and other

groups on sites like Facebook, Twitter, and a variety of blogs. I read Spanish every day because, much like my students, I am constantly “connected” to my mobile technology devices. I also found that the vocabulary, grammatical structures, and language that I am exposed to every day through social media have naturally become a part of my speaking and writing.

It has been 18 years, and I am still learning Spanish, so I wonder why so many students quit after only a few years or claim they do not remember any Spanish after graduating high school. When I started teaching Spanish, I thought I was going to change that. I thought that my enthusiasm for conjugating verbs, learning new vocabulary, and studying Spanish culture would surely be contagious. I began teaching, just as many new teachers do, by relying on textbook activities and workbook exercises. I felt as if I needed to assign and review every single activity and exercise in those books in order for my students to be successful. The result was that I was exhausted and my students were bored. My students still learned what they needed to know, and the students that already had a deep interest in learning a language were motivated and excited to learn, but I did not reach all of my students as I had hoped. I did not feel as though I made a difference in those students that simply took a language because they needed it to graduate. I wanted Spanish to be a class that my students would remember and a language that they would want to continue to learn. I was determined to find a way to make that happen.

In my second year of my Master's courses at Moravian College, I enrolled in an eye-opening course. It was called On-line Curriculum Development. Throughout the semester, I learned how to use Edmodo and Wikispaces as tools for interaction and collaboration among students. I created a Twitter account, which I now use to further my own knowledge of the Spanish language. Through course readings and discussions, I realized that students have changed. They no longer find value in only learning from a textbook or workbook because they have knowledge at their fingertips with computers, mobile phones, and other devices. With my new discoveries from this course, I embarked on a journey to revolutionize the way I taught. I knew that I would still need to teach the content in my curriculum and occasionally use the textbook. I also realized that this change would not happen overnight. It would take time to gather resources and organize lesson plans that aligned with the standards and content that I need to teach.

Luckily, my school district was headed in the same direction that I was. The school district decided to implement a one-to-one environment at the high school, in which every student would have a computer to take to each class. The administrators encouraged us to utilize the new technology to modify and re-define the way we teach. Shortly after implementing the one-to-one environment, we began making plans to move to block scheduling in order to increase instructional time and allow for more student-centered learning in the

classroom. Along with other school districts, we were feeling the pressure of aligning our teaching to the Common Core standards and ensuring that students have the necessary skills to be successful with the Keystone Exams. As a foreign language teacher, I needed to make sure my students were reading and practicing reading strategies even at the start of their Spanish studies. With the increased instructional time, the need for more authentic reading and writing, and the improved access to technology, this was the perfect opportunity to stray from my safe teaching practices and try some new strategies.

I knew from my personal education experiences that communication and culture are vital components of a language experience. I learned that immersion in a language is the best way to increase fluency. I discovered that social media can be motivating and invaluable when used as an educational resource. All of these discoveries have led me to the new methods that I want to try in my classroom.

I decided to see the effects of using web resources to bring authentic material into the classroom and encourage authentic output from Spanish 2 students.

Therefore, my research question is:

What will be the reported and observed effects when Spanish 2 students interpret authentic texts, audios, and videos from web resources, and participate in meaningful language interactions?

Literature Review

Introduction

According to the Foreign Language Service Institute, it takes about 400 hours of instructional time to achieve advanced proficiency level in a language closely related to English, such as Spanish. Considering a typical university course provides 150 hours of instruction, a student would need to have several years of continuous study to reach advanced proficiency in the language.

According to the Modern Language Survey in 2006, only 8.6% of all students in higher education enrolled in a foreign language. Of those students enrolled in a foreign language, only two out of every nine students enrolled in courses for the language for more than two years. Furthermore, only about 1% of students in the United States enroll in a study abroad program (Wang, Jackson, Mana, Liau & Evans, 2010). Rifkin (2013) states that once students reach an intermediate oral proficiency, their skills become stagnant unless they participate in a study abroad immersive program. Students who start a foreign language in high school, continue studying it throughout college, and study abroad in immersive program are more likely to reach higher levels of proficiency.

Dewey (1938) stated, “The most important lesson that can be learned is the desire to go on learning” (p. 48). Life-long learning should be an objective in every classroom. In a foreign language classroom, it is essential that students communicate in the classroom and also discover how the language is used in

communities outside the classroom. They should leave a high school foreign language program with the desire and foundation to continue their language studies (Guariento & Morley, 2001).

A variety of authentic resources and multiple opportunities to engage in meaningful interpersonal communication activities are necessary to provide students with a valuable learning experience in a foreign language classroom (Guariento & Morley, 2001). Interpersonal communication is essential in a foreign language classroom. Students can practice writing to communicate using online resources like blogs (Jones, 2012). Another vital component of foreign language studies is providing students with strategies to interpret diverse authentic resources (Guariento & Morley, 2001).

Students

Today's language learners face many challenges as they learn to communicate in a new language. Their teachers face the challenge of meeting the needs of their students, the digital natives. There is a new generation of students in schools that has become used to receiving immediate feedback from the digital technology at their hands. These students are not as accustomed to face-to-face communication because they frequently communicate with digital resources (Wilson, Wright, Inman, & Matherson, 2011). Jacobs (2012) acknowledges that today's students already know how to upload, download, and edit music, photos, and videos. They can also text using mobile phones, interact on social networks,

and create a variety of online media. Jacobs (2010) says, “Today being literate also means understanding wikis, blogs, nings, digital media and other new and emerging technologies” (p. 133). Students are surrounded by television, internet, mobile phones, computers, and other resources that spread media messages to students. Many teachers have failed to recognize the interest that students have in these tools and the possible educational value that they offer (Jacobs, 2010).

Jacobs (2010) defines media literacy as “analysis of media messages as well as creation of media productions” (p. 140). Media literacy instruction has the ability to improve students’ reading and listening comprehension of print, audio, and video sources. Students learn to interpret and analyze the message of the source. Media literacy can also improve writing skills. Media literacy education could positively improve students’ attitudes towards learning. It is hands-on and encourages cooperative learning. It can also motivate at-risk students and help student to retain information. Jacobs states, “Media literacy connects the curriculum of the classroom to the curriculum of the living room” (p. 145).

According to Dawson (2012), teachers view technology as a means to engage and motivate students. Technology can lead to learning that is enjoyable and can decrease off-task behavior. It provides instant feedback and can also provide opportunities for independent learning. Although technology is not often used for this purpose, many teachers have recognized the possibility of using

technology resources to encourage interaction when learning the content.

Technology provides a participatory environment for students to digitally communicate ideas and collaborate to learn.

In order to find the similarities and differences between students' and teachers' perceptions of technology, Li (2007) conducted a study, in which he questioned 450 students and 15 teachers about their views on technology use in the classroom. Li (2007) discovered that students identify many benefits of technology use in the classroom. The students in the study found that information is unlimited and easier to understand when they can use technology. They also stated that technology helped them to see concrete examples of academic content, which helped them to visualize the information. Using technology, students can find information that might not be available in a textbook. Some students even said that technology helped them to expand their thinking. Overall, the students agreed that technology increased motivation because it was a fun and different way to approach the material. Some also felt that it increased their confidence. Many students recognized that they will need to know how to use technology in order to be prepared for their futures because the world is becoming increasingly dependent on technological advances.

Although Li (2007) provided many positive student views on technology, he also highlighted many of their concerns in his study. Students feared the challenge of finding information, the time-consuming nature of technology use,

the assistance they would need to be successful, and the technological problems they would encounter.

In addition to the challenges faced by today's digital natives in regards to technology, language learners encounter additional challenges when acquiring a foreign language. According to Messerer, many students do not reach their full potential due to a lack of confidence in their language abilities (2011).

Lightbrown and Spada (2006) explain that language learners worry about not being able to communicate their ideas comprehensibly and correctly. Although many people associate success in second language acquisition to the student's willingness to communicate, there are many factors that can affect a student's attainment of the language. Some of the factors that are associated with effective language learning include intelligence, aptitude, motivation, and age (Lightbrown & Spada, 2006).

Blogging

The term, blog, comes from the phrase, web log. Blogs can be used to informally express one's thoughts (Jones, 2012). Readers can also subscribe to blogs to receive immediate notifications when the writer updates the blog (Wilson, Wright, Inman, & Matherson, 2011).

Types of blogs. There are many types of educational blogs. One type of blog is the class blog. For this blog, the class maintains a page with posts, pictures, links, music, and anything the students find interesting. All of the

students are given access to write and edit the blog. The second type of blog is the learner blog. For this blog, the students have their own page that they update with entries, pictures, links, and so on. They can also comment on the blogs of their peers. In general, the students are more conscientious when writing for their peers or readers outside the classroom. The downside of a learner blog is the extra work and time commitment for the teachers because they need to set up and facilitate individual blogs for each student in the class (de Almeida, 2008).

According to de Almeida (2008), an alternative to the learner blog is a class blog. For this type of blog, students and teachers work together to share information using one collaborative blog. It can be used to facilitate discussion, and engage students in critical thinking. Class blogs can also be used as a platform for project-based learning, by allowing students to research, and record their findings in the blog. Using a class blog, students can also interact with groups of peers around the world. De Almeida (2008) states:

Therefore, the walls of the classroom tumble down and the world becomes a virtual room, where a student in Brazil, for example, can interact with a student in Japan in real time, if they wish. In this interaction, they can not only practice their foreign language skills but also, and most importantly, share cultural knowledge, feelings and thoughts. The learning experience becomes more fun and concrete as it involves an authentic use of the target language for real communication (p. 520).

Implementing blogs. Bartholomew, Jones, and Glassman (2012)

considered five important factors of blogging before implementing the strategy into an undergraduate child development course for a research study. One factor they considered was the method of integration into the preexisting course material. The second factor dealt with establishing the role of the blog in the course. According to these researchers, the teacher should also consider providing instruction to the student on how to use blogs to communicate interpersonally with other students in the class. Since the interactive nature of blogs plays a major role in the educational value of this digital tool, it is necessary that the instructor allows and encourages that interaction. Lastly, the teacher needs to continuously inspire more learning in the blog community with meaningful activities (Bartholomew, Jones, & Glassman, 2012).

Since interaction among students is one of the key components of blogging, teachers need to instruct students on how to interact as part of their implementation plan for blogs. Lapp, Shea and Wolsey believe allowing students to share their writing on blogs encourages them to be aware of their audience (2010). Shea introduces “pushes and praises” to her students prior to implementing blogs. Pushes are comments that encourage the writer to improve in a specific area. Praises are comments that indicate strong areas of the student’s writing. The students use “pushes and praises” to provide feedback, and comment on their peers’ blogs. According to Jones (2012), feedback is an important part of

the process of blogging. The feedback can come from the teacher or other peers. Time should be set-aside in class to allow students to read and comment on their peers' blogs. It might also be important to model the concept of commenting on peers' blogs.

There are many ways to integrate blogs into any class. Blogs can be used at the beginning of class as warm-up to review material from the previous lesson or activate prior knowledge for that day's lesson. Blogs can also be used during the class or at home as a discussion forum. After the teacher poses a question, students can respond to the question, and read and respond to the responses of other students. They can challenge each other in their responses, and bring the discussion into the classroom. Students can even incorporate vodcasts and podcasts into their blogs (Wilson, Wright, Inman, & Matherson, 2011).

Benefits of blogs. According to Jones (2012), blogs can be beneficial in a classroom because they provide an authentic audience for the students. When writing for a blog, the task transforms into an attempt at interpersonal communication in order to share a message rather than writing with the goal of a good grade. For that reason, the opportunity to write comments on peers' blogs is essential. Jones also states that the interpersonal conversation in which the students engage begins to take precedence over the grade that they receive. The students become more concerned about expressing their thoughts than receiving a grade.

Lee (2009) states that another important feature of a blog is the asynchronous nature of communication, which allows students time to think and reflect. As students publish their writing on the Internet, they begin to feel more confident in it and subsequently develop a writing style. If the students do collaborative writing, they can learn by planning and editing each other's blogs. Students' linguistic, cognitive and affective domains play important roles in the process of writing in blogs. According to Lee, students are actively involved in the learning process when they are writing in blogs. She found that students felt proud of the time and energy they spend on their blogs.

According to Messerer (2011), the use of daily writing assignments improves communication because the teacher can hear from every student in any given class period. A teacher can use daily writing assignments to learn more about students' interests, personalities, and learning styles. By learning about her students using daily writing assignments, Messerer showed that she valued their opinions and was able to motivate them by knowing more about their interests and learning styles.

According to Bartholomew, Jones, and Glassman (2012), blogs provide positive reinforcement. The quantity and quality of the blogs improve as students take ownership of their blogs. Public sharing of exemplary entries also motivates students to make improvements on their entries.

Concerns when using blogs. When first implementing blogs into their classrooms, Bartholomew, Jones, and Glassman (2012) had a few fears. One fear was the quality and quantity of blog writing. These researchers feared that many students struggled to write an appropriate number of blog entries, which began to compromise the quality of the entries. They also worried that the blogs could initiate negative interactions between students. Messerer (2011) adds to the list of concerns the fear and self-doubt that can affect a student's writing, especially when the student knows that peers will be reading the blog entries.

Another concern that needs to be faced, specifically when writing blogs in a foreign language classroom, is the availability of translators that students can use instead of using their own language knowledge (Luton, 2003). Fortunately, Luton reveals many methods to deter students from using translators. She suggests that teachers incorporate more in-class writing in order to monitor students while they are writing. Teachers can also start an assignment in class and ask the students to finish the assignment at home. Once the students have had a successful experience starting the writing piece, they are less likely to use a translator when they get home. Luton also recommends that students and teachers make vocabulary lists together that students can use when starting to write.

Writing Process

As teachers begin to feel the pressure of standardized testing, reading and writing become increasingly important in all content areas, including

Spanish (Alvis, 2007). In Alvis's classroom, the students brainstormed before writing their first drafts. Alvis used brainstorming to help her students begin to write. Graphic organizers or guiding questions can help students to recall prior knowledge. It is also beneficial for students, as a class, to brainstorm vocabulary necessary to complete the writing assignment.

Leopold (2012) states there is often a conflict between teaching and learning styles that affects academic performance and motivation. According to Leopold, teachers need to take students' learning styles into consideration when planning brainstorming activities. A variety of activities, such as discussions, mind mapping activities, and hands-on activities can be offered to meet the needs of auditory, visual, and kinesthetic learners.

In Alvis's classroom, As the students wrote, the teachers held conferences with each student or group. When the students were ready to edit, the teacher used student samples to practice finding and correcting errors as a class. Although editing to correct errors is an important part of the writing process, Barkaoui (2007) suggests that teachers create a positive environment in which students are not afraid to make mistakes. Students should realize that they learn from their mistakes. Teachers should also encourage the students to be independent writers by using reflective questions and checklists to help them think about their writing. According to Barkaoui (2007), many novice language learners do not differentiate between editing and revising. They believe that

revising occurs at the end of the writing process when the writer makes grammatical corrections. Skilled writers understand that revising is a separate, ongoing process that involves making constant changes to their writing to better express their purpose.

Wolfersberger (2003) reports that students use different strategies when writing in their second language (L2). Students may need to use compensating strategies when writing in a second language. One compensating strategy is using the first language (L1) in the planning process. Sometimes students find it helpful to write in their L1 and translate into L2. In order to deal with vocabulary limitations in the second language, students can use dictionaries or can ask a native speaker of the language such as a teacher. Students should use these resources sparingly, as they can distract the students from the thought process in their writing. Many language learners utilize back-translating by translating their writing from L2 back into L2 in order to ensure that it is comprehensible.

The ultimate goal of writing is to share information with an audience. In order to accomplish this goal, students need to publish their writing. Teachers can utilize student blogs to make publishing and sharing student work more valuable. Lapp, Shea and Wolsey (2010) researched the use of blogs in a second grade classroom to share writing with an audience. Their study showed that students' desire to write for an audience increased from the beginning study after writing several blogs.

Reading in a second language

Gibbons (1991) says, “Reading is the process of getting meaning from print. It is not a passive, receptive activity, but requires the reader to be active and thinking” (p. 70).

According to Lightbrown and Spada (2006), “reading is a particularly valuable source of new vocabulary” (p. 146). They suggest that simplified readings can be used to expose language learners to new vocabulary. An augmented vocabulary increases the likelihood that a reader will be able to figure out the meaning of a new word. With enough exposure to new vocabulary, students will begin to remember and use the new words (Lightbrown & Spada, 2006).

Reading authentic texts. World language teachers need to prepare students for the world outside the classroom by helping students to acquire skills that can be used in the real world. One way to accomplish that goal is using authentic texts in the classroom. An authentic text is one that purposefully communicates a social message to others in the same language community. The use of authentic texts helps students to develop receptive skills. Using authentic texts can also increase the motivation of the students by allowing them to see the ‘real’ language used by natives to the community (Guariento & Morley, 2001).

Lee (2009) shares several benefits of reading authentic blogs with language learners. One benefit is the opportunity for students to interpret cultural concepts

as they read authentic text written by native speakers. Students also have to use higher level thinking skills, such as critical thinking and reflection to read and understand the text.

There are some challenges when using authentic texts. The complexity of the syntax and vocabulary of authentic texts can confuse and discourage novice language learners, so measures need to be taken to support these learners. Teachers can simplify the text while maintaining the ‘authentic-look.’ The text should still be interesting and relevant to the student. Even if the text can not be simplified, it could still be a valuable resource. Although students may not understand every detail, they can practice identifying main ideas from the text. Partial comprehension of the text can show students how they can make use of their limited understanding in a real world context (Guariento & Morley, 2001).

Reading strategies. Barnett (as cited in Seng & Hashim, 2006, p. 31) describes reading strategies as “mental operations involved when readers purposefully approach a text to make sense of what they read.” According to Barnett, there are three reading processes: bottom-up, top-down, and interactive. They describe the interactive approach as the interaction between the reader and the text. In the interactive process, the reader comprehends the text by connecting prior knowledge to what he or she reads in the text.

Alvis (2007) stresses the importance of language learners using reading strategies to comprehend texts in the target language. First, the teacher should

help the students to activate prior knowledge by asking questions that help students link their background knowledge to the new topic. Next the class should preview the text for familiar vocabulary and expressions. The students should also make predictions based on vocabulary and pictures. Finally the class should read the text aloud and stop for comprehension checks.

Summary

Jacobs says, “To make authentic connections we must change our strategies to fit this new age of students” (p. 197). Many students feel that instructional methods do not match the way they learn. Teachers need to make relevant connections between their subjects’ content and the students’ lives (Jones, 2012).

Teachers can also use technology resources to encourage students to interact via blogs, wikis, podcasts, and other means of communication that they use everyday. The principal goal of writing is to communicate a message to others (Lapp, Shea & Wolsey, 2010). Using technology resources to share their writing, language learners can accomplish that goal of sharing their writing and can feel successful when they convey their intended message.

Technology provides teachers with opportunities to bring in educational resources from the real world. These resources can be used to teach reading strategies, improve reading comprehension, develop new vocabulary, learn about culture, and analyze media messages. Jones (2012) explains that students need to

know how to analyze a multitude of media messages and create original media.

The Internet is an invaluable resource for exposing students to a variety of authentic resources to interpret. These resources can help to bridge the gap between the language learners and the language community.

Research Design and Methodology

Introduction

In order to carry out my study, I planned for my students in Spanish 2 to interpret authentic texts and audios taken from the Spanish-speaking world, and engage in purposeful interpersonal communication. I provided them with strategies, such as using cognates, contextual clues, and prior knowledge to draw meaning from the authentic texts and audios. They also used blogs, Google Docs, and other web resources to communicate with their peers through writing. Lastly, the students engaged in meaningful conversations that incorporated listening and speaking skills to communicate information. Throughout the study, I used surveys, interviews, student work, and observations to collect data.

Setting

This study took place in a school district with approximately 3,000 students. The high school has approximately 1,000 students. Approximately 7% of the students receive free or reduced lunch. The high school encompasses 90% Caucasian students, 2% African American students, 3% Asian students, and 4% Hispanic students. Each student in the school is given a computer to use in each class. In addition to the student computers, there is a projector and document camera available in each classroom.

Participants

There were 32 students participating in this study, including 15 boys and 17 girls. Three students have Gifted Individualized Education Plans (GIEPS) and one student has an Individualized Education Plan (IEP) for Special Education. There are 26 students who are in ninth grade, four students in tenth grade, one student in eleventh grade, and one student in twelfth grade. All of the students are in the second year of their Spanish language studies.

Procedure

Before implementing the study, I submitted a written proposal to the Moravian College Human Subjects Internal Review Board (HSIRB). Upon HSIRB approval (Appendix A), I received permission from the Curriculum and Instruction Director at my school district (Appendix B) to conduct my study. I then informed my students of my study and gave them a parental consent form (Appendix C). I explained that their participation in my study was completely voluntary, and they could choose to opt out of the study at any time without penalty. My study took place between September and January (Table 1).

Table 1

Study Timeline

Week	Content	Procedures
Week 1	El día escolar	<ul style="list-style-type: none"> • Pre-study survey • Read Tweet about first day of school
Week 2		<ul style="list-style-type: none"> • Shared writing in Google Docs • Read classroom rules source
Week 3		<ul style="list-style-type: none"> • Read Tweet about Mexican Independence Day
Week 4		<ul style="list-style-type: none"> • Described school uniforms from pictures
Week 5		<ul style="list-style-type: none"> • Wrote first blog • Read Tweets with affirmative and negative words
Week 6		<ul style="list-style-type: none"> • Listened to a song with affirmative and negative words
Week 7	Las actividades extracurriculares	<ul style="list-style-type: none"> • Second blog entry • Collaborative writing of comparisons
Week 8		<ul style="list-style-type: none"> • Meet and greet with comparisons
Week 9		<ul style="list-style-type: none"> • Communication game
Week 10		<ul style="list-style-type: none"> • Third blog entry
Week 11		<ul style="list-style-type: none"> • Meet and greet communication activity • Read Latin Grammys Tweet
Week 12		<ul style="list-style-type: none"> • Made Google Doc survey
Week 13	La rutina diaria	<ul style="list-style-type: none"> • Watched and discussed Spanish commercial

Surveys

The participants completed a pre-study survey (Appendix C) and post-study survey (Appendix D). With the surveys, I gathered data about the students' confidence and interests with different modes of communication. I also asked the students to evaluate the effectiveness of strategies that I used in class.

Field Log

Throughout the study, I utilized a field log to record my daily observations. My field log included non-participant observations, observer comments, reflective memos, and shadow observations.

Student Work

During the course of my study, I collected student work, such as blogs entries, Google Doc writing, graphic organizers, and other writing samples.

Trustworthiness Statement

Before beginning my study, I requested approval from Moravian College's Human Subjects Internal Review Board (Appendix A). After receiving that approval, I discussed my research topic with my principal and director of curriculum. Both the principal and director of curriculum approved my study (Appendix B). I next introduced my action research topic to my Spanish 2 class and provided the students with an informed consent letter to take home to their parents (Appendix C). In the letter I explained the purpose of my study and asked permission to use the data that I collect from their students in my study. In my informed consent letter, I clearly stated that any student could choose not to participate in my study at any time. I also informed the parents and students in the letter that all students in my Spanish 2 class would receive the same instruction despite their choice to participate in my study or not to participate, but I would only use data collected from students that were study participants. My letter also explained that all the data I collected would be kept confidential by using pseudonyms for the student participants, and storing the data in a secure location.

Before starting to collect data, I researched my topic. I read primary research studies from other teachers who had done related studies to mine to find suggestions for research methods and instructional strategies. I also used sources

such as journal articles, books, and internet resources. The literature I read ensured that my thesis was theory-driven (Hendricks, 2012).

My data collection began in the middle of September and ended in the middle of December. Hendricks (2012) says prolonged observations ensure that data is credible and helps a researcher to determine the effectiveness of the intervention. I used multiple methods to collect data in order to triangulate data (Hendricks, 2012). I kept a daily field log to accurately record my participant and nonparticipant observations and observer comments. I also conducted pre-surveys, post-surveys, and interviews, and collected student work. Based on the multiple sources of data, I drew conclusions that were supported by evidence from my observations, surveys, interviews, and analysis of student work. Having multiple sources of data increased the validity of my conclusions (Hendricks, 2012).

As I collected data during each class session, I also continuously reflected on my findings (Hendricks, 2012). Throughout my study, I first and foremost kept my students' needs as my top priority; therefore, I utilized my field log and daily analysis of my observations to guide my study to best meet the needs of my students.

I utilized many techniques and strategies to analyze the data that I collected. First, I discussed the data I collected with two other language teachers in my department to hear their interpretations of the data. I recorded the

discussions with my peers in my field log to help me analyze their outcomes. I also shared my findings with peer groups in my courses at Moravian College for additional support. My academic advisors at Moravian College also provided support as I proceeded through my study. All of the reinforcement from my peers, co-workers, and professors helped me to realize my biases (Hendricks, 2012). I also utilized negative case analysis by analyzing data that did not “agree” with the majority of my findings. When analyzing these data, I sought to answer why it was different (Hendricks, 2012).

When I completed my study, analyzed my data, and drew conclusions, I was ready to share my results with key audiences. I kept all of my data organized in a binder to function as an audit trail. This data binder showed that I collected multiple forms of data and kept accurate records of the data (Hendricks, 2012).

Most importantly, the process of observing, analyzing and reflecting will continue beyond this study. Actively reflecting on my instructional strategies, and making changes based on the insights that I gain will always be a part of my teaching practice.

My Story

The Nerves and Excitement of the First Day of School

The first day of school is nerve-wracking and exciting. I am always excited to meet my students, try something different in my classroom, and enjoy a fresh start. At the same time, I worry that I will not click well with my students or that they will not like my new ideas. This year, more so than ever, I was uneasy approaching the first day of school. In the past, a normal first day consisted of 20-minute classes, in which I introduced myself and presented classroom procedures and rules. Since my school moved to block scheduling this year, I was preparing to spend 77 minutes with 34 unfamiliar faces in Spanish 2. Before I could even begin to worry about my action research, I needed to get to know my students and create a community in which they could feel comfortable.

The good news is that I survived. Not only did I survive, but I also had a really good feeling about this class.

Pre-study Survey

Before starting my study, I wanted to learn more about my students' opinions on technology and social media. I also wanted to have an idea of their confidence in their reading and writing abilities.

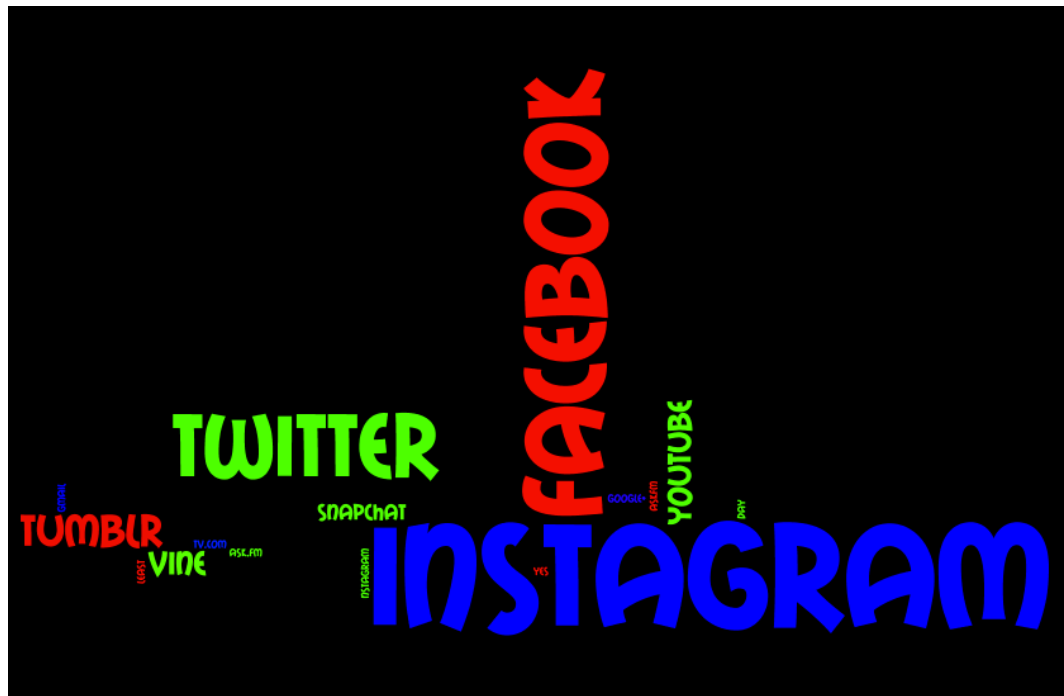


Figure 1. Student use of social media.

The students in this class use Facebook, Twitter, and Instagram the most. Other popular forms of Social Media include Tumblr, Vine, Youtube, and Snapchat.

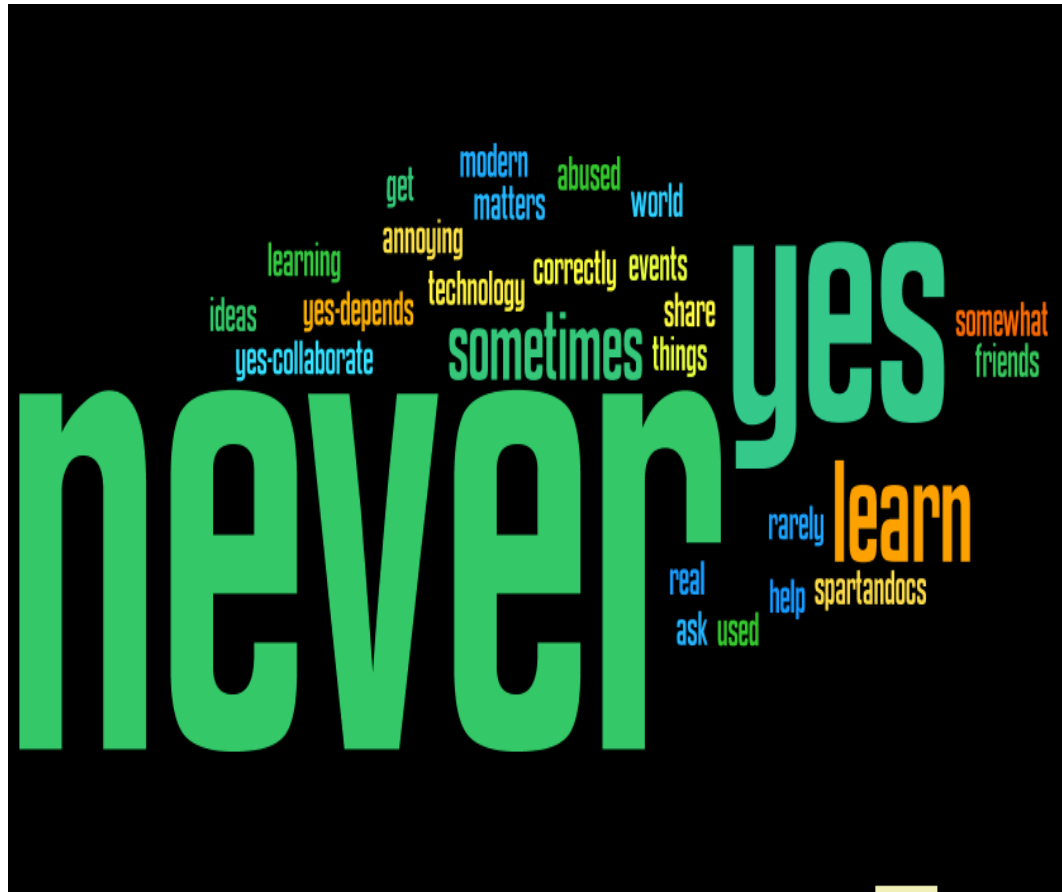


Figure 2. Can social media be educational?

Most of the students said that social media is not educational, although a few think it can be educational. Some of the educational uses of social media include collaboration, sharing, and connecting to the real world.

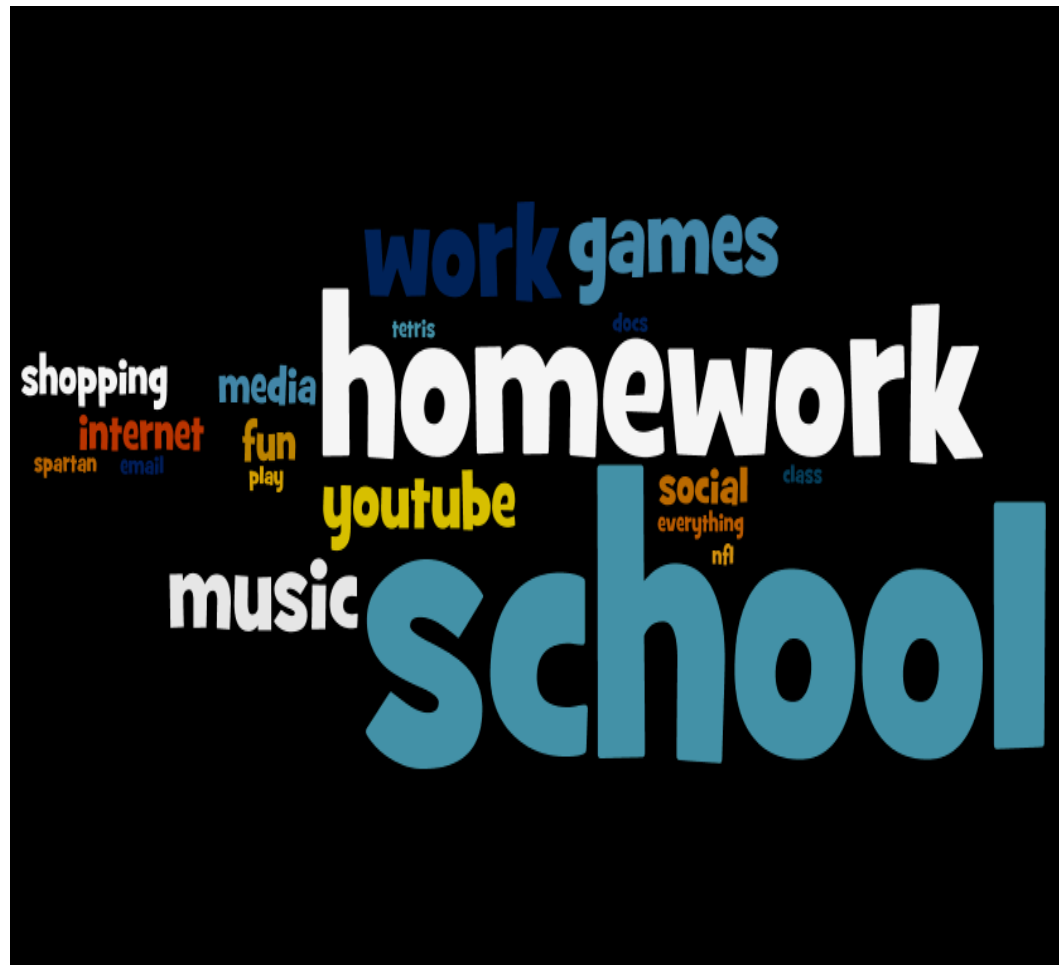


Figure 3. Reasons students use computers and other technology.

It is very interesting that the students in this class frequently use technology for academic purposes. They also use technology for entertainment, like shopping, listening to music, playing games, socializing with friends, and watching videos.



Figure 4. Student feelings about technology.

Overall, this class expressed positive feelings about technology. The students stated that it makes tasks easier, enhances learning, and is helpful. On the contrary, some students explained that technology can be a distraction or an annoyance.



Figure 5. Student reflections on reading in Spanish.

The students' opinions about reading in Spanish were varied. Some students liked reading and felt confident in their reading abilities. Other students stated that they hated reading and thought it was hard.

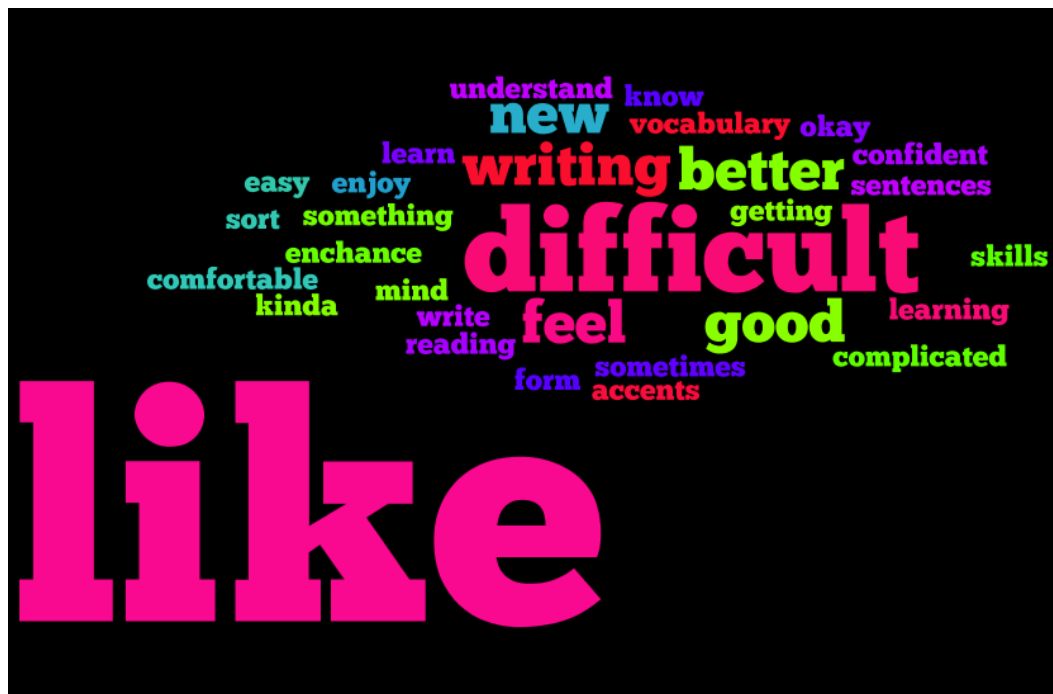


Figure 6. Student reflections on writing in Spanish.

The students' feelings about writing in Spanish were split. Some students expressed that they liked writing and felt comfortable with it. Other students said it was difficult for them. They explained that they struggled with accents, vocabulary, and forming sentences.

Interpreting Authentic Resources

In past years, I rarely read with my Spanish 2 students. The few times we read in class, we read paragraphs or texts from the textbook that were written for second language learners. These texts incorporated vocabulary from a list of words that the students needed to know, and used grammatical contexts that were familiar to the students. Consequently, the readings lacked genuine purpose. We read them to review the vocabulary, but the students struggled to relate and make connections to the meanings. Similarly, I frequently used audios from the textbook resources to help the students practice listening skills. The audios challenged the students and helped them to hear their vocabulary in context, but the activities we did with the audios did not model true interpretation skills.

As I began my study, I knew that it would be important to provide my students with comprehensible input, but I wanted it to be meaningful and authentic. Furthermore, I knew students in Spanish 2 would feel overwhelmed if the input was too long or complex. In order to incorporate reading and listening in manner that would be meaningful and understandable for the students, I turned to social media sources, like Twitter, Pinterest, and Youtube, to find concise texts and audios for the students to interpret.

Putting the pieces of the puzzle together. After spending a lot of time searching for the perfect authentic text for the first official day of my study, I came across a tweet in Spanish about the stress of going back to school (Figure 7).

As I projected the tweet before class started, I thought this tweet would be perfect. I was positive that the students would be able to relate to the message, and they would know most of the vocabulary from Spanish 1, but I knew it was going to challenge them to use context clues to comprehend the meaning.



Figure 7. Authentic tweet #1.

As the students walked in the classroom, I heard, “Hey, look! It’s Twitter on the board.” At least I knew that the tweet grabbed their attention. I walked into class, pointed to the tweet, and said, “Esto es un tuit.” I wrote *tuit* on the board and drew an equal sign leading to “tweet.” I explained to the class that I wanted them to read the tweet, write down what it means, and make a list of words that they recognize.

The quiet environment of the class quickly transformed into a busy, chaotic, yet focused setting where students worked together, jotted down notes, and asked questions.

Rob called out, “Does *colegio* mean college?” I interrupted the class to say, “Buena pregunta. *Colegio* is a false cognate. It sounds like college, but it means high school.”

As the students continued working, they asked each other questions and tried to recall vocabulary from previous years. I occasionally interjected to help them when I saw that they were struggling. Observing the students working together on this activity was like watching them put together a puzzle; as they put the pieces together they began to see the big picture.

After a few minutes working on their own and in small groups, I figured it was time to put our heads together and see what the class could collectively understand from the tweet. I started with the first sentence by asking for the students to define the words *quiero*, *viernes*, and *tarde* in English. With each word, hands went up in the air and the students showed off what they had learned and remembered from the previous Spanish classes. I was impressed, but knew the true test was coming. The class defined three of the eight words from the phrase; however, I was unsure if they would be able to look past the unknown words and the subjunctive test and take the risk to guess the meaning of the sentence. One brave student raised his hand and said, “I think it means I want it to be Friday.”

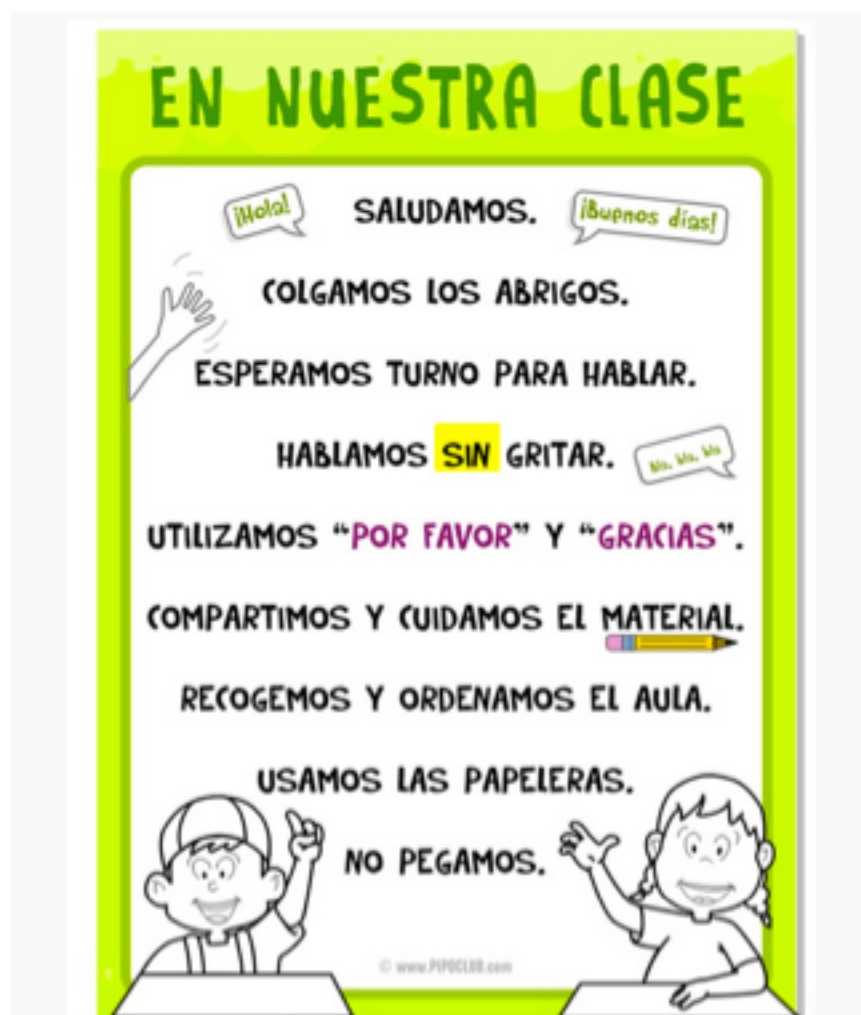
I thought, “Phew! We got through half the tweet with very few struggles.” I continued, “¿*Qué significa estresado? Es un cognado.*” Sarah answered, “It

means stressed.” Just as I was admiring how the attentive and cooperative the class was being, Danielle shouted out, “How would you say her name?” Now, this comment was off topic and called out, but how could I ignore Danielle’s curiosity? After all, I had brought this authentic source into the classroom to spark curiosity and enthusiasm. I decided to address Danielle’s question.

After we translated the whole tweet, I wrote two more questions on the chalkboard for the class to answer. I asked if the writer of the tweet liked school, and if the class agreed with the tweet. Steven answered the first question in a complete thought by saying, “No, a ella no le gusta la escuela.” A few students answered the second question, and with a show of hands, I discovered that the majority of my students agree that school is very stressful and they look forward to Friday.

I would consider this first attempt at using a tweet as a success. The students worked together, recalled prior knowledge, used cognates and contextual clues, and took risks to put the pieces of this puzzle together.

Making connections to prior knowledge. One week later I started class with the command “*Vayan a Google Docs.*” The students were familiar with this command. Upon logging into Google Docs, my students found a screenshot of classroom rules in Spanish and follow-up questions to answer (Figure 8).



1. Haz una lista de palabras que ya conoces (already know).
2. Haz una lista de palabras que comprendes desde el contexto (understand from context)
3. Haz una lista de palabras que no comprendes.
4. ¿Cuáles reglas de esta lista tenemos en nuestra escuela?

Figure 8. Authentic resource- Classroom rules.

As I walked around the classroom, I heard students engaging in rich dialogue about the resource. Groups of students worked together as they tried to recall the meaning of words and make sense of the rules they had in front of them. While some students preferred to work with their peers on this activity, other students felt more comfortable asking me questions. I enjoyed helping those students, since it gave me the chance to show them how to use what they already knew to decipher the meaning of new words.

Bri: What does colgar mean?

Me: Pues, ¿qué significa abrigo?

Bri: Coat.

Me: ¿Qué haces con un abrigo?

Bri: You hang it up. Ohh.

To conclude this activity, we discussed the words that the students knew and could guess from context clues. The words included *abrigos*, *esperar*, *hablar*, *por favor*, *gracias*, and *papeleras*. There was some confusion about using context clues to guess the meaning of words, so we moved onto words they did not know, such as *gritar*.

Me: Estoy gritando. Ahora estoy gritando.

(shouting loudly to demonstrate the meaning of the word)

Class: Oh. To shout.

Me: Hmm. Hablamos sin gritar. ¿Qué significa sin?

Chris: (raised his hand) Significa without.

Me: Entonces, ¿qué significa la frase?

Chris: Talk without shouting.

Me: Bien. You just used context clues.

At about this point in the discussion, the energy of the class started to fade. I quickly wrapped up the activity and moved onto the next activity to keep the students engaged. Although we did not have the lively discussion that I had anticipated, the small group conversations that I heard while walking around the room showed me that the students were beginning to grasp the idea of drawing connections between their prior knowledge and the unit we were studying.

El Día de la Independencia de México. One thing that really frustrates me is the fact that many Spanish students have the erroneous idea that Cinco de Mayo is the day of Mexican Independence. Here it was, September 16th, and I wanted to clear up that mistake and hoped to also discuss some of the traditions and celebrations of the day. To accomplish this, I started the class with a tweet about the lights on the Empire State Building being changed to bring attention to the importance of September 16th in Hispanic culture (figure 9). I also showed a video that highlighted some of the ways in which Mexicans celebrate their Independence Day. As the students participated in each of the activities about Mexican Independence Day, they accomplished many different goals (Table 2).



¿Qué celebración es hoy?

|

¿Por qué es rojo, blanco y verde el edificio (building) del Empire State?

Figure 9. Tweet about el Día de Independencia de México.

Table 2

Acrostic Poem- Activities for Mexican Independence Day

Interpreted a Tweet about Mexican Independence Day and The Empire State

Building

Noted similarities and differences between the celebrations in Mexico and the

United States from the Tweet and video

Discussed their observations in small groups

Engaged in meaningful conversations about cultural celebrations

Participated in a class discussion of the two celebrations

Employed reading strategies to comprehend the Tweet

Needed scaffolding at times

Described the images they saw in the video

Expanded their knowledge of cultural celebrations

Named their favorite parts of both celebrations

Collaborated with peers to interpret the tweet

Inferred based on their observations from the two sources

Actively discussed, reflected and participated in the lesson

Affirmative and negative words through tweets. Affirmative and negative words have always been difficult to teach because they are used so differently in Spanish than in English. I have found that students struggle with the concept of using double negatives, since we do not use them in English. In order to show the students how affirmative and negative words are used in real contexts, I searched for tweets containing the words. The students read the tweets in groups and tried to understand the message. They worked on each tweet for three minutes before passing it on to the next group. Some students excelled at this activity and other students struggled.

Danielle:

Srta. Swartz just passed out some more tweets (Figure 10). What's with all the tweets? I never used them in any other class. I mean, I like Twitter and it was cool the first time. Wait, what did she just say? What are we supposed to be doing? We should probably be reading this tweet, but I don't understand it. It's in Spanish. She'll probably go over it anyway. Oh, here comes another one. I don't understand this one either. I wonder how long I will have to sit here before she gives us the answers.

Mike:

Srta. Swartz just gave my group and me a tweet with those new words that we are learning. It says "jajaj". I wonder what that means. Oh, I get it now.

She said the “j” is like an “h”, so the person is laughing. Hmm, I’m not sure if we have this next one correct. I better ask her about it. Well, we were almost right. She helped me figure out that it means “You can’t put a limit on yourself, there isn’t anything impossible.” That’s pretty deep for Spanish class.

Chris:

So, I have this tweet that I need to translate. All of them have affirmative and negative words in them. This should be easy. My group usually counts on me to figure it out and explain it to them, but I don’t mind because I like Spanish and I’m good at it. Well, we finished all of the tweets without any problems. She just asked us which quote we agreed with and why. People are answering, but they are just saying “Es la verdad.” I can tell that she wants more, but I’m not exactly sure what yet. She just asked, “Why might ‘Es mejor tarde que nunca’ be a useful phrase?” I’ve got this. I say, “Puedes entregar la tarea tarde.” She says, “Fantástico” and I feel accomplished. I love Spanish.

No te puedes poner ningún límite,
no hay nada imposible.

Translate Tweet

4:23pm · 29 Sep 13 · Tweet Button

Alguien me recomienda alguna
cancion?

Translate Tweet

4:39pm · 29 Sep 13 · web

Paola † @elianapaola4 2m
me voy a levantar a comer algo
jajaj

Details



Nadie es perfecto.

Translate Tweet

4:43pm · 29 Sep 13 · Twitter for Android

LAS COSAS NUNCA CAMBIAN.
pic.twitter.com/2jg1fPaXK6

← Reply ↻ Retweet ★ Favorite ⋮ More



Figure 10. Affirmative and negative word tweets.

Using music as an authentic source. The students walked into the classroom on this day as the song, “*No hay nadie como yo*,” played through the speakers. Their warm-up was to figure out the title and singer of the song. When class started, I asked for the title and singer of the song. One student raised his hand to tell me, but other students interrupted saying he cheated because he used his phone. It was funny, because I expected them to use their phones. I wanted them to see how they could utilize resources and devices that they had with them all the time to their advantage in a language classroom, but they were just trying to follow the “no cell phone” policy. I handed out the lyrics to the song (Table 3), and the students filled in the missing words as they listened to the song again. It was a contemporary song and the class seemed to enjoy it. I know that many of the students in that class were involved in musical activities at school, and saw several of the students drumming or tapping their feet to the music. After listening to the song, the students underlined the words they understood, and we discovered that they understood most of the words in the song. Although the vocabulary was familiar, the class struggled to guess the overall meaning or message of the song. The only student brave enough to take a guess was Steven. He said, “I think it’s talking about love.” He was right, and I was proud that he pushed himself and took the risk to answer, but I felt disappointed that only one student attempted to interpret the song. I decided the students needed more scaffolding in order to interpret the general theme of the song. Using Think-Pair-

Share might have helped the students to formulate their thoughts and feel comfortable sharing them.

Table 3

Lyrics to the Song “No hay nadie como yo”

NO HAY NADIE COMO YO- Macano

De mi te acordarás en las 1. _____

de mi te acordarás al acostarte

de mi te acordarás cuando te ame

y no sientas la ternura ni el 2. _____

de mi te acordarás cuando camines

por los lugares que caminaste 3. _____

de mi te acordarás

de mi te acordarás

de mi te acordarás

por eso digo

no hay 4. _____ quien te ame como yo

no hay nadie quien te bese como yo

no hay nadie quien te 5. _____ mas amor

como el que un 6. _____ te supe dar yo

no será tan fácil

encontrar a 7. _____

que envuelto en un beso te lleve hasta el cielo

y que pueda dedicarse solamente a ti

que te brinde la dulzura que yo te ofrecí

y que pueda darte amor como el que yo te di

ni te imaginas lo mucho que estoy sufriendo

8. _____ un mendigo por las calles sin tu amor

si compararas el amor que yo te daba

te darás cuenta que no hay 9. _____ como yo

Porque mis sentimientos...

no tenían barreras

yo te entregue...

un amor sin fronteras

Latin Grammy awards. Since the students enjoyed the music that we listened to a few days ago, I decided to incorporate some Latin Grammy nominated songs into the warm-up (Figure 11).



Figure 11. Latin Grammy advertisement.

First, the students read the advertisement for the Latin Grammy Award show on Google Docs. I asked, “What could you watch on the television tonight?” The class sat there staring at me. Suddenly, Rob raised his hand and said, “Spanish music.” I replied, “*Sí, puedes ver los premios de Grammy en Español.*” I continued to explain the activity in Spanish.

Me: Vamos a escuchar las canciones nominadas y vamos escoger nuestra canción favorita.

(students nodded)

Me: Vamos a escuchar las canciones de la categoría “Grabación del año”. ¿Qué significa?

Steven: It means . . . like . . . I think it means...Actually, I’m not really sure.

Me: Okay. ¿Qué significa grabar? Es una palabra de vocabulario.

Sean: To record.

Steven: Oh. Recording of the year.

I started to play about 30 seconds of each song. Some students like Phil drummed on their desks or moved along to the beat. Other students just listened. Some students commented on the songs as we listened (Table 4).

Table 4

Class Dialogue about Latin Grammys

Student Comment	My interpretation
No way. This one won't win.	This student was very engaged in the activity.
Oh, I know this one.	I had played this song several times as the students worked, so I was pleased that some students recognized it.
"Más y más" means more and more.	Although these were very easy words, I was very excited that the students took the initiative to point out words they knew. All of the reading in class must have worked.
How do you even say the name of that song?	This was a wonderful teachable moment in which I had the opportunity to explain that the song was in Portuguese. I shared that many Spanish-speaking countries listen to Portuguese music. One student even looked up the meaning of the title.

After listening to all of the songs, the students voted on their favorite song on a Google Doc survey. Seventy-five percent of the students voted for the song that we frequently listened to in class. After I announced the winner, Danielle said, "I think we should listen to the whole song." In my opinion, music is an integral part of culture, so I felt accomplished that my students seemed to take a great interest in learning more about music from Spanish-speaking countries. Although this was not a cognitively complex activity, with enough exposure,

music can aid in vocabulary development, pronunciation and comprehension, so it is beneficial for students to develop a passion for Spanish music.

Colgate commercial for listening practice. After a few snow days in December, I had the chance to truly reflect on my use of authentic sources for listening and reading practice. I also had the opportunity to try one more source before concluding my study. I decided to try something new and different from the sources I had already used. After hours of thinking and exploring the Internet, I came across a short commercial for Colgate. The commercial used reflexive verbs and many of the vocabulary terms that my students had already studied. I typed up the script for the commercial with a few blanks for the students to write in vocabulary terms as they heard them. I also asked two questions in English at the end of the script (Figure 12). The first question required the students to interpret the overall meaning of the commercial, but did not require them to translate. I wanted them to start comprehending without having to translate every word into English first. The second question asked them to define two words without using computers or dictionaries. This question tested their ability to understand the meaning of the words from context.

COLGATE COMMERCIAL

Llena el espacio con la palabra que oyes.

Cuando tus hijos 1. _____ acuestan sin 2. _____ los dientes.

Se **exponen** a ocho veces más bacterias que causan **caries**. Asegúrate que usen "Máxima Protección Anticaries" y dile "Buenas

3. _____" a las bacterias. Colgate. La marca

4. _____ uno recomendada por odontólogos.

According to this commercial why should children brush their teeth with Colgate toothpaste?

Define the words in bold by using the context of the sentences.

Figure 12. Colgate commercial script.

The first time I played the commercial the students reacted overdramatically saying, "Whoa! That was way too fast. I didn't get any of the words." I calmed them down and told them to concentrate while I played the commercial again. This time I heard, "Oh, I got one that time!" I asked, "¿Una vez más?" They all nodded, so we listened and watched the commercial one more time. Despite their overreaction the first time they listened to the commercial, the

students successfully identified all of the missing words in the commercial. I gave them a few minutes to answer the follow-up questions before reviewing them. Several students answered the first question, which asked them to explain why children should brush their teeth based on the information from the commercial. Each student that volunteered had a slightly different answer, showing me that they did not simply translate, and showing the class that there was more than one correct answer. As students revealed the meanings of the bolded words, I heard other students saying, “Yes! That’s what I had, too!”

Overall, there was plenty of enthusiasm in the air throughout this activity. The students eagerly watched the commercial three times. They were excited to actually understand “real” Spanish, even though they were intimidated by it at first. I feel that the combination of images, text, and voice in the video made it more interesting and comprehensible for the students.

Shared Writing

Generally, when students write in a foreign language classroom, they answer a question in a few sentences or paragraphs, and turn the work into the teacher. The teacher reads it, makes corrections, and returns the writing with a grade. Frequently, students write as a means of evaluation rather than communication. Students need to learn to write as a means of communication. They need to be communicating an idea to an audience that can respond to them. In my study, I used several different tools to help students share their writing with

an audience. For my study, the audience included students from our class. The students could read and comment on each others' writing. Some of the tools I used included Google Docs, blogs, and Padlet.

Google Docs community writing. Our first shared writing experience occurred during the first week of school. I said, "*Vayan a Google Docs,*" as I walked in the classroom, nervously awaiting the obstacles and confusion that I could encounter. With 34 students in the classroom, it can sometimes be overwhelming to introduce new technology resources and troubleshoot all of the issues, but on this day the students came through for me and helped each other to log-on and navigate the website. At times like this it is clear that we live in a digital era. The majority of the class navigated the site to find the Spanish 2 folder and opened the document in the folder before I had even given the next set of directions. The document the students opened was a table with every student's Spanish name in the first column, a space for them to write about their favorite class in the second column, and a place for them to comment on a friend's response in the third column.

After all of the students had caught up, I walked the students through the directions for the writing activity and showed my example. Before releasing them to start the activity I announced, "Remember, I can see everything that you write even if you delete it. If you don't want me to see it, then don't write it."

As the students diligently worked on crafting their responses about their favorite classes, I passed out name cards to assign their partners for the peer comment in the third column. Quite a few students excitedly shouted out to their partners, “Oh yes! I have you!” The students’ enthusiastic reactions to their partners assured me that the students were getting along well and felt comfortable with one another, exactly the classroom environment that I had hoped to develop.

While reflecting upon this activity as the students finished writing, I could not believe my luck. I had managed to have 34 students interact by writing on the same document at the same time without any major issues, and best of all they seemed to be enjoying it! Suddenly the word “closure” popped into my head, and my moment of silent celebration drifted away. The students were finished and I needed to wrap-up the lesson. I said to the class, “Look at the document in front of you. Do you see one response that stands out or is written particularly well?” The class stared at me, and all I could hear was the sound of the air-conditioner. I thought to myself, “Of course they do not know what to say. How is a ninth-grade Spanish 2 student going to know what is written well? There has to be some way to end this activity with a class discussion of what we learned or accomplished. Another goal for another day.”

Despite the lack of closure to this interactive writing activity, I was, overall, satisfied with the outcomes (Figure 13). I saw students that were excited to read and respond to their peers’ writing even though they might not have been

inside the same social circle. I felt like the classroom community improved with this writing activity. In addition to the community gains, the students showed me what they were capable of at this level. Although I did not ask for a supporting reason in the question, the majority of the students elaborated on their responses with a “because.”

Nuestras clases favoritas son...

Nombre	Mi clase favorita es... porque....	Comentario de un amigo
Srta.	Mi clase favorita es español porque me gusta hablar español. En mi opinión la clase es muy divertida.	Estoy de acuerdo. ¡Me encanta hablar español! -Mlle.
Mlle.	Mi clase favorita es el francés porque puedo hablar francés muy bien. Soy muy inteligente.	No estoy de acuerdo. La clase de francés es muy difícil. -Srta.
	Mi clase favorita es ciencias porque es <u>interesante</u> y divertido.	No estoy de acuerdo porque es muy aburrido.
	Mi clase favorita es inglés porque es muy <u>fácil</u> y interesante.	No estoy de acuerdo. La clase de inglés es muy <u>difícil</u> .
	Mi clase favorita es arte porque en mi opinión la clase es muy fácil.	Mi clase favorita es matemática porque es muy fácil y práctico. - Valentina
	Mi clase favorita es español porque es muy fácil y divertido.	No estoy de acuerdo. La clase de español es difícil.
	Mi clase favorita es arte porque es muy interesante. En mi opinión la clase es muy divertida.	Estoy de acuerdo. Pero en mi opinión la clase de arte no es divertida.
	Mi clase favorita es <u>biología</u> porque es muy interesante y divertida.	Estoy de acuerdo. La clase de biología es muy interesante.
	Mi clase de favorita es música porque es muy divertida.	Estoy de acuerdo. La clase de música es muy divertida.
	Mi clase favorita es ciencias sociales porque la clase es fácil y divertida.	No estoy de acuerdo. Me gusta la clase de ciencias sociales, pero mi favorita es

Figure 13. Example of Google Docs interactive writing.

Uniformes escolares. In the textbook that I use for Spanish 2, there is a short blurb about school uniforms in Spain and Latin America. I always find school uniforms to be an interesting topic because I cannot imagine our school district ever mandating school uniforms, yet it is very common in public schools in Spain and Latin America. Any time I visit a Spanish-speaking country, I find it fascinating to see the children going to and leaving school in their uniforms. Reflecting upon the lasting impression that those visuals have had on me, I decided to supplement our discussion about school uniforms with some real-world pictures of students in school uniforms from Spain and Latin America. This plan had the added bonus of recycling the clothing vocabulary from Spanish 1.

Using a Google Doc presentation that I created with photos, my students described the uniforms in the pictures and expressed their opinions about them. Immediately after I explained the instructions and the students began working, Mike raised his hand and asked, “Do we have to answer in Spanish?” It seems like a funny question to ask in a Spanish class, but I am used to the question, so I explained that they should be able to answer using the clothing vocabulary that they had learned in Spanish 1. I saw hesitant faces looking back at me, as I am sure the students were thinking, “Does she know how long it has been since we studied clothing in Spanish 1? She must be crazy.” Unwilling to give up that quickly, I was determined to help them realize how much they remembered from last year, so I continued the conversation.

Me: Por ejemplo, en esta foto, they are wearing dresses.

¿Cómo se dice “dress” en español?

Chris: (raising his hand) Vestido.

Danielle: (shouting out) The only Spanish clothing I remember is pantalones.

Chris is a very advanced language learner. He seems to remember every vocabulary term he ever learns. The fact that he could answer my question did not surprise me. Danielle is not very confident in her language abilities, but she tries very hard and gets very excited when she understands something. This activity allowed for the students like Chris to recall and use vocabulary from their repertoire, while pushing students like Danielle to brush up on vocabulary terms they should know.

As the students worked, some of them chatted among their groups or with students nearby, a few worked silently, and others asked me for help. The chatting is the downside of having my desks arranged in pods. On the other hand, high school students are social butterflies and need time to connect with their classmates. Most of the conversations that I heard, started as discussions about the photos in the presentations, and occasionally transformed into off-topic conversations. Since I believe in positive classroom environments and allowing students to relate to the material, I decided to let this go and made a mental note to keep an eye on the more social groups in the class.

Before reviewing the activity as a class, I gave a suggestion about how the students could start their sentences discussing the school uniforms. I saw many students going back to change their answers as I made the suggestion. I called on Aly to describe the first school uniform. She described it in detail using the structure that I had just recommended. Other students added to what Aly had said with additional clothing items. I was happy to see students in the class add to their own written answers as we discussed possible responses, because it meant that I had accomplished one of my goals by compelling them to recall clothing vocabulary. After the students shared their descriptions of several school uniforms, I pushed their thinking by asking them to compare the typical uniform for a boy versus the typical uniform for a girl. Mike answered, “*Los chicos llevan pantalones y suéteres.*” I questioned, “*¿Y las chicas?*” Another student raised his hand and replied, “*Llevan faldas y vestidos.*” Still trying to reach higher levels of thinking, I asked the students which uniforms they preferred and why. Some of the responses included:

“Prefiero uniforme 2 porque es cómodo.”

“Prefiero uniforme 2 porque es simple.”

“Prefiero uniforme 3 porque me gusta mucho el color rojo y el uniforme es rojo.”

The third response was very well developed, so I complimented the students and explained to the class that this student supported his answer with

personal details, which made it a very strong response. I noticed his group members laughing and patting him on the back. He gave a self-satisfied smile, showing me that he was proud of his answer.

Since this activity was going so well, I decided to take a closer look at one of the pictures with the students (Figure 14). It was a photo from a social media source with the comment, “*Cómo darle un toque personal a los uniformes escolares.*” I asked for the meaning of “*toque personal,*” which seemed so obvious to me, but proved to be very difficult for the students. I tried acting out the word, giving them a word in the same family as “*toque,*” and using it in a sentence. Nothing was working. I decided that I had exhausted the attention span of the students and moved on to the next class activity.

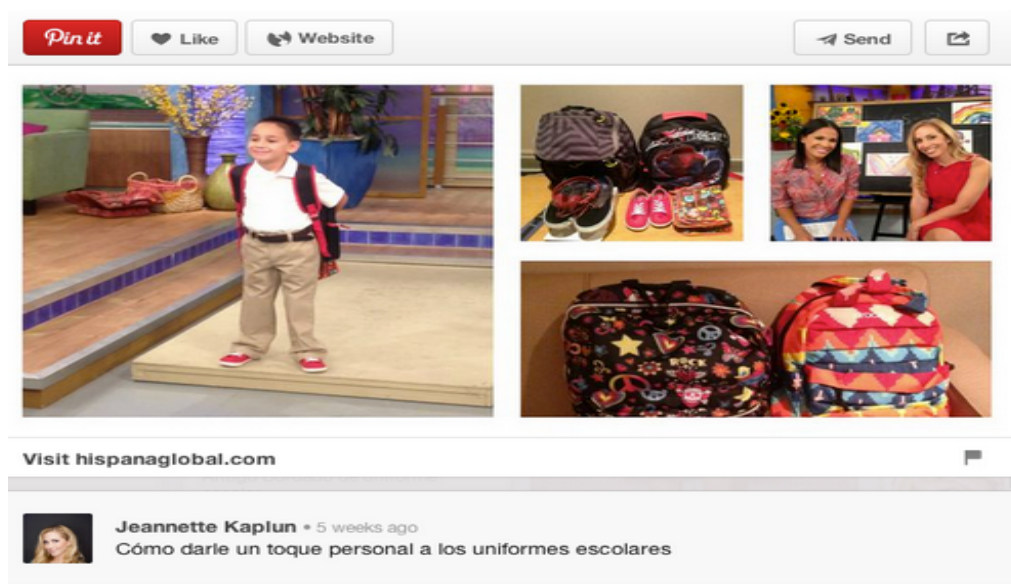


Figure 14. School uniform example photo.

As I broke down the successes of this activity, I felt that we being able to recycle old vocabulary while discussing a cultural topic was an important accomplishment. The students also reached higher cognitive levels by making comparisons and expressing their opinions. Most importantly, they were engaged throughout the majority of the lesson.

Diving into blogs. I admit to approaching blogs with some apprehension, but I knew that I would never know how to make improvements until I tried it. In the first few weeks of school, I had focused on providing authentic comprehensible input and asking the students to respond or relate to the material. Blogs were my way of assessing the students' ability to produce authentic language in writing.

I directed the students to the class blog and explained how to create an account and log in the account. The students followed the directions well and helped each other to navigate the site. These students meet the expectations of students of the digital era, based on the ease in which they adapt to new technology. Before releasing the students to start working on their blog entries, I recommended that they read the examples that I had created on our class blog. I created two fake people, so I could write blog entries and comment on the entries. I assigned the question, "What school rules do you like and not like?"

While trying to answer the students' questions as they began to work, I felt as if I needed to split myself into ten separate teachers in order to meet all of their

needs. My normal independent class had transformed into a needy group of students. I rushed around the room as hands shot up to ask all types of questions. Some of the questions included:

“Wait, what do we do?”

“How do you say ‘you can’t?’”

“I can’t think of a rule that I don’t like.”

I was completely overwhelmed by the number of questions, and after answering the same question several times, I decided that it was time to stop and review. I told all the students to close their computers, so I had their full attention. I drew two columns on the board, and labeled them with “you need to” and “you can’t.” We brainstormed several ways to express the two ideas. Then students continued to write their blog entries. As I saw students finishing their blogs, I showed them how to publish their posts and how to comment on a peer’s post. One student asked, “Do we need to say *estoy de acuerdo* or *no estoy de acuerdo*?” I said, “Yes, you can comment that way or you can look at my examples to get ideas.” When I looked back at the blog entries, I realized that most of the students had simply commented on peers’ blogs with *estoy de acuerdo* or *no estoy de acuerdo*. However, some of the students elaborated on those two phrases (Figure 15).

There were successes and failures in this first experience with blogging. One of the keys successes was actually discovering the failures, because I learned

how to make improvements for future blogs. I learned that, in the future, I would need to engage the students in more brainstorming and prewriting activities to activate their prior knowledge before they start to write. I also felt that the question for this blog entry was not exciting to the students; therefore they rushed through the assignment.

First Blog Post

Title: [Redacted]

Post:

1. ¿Cuál es la peor regla? o ¿Qué regla no te gusta?

La peor regla es no puedo comer en la clase porque me gusta la comida.

2. ¿Cuál es la mejor regla? o ¿Qué regla es útil?

La mejor regla es se permite escuchar la musica porque encantar la musica.

Author: [Redacted]

Comment

[Redacted]

Estoy de acuerdo. Me gusta escuchar música y comer la comida.

[Redacted]

Blog Post

Title: [Redacted]

Post:

1. ¿Cuál es la peor regla? o ¿Qué regla no te gusta?

No me gusta la regla de "no escuchar musica en la clase." Porque me gusta escuchar musica.

2. ¿Cuál es la mejor regla? o ¿Qué regla es útil?

La mejor regla es usar el telefono durante de el almuerzo.

Author: [Redacted]

Comment

[Redacted]

Estoy de acuerdo. Me gusta escachar música y usar el telefono durante el almuerzo.

[Redacted]

Blog Post

Figure 15. First student blog posts

A second attempt at blogging. Taking into account the successes and failures from the last blogging experience, I planned another blog entry. The topic for this blog was Describing an Ideal School. I had hoped that this topic would appeal to the students, because they would be able to write rules and activities that would make school more fun for them. Remembering the struggles that the students had getting started with the last blog, I decided to distribute a graphic organizer (Figure 16). I also wrote example blog entries that the students saw upon logging-in our class blog.

high school
Mi colegio ideal- Planning Sheet

<p style="text-align: center; font-size: small;">Hay que</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <ul style="list-style-type: none"> -comer en la clase -escuchar música -usar el teléfono -masticar chicle -jugar juegos </div>	<p style="text-align: center; font-size: small;">Se prohíbe</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <ul style="list-style-type: none"> -hacer la tarea -hacer el proyecto -hacer el examen </div>
<p style="text-align: center; font-size: small;">Actividades</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <ul style="list-style-type: none"> -dormir en la clase para una hora -pasar tiempo con amigos </div>	

Figure 16. Graphic organizer for blogs.

After the instructions, the students immediately began working on their graphic organizers. Some students used online dictionaries, and other students asked their peers' questions, but not many students asked me questions. As the students completed their blogs, they started logging-on our class blog. At this point, many students ran into issues remembering their usernames and passwords for the site. This was a learning experience for me. I learned that it is important to have a master list of usernames and passwords readily available for the students because we wasted a lot of time trying to login to the class blog.

Once we had solved all of the login issues, the students diligently worked on their entries and comments on peers' entries. The blog writing process ran much smoother this time because the students were more independent. The graphic organizer may have limited their creativity, but it helped them to formulate their thoughts.

A third round of blogging. Having learned from my last attempt at blogging, I started this lesson with a list of the students' usernames and passwords. I also provided the students with a graphic organizer to help them organize their thoughts in order to respond to the prompt. The prompt was "Describe an extracurricular activity in which you participate." I also decided to make a word wall for this blog entry. Before the students started working, I asked them to think of words that they would need to know. The words included *cada*

día, jugadores, una vez cada semana, y el club de voluntarios. As the students brainstormed and wrote, I saw them consulting the board many times.

Although the blog entries and comments had many mistakes, they were detailed and personalized (Figure 17). The mistakes included missing words, verbs in the wrong forms, and words used incorrectly. Despite the mistakes, the blog entries were comprehensible. I was pleased that the students took risks in order to share their personal interests with the class.

Post:

Yo toco cello en la orquesta. Hay 30-60 músicos en la orquesta. Nosotros ensayamos día por medio en la mañana durante primera block. Tocamos los instrumentos: Cello, Bass, Viola, y Violin. Nosotros ensayamos los canciones. Orquesta es muy facil y aburrido perro, orquesta es interesante aveces.

Author: [REDACTED]

Comment

No participo en el actividad de orquesta porque no practico los instrumentos excepto la guitarra.

[REDACTED]

Comment

No participo en la orquesta porque no me gusta orquesta.

[REDACTED]

Blog Post

Title: El club rugby

Post:

En la club rugby nosotros juagamos rubgy. La club rubgy es muy divertido y intersante. Nostros práctica todas los días, ochos horas. Los miembros incluir el equipo fútbol y equipo hockey. Nostros hacemos magari el hocico otro equipo.

Author: [REDACTED]

Comment

No participo en rugby porque no talentosa

[REDACTED]

Comment

No participo en el club de rugby, porque sonar divertido.

[REDACTED]

Figure 17. Third round student blog posts.

Collaborative writing with a purpose. I always love teaching how to make comparisons in Spanish because I can give the students more freedom to write and discuss contents that interest them. Most students have some preferences in the areas of music, movies, books, sports and school, so I gave the students those categories and asked them to work with a partner to write comparative sentences in a Google Doc for each category. Working in a Google Doc with a partner allowed the students to share and discuss their interests with a partner and collaboratively check their sentences for correctness and grammar. I also informed the class that they would be sharing their writing with the class. Students found their partners and moved about the room to work. Some partners sat on the floor; some sat at the table in my room, and some set up the desks for their own private working space. Their use of the classroom space showed me that they were ready to focus on the writing assignment.

Near the end of class, I asked for a few volunteers to share a sentence or two that they had written. The number of students that eagerly raised their hands showed me the class was excited and engaged in this writing activity. Finally, I asked each group to write their favorite sentence on an index card. I explained that I would create a class survey out of their sentences.

The following class day, I had the survey ready for the students to take. While they took the survey, I walked around the class to answer any questions, but the students were very self-sufficient. Instead, I heard students discussing the

questions and expressing their agreement or disagreement among their groups. The conversations included “Are you kidding me? This movie was not interesting at all”, “Yes! Basketball is definitely more difficult than baseball,” and “I don’t even know what this book is, but it sounds fun.” Their reactions to the questions showed that they comprehended them. This was a double success for our class. The students wrote with the purpose of sharing their opinions with other classmates, which they successfully accomplished. The second success was the reading comprehension practice that the survey provided for the class.

After the students had finished the survey, we looked at the results (Figure 18) as a class to see the question that received the most “I agree” votes. The class laughed at the results, because 94% of the class chose “*estoy de acuerdo*” for the statement “*Hablo ingles más que español.*” Overall, this was one of the most engaging and exciting lessons this year. The students employed many skills for an authentic purpose. They needed to collaborate with a partner, express their opinions in writing, and use reading skills to comprehend statements in the survey. The ability to look through the results of the survey as a class gave meaning and closure to the activity.

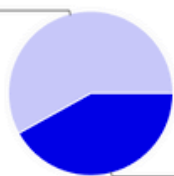
31 respuestas

[Ver todas las respuestas](#)

Resumen

Keaton Henson es más talentoso que Billy Ray Cyrus.

No estoy de [18]



Estoy de acu [13]

Estoy de acuerdo **13** 42%
No estoy de acuerdo **18** 58%

Yo hablo inglés más que español.

Estoy de acu [29]



No estoy de a [2]

Estoy de acuerdo. **29** 94%
No estoy de acuerdo. **2** 6%

Brian Urlacher es más alto que Brian Dawkins.

Estoy de acu [19]



No estoy de [12]

Estoy de acuerdo. **19** 61%
No estoy de acuerdo. **12** 39%

Figure 18. Results of comparison survey.

Creating a Google Doc Survey. One week after exposing the students to Google Doc surveys with the comparisons activity, I decided to have the students write their own Google Doc Surveys and report the findings from the survey. I had been thinking about this idea for a very long time, but first wanted to introduce the students to the resource by having them take a survey and see the

results. I also had many concerns about difficulties that I could encounter. I wondered if it would really be worth the struggles or as they say in Spanish, *vale la pena*. To my surprise, many of the obstacles I worried about turned into learning experience for the students (Table 5).

At the beginning of class, I explained to the students that they would be creating *una encuesta* using Google Docs. They immediately asked, “Can we work with a partner?” I said, “Of course, but let me explain what you need to do before you chose a partner and get started.” I instructed the students to create ten multiple-choice questions to find out more information about the class’s participation in extra-curricular activities. I explained that the survey and their analysis of the data should show what they learned throughout the unit. We brainstormed a few questions using vocabulary and material from the unit. Lastly, I explained that I needed to check all the questions before they started creating a Google Doc.

Table 5

My Worries Using Google Doc Surveys

My Worries	Positive Outcome
The students would not know how to use Google Doc Surveys.	Most of the students taught themselves how to use the resource. They also helped each other.
The student-written questions would be incomprehensible.	Since I decided to conference with each group, I had the opportunity to see the weaknesses and help each group to write clear questions.
I would feel overwhelmed trying to help all of the groups at the same time.	Since the students worked in pairs, they helped each other. I also created a list, so I had the chance to meet with each group.
Students would finish at different times. They would either not have enough time or have too much time.	All of the students finished before the end of the period. Students that finished earlier helped other groups with Google Docs.

For the next class, I posted the links to the surveys. Each student had to take eight surveys. Taking eight surveys seemed excessive, but it gave them more practice with the vocabulary. After the students took the survey, we looked at the results of one survey, and I modeled writing a report using the data. We brainstormed words that the class would need. They included *la mayoría*, *la mitad*, *por ciento*, and *porcentaje*. The students worked in their pairs to write their reports. I was very impressed by the caliber of writing of many of the reports (Figure 19).

Informe

La mayoría de los estudiantes no juegan a los bolos,
 pero hace más de un año que cinco estudiantes juegan
 a los bolos. Más estudiantes en la clase conocen
 a una animadora que estudiantes no conocen a
 una animadora. La mitad de la clase de
 España no hacen las artes marciales, solamente
 cuatro estudiantes saben cuándo el equipo de
 fútbol practica. En la clase la natación no
 es tan popular como el hockey. La mayoría
 de la clase no les gusta hacer gimnasia. Mas
 estudiantes escuchan la música en el pasatiempo,
 pero solamente tres estudiantes hacen deportes
 en el pasatiempo. (La mitad de la clase conocen
 a un miembro en la banda y la otra mitad no.

Buen uso de una palabra nueva

Buena comparación

Figure 19. Student Google Doc survey report.

Next time, I use Google Doc Surveys in this class I would like to have students from my other classes take the survey. I think the addition of an audience outside of the classroom would make the activity even more authentic and the success even more rewarding.

Authentic Interpersonal Speaking

One of the main goals of learning a foreign language is to be able to communicate orally with another speaker. Communicating orally generally involves listening and speaking. In order to be able to express themselves, students need to practice communicating with a purpose. Even novice language learners can practice communicating a message with the goal of receiving a response from their partners. There is a negotiation of meaning when communicating orally. It is necessary for language learners to practice conveying a message and receiving one.

Interpersonal speaking practice with comparisons. Although writing is an important skill to acquire in order to communicate in a second language, oral and aural skills are just as important. Those skills are sometimes difficult to develop at a novice level because their confidence in their speaking skills is often low. I chose to practice those skills with a low risk activity in which students needed to converse with other students using comparative sentences. First, the students wrote comparison sentences on a graphic organizer. Next, they walked around the room reading their different sentences to peers while trying to find peers that agreed with their sentences. When they found someone who agreed, that student needed to sign their paper. As the students engaged in conversations, I walked around the room with a clipboard to mark tallies next to students' names when I heard them speaking in Spanish. I give a participation grade several times

throughout a quarter; my students can earn participation points by volunteering in class or participating in conversational activities with other students. It is very important to me that introverted students have the opportunity to practice speaking even if they are not comfortable doing it in front of the whole class.

I surveyed the students at the end of this activity to see if they liked it and if they thought it was helpful (Table 6).

Table 6

Students' Opinions of Interpersonal Speaking Activity

Student's response	My interpretation
This activity helped by allowing people to listen to and translate sentences on the fly.	This student used the activity as an opportunity to develop his listening skills. He actively listened to his peers and tried to interpret what they said before replying.
I like the activity because it gives us more freedom to interact with each other during class while learning Spanish.	This student is very social, but she used the activity to socialize with her peers in the target language. It is also important that she said "freedom" because in an authentic situation a person has the choice to communicate with whomever they want.
This activity was very useful, but as an antisocial twit, I didn't get up to talk to people.	This student showed that she does not feel comfortable socializing with the other students in the class. This could be because she is afraid to make a mistake or because she does not get along with the other students in the class.
I didn't like this activity. I don't feel like I learned or gained anything from doing this.	I observed that this student exchanged his paper with his partners rather than reading his sentences to them. He expressed that he did not have a positive experience with this activity possibly because he prefers a more traditional approach to learning.

Interpersonal speaking stations. This Spanish 2 class was one of the biggest classes I ever had, with 33 students, ranging from ninth grade to twelfth. Starting the first week of school, a few students stood out as very outgoing students, who would raise their hand for every question I asked. Other students participated frequently, and a small group of students rarely participated in class. It was important to me to hear from every student, and give every student the opportunity to practice speaking. Having been a very shy student, I understood the fear of speaking in such a large group. I decided to create learning stations to review affirmative and negative words, and I decided to also have a speaking station. The students rotated around the stations in small groups, and the middle station was a table that I sat at with a group to have discussions in Spanish. In this setting, I had about six students. I posed a question to a group, and they used familiar social norms for conversations as they took turns answering the question. They did not raise their hands to answer, but they had plenty of time to think without pressure, so they answered when they were ready. Some students got stuck when trying to answer, but in those moments other students in the small group jumped in to help them. They were careful not to repeat answers by listening to each other's responses. With this speaking activity, I was able to listen to each student, and provide praise and encouragement.

Authentic communication with a game. Sometimes the best way to have students communicate authentically is with a game or competition. When

students are competing, they often times try harder without even realizing it, because their competitive sides take over. This game required students to listen to and comprehend a question in the target language and quickly respond with a “yes” or “no” answer to demonstrate their comprehension. I started the game by explaining the directions in Spanish.

Me: Vamos a jugar un juego hoy. Primero, yo voy a salir. (motioning towards the door)

Class: We are going to play a game with the other class!

Me: No, YO voy a salir. Ustedes van a quedarse aquí. (motioning that the students would stay in the class)

Class: Awww. You have to leave?

Me: Sólo voy a salir por unos segundos. Es para el juego. Necesito escoger (to chose) una persona en la clase.

Several students: (standing up) ME!!

Me: Voy a hacer preguntas para adivinar (guess) quién es la persona.

I was very proud of my students after this dialogue. Every student was making eye contact with me and attentively listening. Some of the students gave me confused looks at the end of the conversation, but other students in the class turned to them to explain the instructions. I even observed a student that typically struggled in my class reacting to and participating in the conversation. I believe it

is important to model comprehensible communication for the students in order to support them in their own production of communication in the target language.

To start the game, I left the classroom for 30 seconds, so the class could choose a student for the game. After 30 seconds, I came back into the classroom and started asking questions in order to guess the student that the class had chosen. I recycled vocabulary words that the students knew from previous Spanish units and used words from the extracurricular activity unit that we were working on at the time. I called on students who did not participate frequently, but gave them the choice to say “*No sé.*” A few students throughout the questioning said “*No sé*” or gave a wrong answer, but the rest of the class always chimed in to help. One student counted my questions and told me when I had asked ten questions. After ten questions, I guessed the student. To my surprise I guessed correctly based on the information that the students had provided. Throughout the game the class was very engaged. Not a single student tried to open his/her computer, doodle, or have a side conversation. Based on the excitement of the students, I decided to play another round with the class. This time, students enthusiastically raised their hands to answer my questions. At the end of the round, the class begged me to play again. I am sure the class loved the activity because they had the opportunity to compete against me and try to stump me, but they were also practicing their listening skills, and showing their comprehension by responding to my questions. Since the conversations had an

engaging purpose for the students, they were excited to participate. After playing three rounds of the game, Danielle asked, “Can one of us be the questioner?” I replied, “Yes, we should try that next time.” I was pleased that Danielle liked the activity, and was willing to take the risk to be the questioner.

Meet and greet. After reviewing the structure for *cuánto tiempo hace que* questions, I asked a few student volunteers to tell me what they participate in after school. Then I asked how long they had been participating in that activity, based on the structure we reviewed. Both students struggled to answer. This is a difficult structure because it does not translate word to word into English. Next, I passed out notecards with different questions on them. All of the questions started with *cuánto tiempo hace que*, but asked about different activities. I explained that they would answer their question and write it down, and then find other students with the other nine questions. I instructed them to read the questions to their partners, so their partners had to listen and comprehend the question before answering orally and writing their answer down. I even explained that the focus of this activity should be listening and speaking.

As I walked around, I observed that most of the students were in small groups and they were working together, but were not reading the questions to each other. I reminded that I was looking for conversations in Spanish and would be rewarding them with participation points. Immediately after that announcement, I began to hear more Spanish conversations.

I walked around and noticed that more students were reading their questions to each other. One typically quiet girl read her question to another student and explained what it meant. The other girl replied, “But I don’t have a cellphone.” The first student replied that she could just write “No tengo un móvil.” Many other students were helping each other understand their sentences. I even noticed one student who never participates, walking around and explaining to other students what his question meant. I was very pleased to see the collaboration for this activity.

As closure for this activity, I asked students at random to answer one of the questions that they had answered in the activity. I demonstrated under the doc cam how to take notes based on what the students were saying. Then I asked questions about the students that I called on in order to see what they remembered and also to have the class use a different form of the verbs. The first few students struggled to answer in the third-person form, but by the end, they were all answering correctly. This lesson basically drilled this grammatical structure as efficiently as a worksheet, but there were many added benefits. The students were talking Spanish, listening to their peers, repeatedly hearing the same sentence structure, and learning about each other.

Final Survey

Reading and analyzing the comments that my students reported on the final survey was perhaps one of the most rewarding experiences of this study. Their positive feedback showed me that they enjoyed and benefited from the new teaching methods I used throughout my study

Click on all of the activities that you feel helped you improve your language skills.

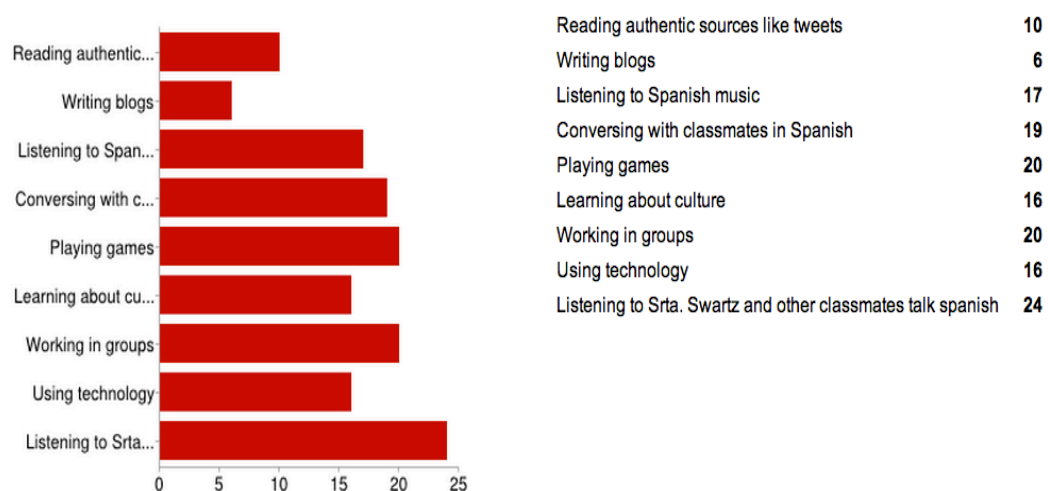


Figure 20. Final survey data- Activities that improved language skills.

This graph demonstrated that, according to the students, the activities most beneficial to their learning included: listening to me speak, working in groups, playing games, and conversing with classmates. I was surprised to see that only 6 out of 27 students felt that blogs helped them to learn.

Check all of the strategies that you use to help you read in Spanish.

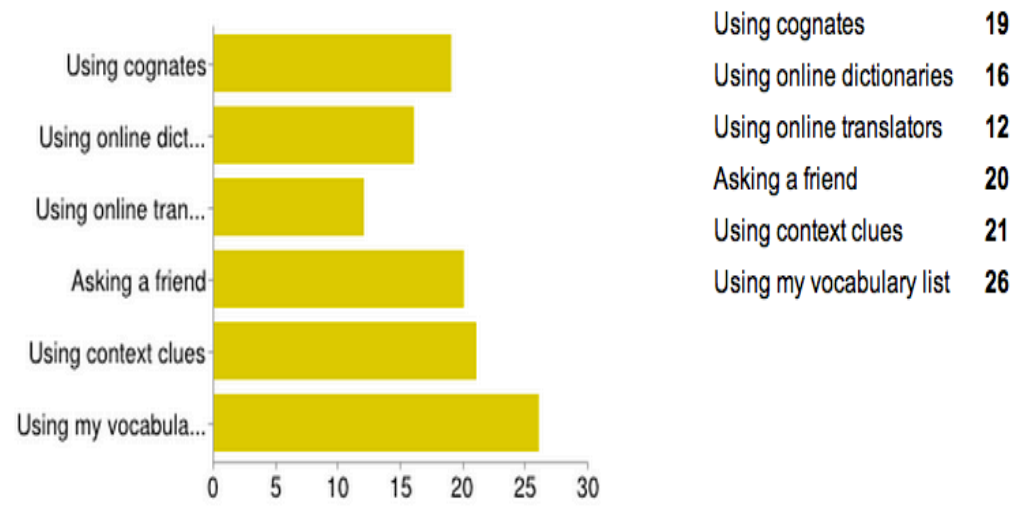


Figure 21. Final survey data: reading strategies.

This graph showed that students used a variety of strategies to help them read. I was proud to see that online translators were among one of the least used strategies.

Check all of the strategies that you use to help you write in Spanish.

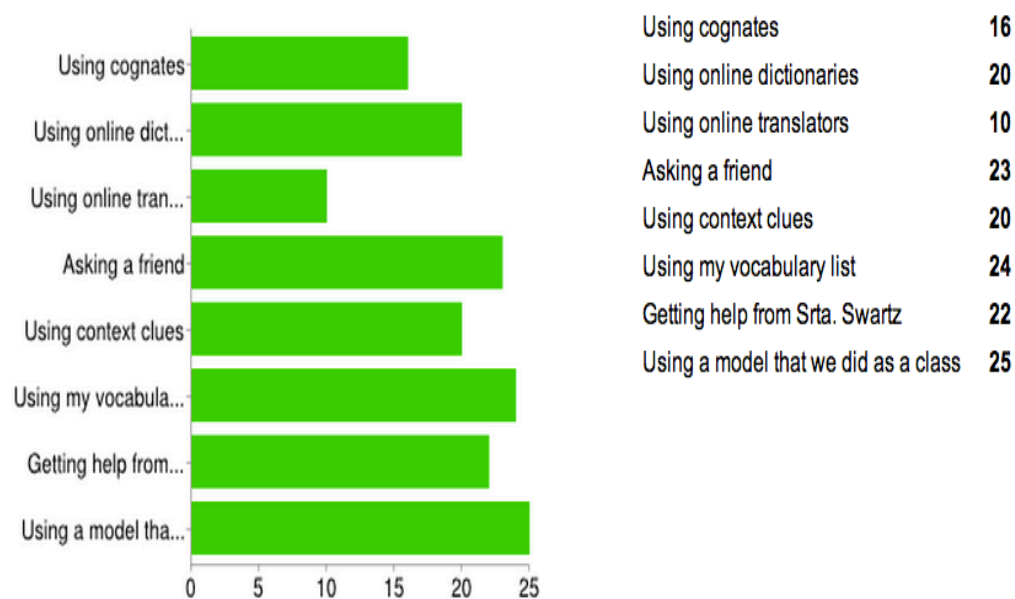


Figure 22. Final survey data: writing strategies.

Students also used a variety of strategies to help the write (Figure 22).

Similar to reading strategies, online translators were the least used strategy.

Almost all students reported using the class model, and their vocabulary list to help them write.

Table 7

Student Comments about Reading in Spanish

Student Comment	My Interpretation
<p>I think I have made tremendous headway in bettering my ability to read in Spanish by using the resources this class has provided me with, such as tweets and other authentic sources to improve my skills.</p>	<p>This student appreciated the authentic resources and felt that they helped to improve reading skills.</p>
<p>I feel as though I have made large strides reading in Spanish. In an environment where everyone is somewhat ready to learn, it is easier to make such improvements.</p>	<p>This student commented on the learning environment, and described it as a positive environment where everyone is ready to learn.</p>
<p>I think I've gotten better since I've learned more vocabulary and using context clues help me.</p>	<p>This student mentioned one of the reading strategies that I stressed in class, and said it helped to comprehend the readings.</p>

Table 8

Student Comments about Writing in Spanish

Student Comment	My Interpretation
<p>Writing has gotten easier because of examples on the board to help me with the structure.</p>	<p>This student used the class examples to help when writing in Spanish.</p>
<p>I still think I need help, but it has increased over time. I understand what I am writing.</p>	<p>Although this student has improved his/her writing skills, he/she sees more areas for improvement.</p>
<p>My writing has become more complex and diverse because I know different sentence structures and vocabulary words that allow my to write more complete, well thought out sentences.</p>	<p>It is evident that this student is starting to develop a writing style in Spanish, and is using a variety of the structures and vocabulary from class to help him/her write better.</p>

Table 9

Student Comments about Listening to Spanish

Student Comment	My Interpretation
<p>I've always felt like listening to Spanish was one of my stronger areas. I feel like it's also improved due to being "banned" from speaking English during class participating activities.</p>	<p>I was pleased to see that this student mentioned being “banned” from speaking English. I tried very hard to encourage students to speak Spanish during paired conversational activities. This study recognized the effect that this had on his listening skills.</p>
<p>With the help of cognates it is easier for me to decipher words.</p>	<p>This student mentioned a strategy that I taught in class. He/she said it was helpful when interpreting spoken Spanish.</p>
<p>I like listening to music and trying to figure out what its saying.</p>	<p>It is great that students can be passionate about Spanish music, and also find it to be educational.</p>

Table 10

Student Comments about Speaking in Spanish

Student Comment	My Interpretation
I think I've gotten better since we talk more in Spanish in this class. Plus I sometimes use it outside of school but not that often.	I was ecstatic to see that this student felt confident enough in his/her speaking skills to use it outside of class.
I am able to have a small conversation with someone.	Although the conversation may be short, this student recognized that he/she could exchange a few ideas in Spanish
I haven't made much progress.	Not every student experienced success this semester. This is a student that I need to keep working with and encouraging.

Data Analysis

Introduction

In order to understand the effect my altered teaching methods had on my students and my classroom, I needed to organize the data and find repeating themes in my observations. I collected data in the form of field logs, student surveys, and student work, and analyzed it to gain insights about student learning, individual motivation, and my classroom environment.

Field Log

Everyday in class I took notes on my observations throughout the period. After each class, I typed my notes into my field log and added my feelings, reactions, and reflections to what I observed. I made sure to separate my feelings from my observations in my field log.

Student Surveys

At the beginning of my study, I surveyed my students about their technology use, feelings about the educational value of social media, and their confidence in their reading and writing skills. I discovered that most of the students enjoyed using technology and social media. Some students felt that social media could be used for educational purposes, but more students felt that social media is not educational. The majority of the students expressed that they enjoyed reading and writing in Spanish, but felt it was difficult.

At the end of my study, I surveyed the students again. I asked more specific questions in my post-study survey because I wanted to know about the students' opinions, strategies they used, and progress they made. Similar to the pre-study survey, the majority of the students expressed that they enjoyed using technology and felt that it helped them, but they generally did not enjoy writing blogs. Some of the other more popular and more beneficial activities according to the students were: listening to Spanish music, working in groups, conversing with classmates in Spanish, and listening to the teacher talk in Spanish.

I was always very interested in the strategies that the students used to help them read and write in Spanish. I was happy to see that using an online translator was one of the least popular strategies. Using vocabulary lists, context clues, cognates, and peer assistance helped these students to read in Spanish. The students reported that when writing in class, they found it helpful to receive assistance from peers or the teacher. They also used the class model and their vocabulary lists to help them write in Spanish.

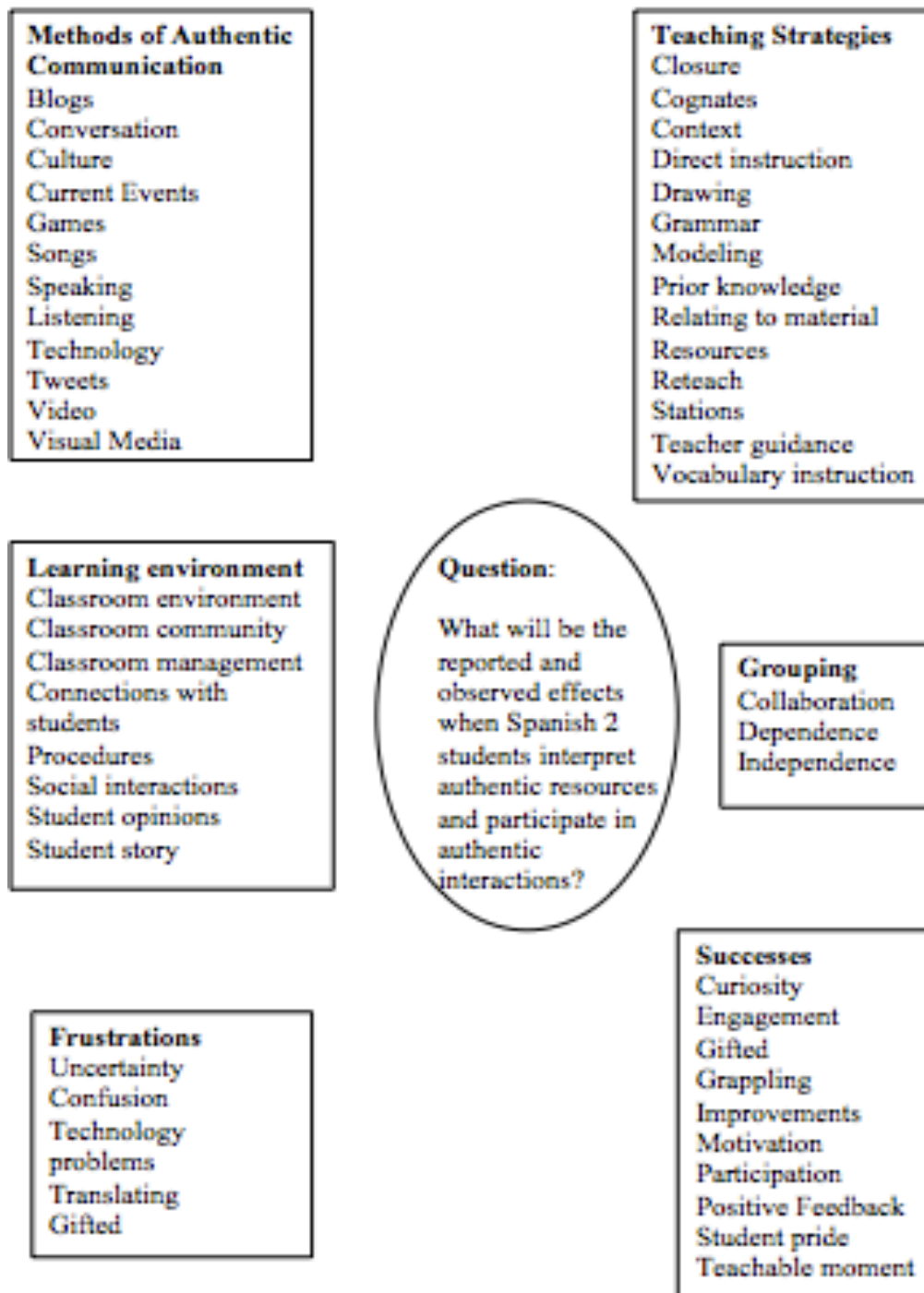
All of the students reported that they made progress with their reading skills this semester. Most of the students felt that they have improved in writing this year, although their confidence in their writing was not as high as their confidence in their reading. Many students expressed that they know writing is their weakness or an area they can improve. The majority of the students stated that they have improved their speaking skills, but a small group of students felt

that they had not made progress in their speaking. Many students voiced that music helped them with their listening skills. Some students said that they feel they understand more in Spanish than they did at the beginning of the year. They said that listening to classmates, classroom instructions, and learning more vocabulary helped them. Other students still feel that it is difficult to understand Spanish when it is spoken too fast.

Student Work

Throughout my study, I collected student writing from online resources. I analyzed the work to determine completeness of the responses, the grammatical correctness of the writing, and the students' overall abilities to express their thoughts.

Bins and Themes



Research Findings

Methods of Authentic Communication

Language learners who engage in reading, writing, speaking, listening, grammar study, and cultural investigation become more successful at communication in the target language. Students find these language components more meaningful when they imitate real-world communication through the use of social media resources, meaningful speaking or listening activities, and interactive writing.

Throughout my study, I shared real-world resources with my Spanish 2 students. The resources came from Twitter, Pinterest, and Youtube. Some of the resources related to the content we studied; other resources did not relate to the content, but presented relevant cultural topics. At first, the authentic tweets and resources from Pinterest excited the students. It was new and thrilling for them to see and read texts from Twitter, which many of them used outside of class on a daily basis. As time went on, the enthusiasm for the Tweets faded. Although the students continued to be engaged when reading and interpreting Tweets, they did not seem to enjoy the activity as much as they did the first day. I attribute the decrease of enjoyment to a few factors. One factor that led to less excitement was simply that the novelty wore off after the first experiences with Spanish Tweets. Another factor was the relevance of the material in the resources to the students' lives. The more distant the message was from the students' interests,

the less appealing it was for the students. Lastly, the follow-up questions are important to the success of the activity. The questions should help them identify key words and the main ideas. The students also responded enthusiastically to questions that related their lives to the content in the authentic resource.

I believe that music is an essential part of any cultural; therefore, I play Spanish music as often as possible in class. I played Spanish music for my level 2 students as they worked each day. Many times students requested certain songs that they liked, or tried to sing along to songs that they recognized. Some students even asked for the artist and song names, so they could download the songs on their own computers. In addition to using Spanish music on a daily basis, I occasionally used songs to demonstrate a grammar or cultural topic. On the final survey, 17 out of 27 students reported that listening to Spanish music helped them to improve their language skills throughout the semester. Additionally, one student commented, “Listening to music has helped me to pick out words in the lyrics, and to be able to listen and understand others speaking in Spanish.”

Since authentic communication includes more than just interpretation, I included authentic interpersonal communication in my study. I used several online resources for students to communicate in writing to an audience. At first the students struggled to make connections between what they already knew, and what they wanted to write. As they continued to practice writing, they learned to

use the class example, online dictionaries, and other resources available in the classroom to help them express themselves in writing. Brainstorming with graphic organizers, modeling the writing process, and creating a word wall proved to be helpful instructional strategies. It was evident that the students wrote cautiously, knowing that their peers in the class would read their writing.

In addition to interpersonal writing, I aspired to make the interpersonal speaking in my classroom more authentic. This meant that the students had to have a purpose for speaking, and the purpose was to have their message understood by a listener. Being the listener was also an important part of the conversation because this person had to understand the message being conveyed, and often times respond in some way. Throughout this study, I found that the students were most engaged when using the language to compete or play a game. The speaking game that I played required the students to listen to my questions in Spanish, answer them in Spanish as a means to play a game, and compete against me. Another strategy that worked well was asking a question and having a few students respond, but then surprising the class by asking questions about their classmates' responses. This strategy required the students to use both their listening and speaking skills to participate. I found that students were eager to share what they remembered from the other students' responses because it was similar to a memory game. Even typically shy students were excited to share what they remembered about a friend in the class.

Teaching Strategies

In order to support students as they engage in and interpret authentic language, a variety of instructional strategies, including finding cognates, using context clues, activating prior knowledge, and utilizing online dictionaries provide key scaffolding to support students in the acquisition of new vocabulary and grammatical structures.

I knew as I started this study that I would need to model strategies to help my students understand real-world resources and communicate authentically. One of the first strategies that I introduced to the class was using cognates to aide in comprehension. I found that my students did not struggle finding cognates, but at times they did not use them to help with overall comprehension. Based on the results from my final survey, over half of the students reported using cognates when reading and listening to Spanish and when writing in Spanish. One student wrote, “When I listen to audio recording, I feel that my ear for cognates has greatly improved.” Understanding cognates expands a student’s vocabulary and can greatly improve comprehension.

I found that my students struggled at first to use context clues to understand the meaning of new vocabulary. Knowing the context of a text or audio is also important in understanding the main ideas and supporting details. The first time I asked students to use context to decipher the meaning of new words they did not completely understand what I meant. When I asked for the

words, that they could understand from context, they gave me cognates and words they had looked up in a dictionary. However, when I helped students with words by asking about the context, they were able to decode the meaning with very few issues. Throughout the semester, I continuously modeled this strategy and frequently asked questions about context. The final authentic source in my study was a Colgate commercial (Figure 12). After watching the commercial several times, I asked the students to deduce the meaning of two words based on the context of the sentence. After a semester of using the strategy the students confidently shared their thoughts and were able to explain their reasoning to support their answers. Some students even reported in the final survey that using context clues helped them to improve their reading skills.

One of the most challenging battles I fought throughout my study was trying to prohibit the use of online translators. To the students, an online translator is a valid option because they can translate the text into English before answering the questions or they can translate what they want to say into Spanish. Many times students feel like there is nothing wrong with using translators because they are still answering the questions. Throughout my study, I tried to show the students that translators do all of the thinking for them, meaning that they do not have to use and better their own language skills. I consistently walked around the room, as students worked on their own to ensure that students were not using translators. As I saw students using them, I reminded them that online

dictionaries are generally more accurate, and I showed them how to use one properly. By the end of my study, I concluded that I had reached many of my students with my insistence of using online dictionaries instead of translators. In the final study, more students reported using online dictionaries than students who reported using translators. Additionally, I discovered that students used translators more frequently for reading than for writing.

Learning Environment

Starting the first day of class, an effective classroom community encourages positive student interactions, creates connections among students and teachers, and gives students a voice in the classroom.

I arranged my classroom this year in groups of four desks to allow students to interact and collaborate. I also permitted the students to choose their own seats, so they would be comfortable with the students surrounding them; however, I frequently required students to move around and communicate with other peers in the class. I noticed at the beginning of the year that my students seemed very comfortable with one another. The students had their own groups with whom they regularly socialized, but they floated in and out of those groups with ease to work with other classmates.

My students frequently worked in pairs or groups. I often observed them asking each other questions, and teaching each other how to use technology resources. Sometimes when working in pairs, the students moved their desks or

sat on the floor, showing that they were focused yet relaxed. The flexible grouping and use of space worked well for this class. In addition to learning what I had to teach them each day, they learned from each other, and more importantly learned how to work productively with their peers.

I also felt that the connections I made with the students throughout my study were very strong. Although at the beginning of the study, I felt overwhelmed with all of the questions the students had when they were writing, I came up with solutions to help my students become more independent. As the students developed independence, I was able to meet with a variety of students throughout the class period. By the end of the study, the students had become so self sufficient that I was able to create a schedule to conference with each group as they finished their writing. Even the short period of time that I was able to speak with each student was essential in forming connections with my students, and helping them to identify their strengths and weaknesses. I especially focused on building the confidence of some of my more timid students in order to encourage them to participate more in class. I noticed some of the quiet students starting to speak up more in their groups and in class by the end of the study.

The open-ended questions in my final survey demonstrated the positive classroom environment. When asked about their progress in reading, writing speaking, and listening, almost all of the students felt more confident in their

abilities at the end of the study. They also commented on strategies, instructional methods, and activities that they enjoyed, or that helped them learn.

Grouping

A variety of grouping situations provides students with multiple opportunities to collaborate, support one another, and also work independently.

I tried to incorporate a variety of different grouping conditions throughout the semester to accomplish different goals. The students responded well to group work. Seventy-four percent of the students reported on the final survey that they liked working in groups, and it helped them to improve their language skills.

We worked as a whole group when we brainstormed and wrote class examples. We also worked as a class to review content, or conclude a lesson. The students occasionally worked with the other students in their pods when I wanted them to interpret a text that I knew would require a lot of thinking, and activating of prior knowledge. They generally worked well in their groups, bouncing ideas off each other before deciphering the meaning of the text. Although the majority of the class was successful working in groups, a few groups of students struggled. The groups that struggled did not have strong leaders, so they typically sat at their pod waiting for someone else in the group to speak, or come up with an idea. When no one came up with an idea, they did not finish their activities. Since I allowed the students to choose their seats, they felt

very comfortable working with their group mates. However, I concluded that in addition to comfort levels, having at least one leader in the group is important to the group dynamics.

At other times in the class, the students worked in pairs. They frequently worked with partners for writing activities. I found that the students were more independent when working with a partner. Their conversations when working in pairs demonstrated that they first decided what they wanted to say, next tried to recall the words that they already knew, and finally looked up the words that they did not know. Since the students were more independent when working in pairs, I was able to meet with more of the students to help them with their writing. Some of the students' most comprehensible and creative writing came from paired activities.

The students worked independently on some writing, reading, and listening activities. I frequently allowed the students to help each other even when working independently because I felt that they could learn from each other. It was also important to scaffold before allowing the students to work independently. For writing activities, they were more successful when we discussed relevant vocabulary, wrote a class example, and completed a graphic organizer. For activities in which the students had to interpret authentic resources, the questioning was very important. They were more productive when

the questioning directed their focus to what they could make sense of and what they already knew.

Frustrations

When facilitating a classroom in which authentic communication is a focus, challenges must be addressed, including technology problems, inappropriate use of translation software, and need for extensive differentiation.

There were many times throughout my study when I felt frustrated, and doubted that I was making any progress with my students. The first hindrance I encountered, and one that did not go away, was having problems with technology. Since the majority of my students were in ninth grade, they were not used to using laptops in school. This was their first year having a laptop with them throughout the day to use for academic purposes. I had problems with students not having access to certain programs, not remembering passwords, and not knowing how to use the laptop. Although this problem did not go away, it became less of an issue by December. I learned to always have a list of usernames and passwords available. I also discovered that other students in the class could be great resources when using technology in class. Many of my students loved helping other students in the class with technology. This helped me out, and also gave them the opportunity to show their talents and expertise.

A second challenge that I confronted was the student use of online translators. To overcome this challenge, I was consistent about my “no translator” policy, and constantly suggested other options. Although I know some students continued to use translators, the majority of the students cooperated when they realized what they were capable of without using a translator.

With 34 students in the classroom, I had to deal with a variety of language abilities, and skill levels. This was a major challenge for me. Sometimes I felt as though I was not challenging the advanced learners and other times I worried that the material was too difficult for the struggling learners. This was a balance that I focused on throughout the semester. Grouping and scaffolding were helpful in creating a balance between challenging the students, and supporting them.

Successes

When using authentic resources and facilitating meaningful interactions, students are likely to become curious about the language and culture, to pose new questions, feel motivated to learn, and be actively engaged in classroom activities.

Despite all of the obstacles throughout my study, I was very proud of the end result. Interpreting authentic resources was challenging for the students, but it was also rewarding for them when they were successful. I had to teach my students not to give up, which is an important lesson for language learners. At the end of the study, when I showed my students a Colgate commercial, they shut

down immediately, saying they could not understand a single word. With perseverance, they were able to listen to the commercial a few more times, and shouted out in excitement when they understood the meaning of the words and message of the commercial. I had never heard such excitement when conjugating verbs or filling in vocabulary words in a paragraph. It was evident that the students felt proud when able to understand “real-world” Spanish. It boosted their confidence in their language abilities. One student commented in the final survey, “Whenever I hear someone talking in Spanish at a store, restaurant, or on TV. I try to listen, and most of the time I can make out most of the main phrases.”

When novice language learners attempt and are able to understand parts of native speech, I know that we have accomplished a lot in class.

Next Steps

For my study, I tried to expand my students' horizons by showing them how much "real-world" Spanish they could understand, and by giving them opportunities to use the language for authentic purposes. Too many foreign language classrooms close the door to all of the opportunities available using technology and communication tools. It is now possible to bridge the gap between a foreign language classroom and the language community that the students study. By bringing in resources from the outside world, I hoped to show students how they can use what they learn in class in real-world situations. Making these connections required the use of many strategies that the students can use outside of the classroom. At the conclusion of my study, I reflected on all that I had learned, and brainstormed the next steps I will take to continue to improve my teaching methods.

I will continue to use various authentic sources, such as Tweets, advertisements, restaurant/store reviews, commercials, and songs. In order to experience success with these resources, I will ensure that the resources are relevant to the students' lives. In my questioning, I will direct the students' focus to content that they can understand and help them to deal with the unknown content that often frustrated them.

I believe that it is very important for students to write for an audience. The audience should include peers from class, and, whenever possible, from

outside of class. I will continue to have students interact through writing. To continue to motivate the students to communicate more thoroughly and comprehensibly, I would like to plan writing projects in which the students will share their thoughts with peers outside of the classroom. The outside audience could include students in other Spanish classes in the school, other language learners from neighboring schools, or even native speakers from around the world.

As I continue to teach Spanish, I hope to constantly remind myself to “keep it real” by showing my students the real-world applications of the material they learn, and practice in the classroom.

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Appendix A

Dear Jessica,

Thank you for your email outlining your revisions.

The Moravian College Human Subjects Internal Review Board has accepted your proposal, "Writing Blogs in Spanish 2." A copy of your proposal will remain with the HSIRB Co-Chair, Dr. Adams O'Connell, for the duration of the time of your study and for up to one year from the approval date indicated by the date of this email.

Please note that if you intend on venturing into topics other than the ones indicated in your proposal, you must inform the HSIRB about what those topics will be. Should any other aspect of your research change or extend past one year of the date of this email notification, you must file those changes or extensions with the HSIRB before implementation, awaiting HSIRB approval of the changes.

We do still need to collect your electronic signature, so please respond to this email with your name and project title in the subject line. Dr. Shosh can provide his electronic signature by replying to this email with his name in the subject line. Your replies will serve as your signatures.

Please do not hesitate to contact me if you have any questions. Good luck with your research.

Sincerely,

Dr. Virginia Adams O'Connell
Co-Chair, HSIRB
Moravian College

Appendix B

SEP 03 2013

Curriculum Office

Dear [REDACTED]

I am completing a Master of Education degree at Moravian College. My courses have enabled me to learn about the most effective teaching methods. One of the requirements of the program is that I conduct a systematic study of my own teaching practices. This semester, I am focusing my research on integrating blog writing in the curriculum. The title of my research is Connecting to the Curriculum with Web 2.0 resources. My students will benefit from participating in this study by improving communication skills as they read, speak, listen and write in Spanish.

As part of the study students will be asked to write blog entries and respond to peers' writing on a secure website created for our class. Students will also read, listen to and discuss teacher selected social media resources related to the material they study. Participants will complete surveys and conduct interviews with me. The study will take place from September 10 to December 24.

The data will be collected and coded, and held in the strictest confidence. No one except me will have access to the data. My research results will be presented using pseudonyms - no one's identity will be used. I will store the data in a locked desk drawer. At the conclusion of the research, the data will be destroyed.

A student may choose at any time not to participate in this study. However, students must participate in all regular class activities, which include writing the blog entries and responding to peers' blogs. In no way will participation, non-participation, or withdrawal during this study have any influence on any aspect of the class.

I welcome questions about this research at any time. A child's participation in this study is voluntary; refusal to participate will involve no penalty or consequence. Any questions you have about the research can be directed to me, Jessica Swartz, [REDACTED], or my advisor, Dr. Joseph Shosh, Education Department, Moravian College, 610-861-1482, jshosh@moravian.edu. Any questions about your rights as a research participant may be directed to Dr. Virginia O'Connell, Chair HSIRB, Moravian College, Bethlehem, PA 18018, 610-625-7756.

Sincerely,

Jessica Swartz

I agree to allow Jessica Swartz to conduct this project in her classroom.

Signature

Date

Jessica has agreed to collect signed parent/ guardian consent letters prior to conducting the research project.

[REDACTED]
September 18, 2013

Appendix C

Dear parents/guardians,

I am completing a Master of Education degree at Moravian College. My courses have enabled me to learn about the most effective teaching methods. One of the requirements of the program is that I conduct a systematic study of my own teaching practices. This semester, I am focusing my research on integrating authentic reading and writing in the curriculum. The title of my research is Connecting to the Curriculum with Web 2.0 resources. My students will benefit from participating in this study by improving communication skills as they read, speak, listen and write in Spanish.

As part of the study students will be asked to write blog entries and respond to peers' writing on a secure website created for our class. Students will also read, listen to and discuss teacher selected social media resources related to the material they study. Participants will complete surveys and conduct interviews with me. The study will take place from September 10 to December 24.

The data will be collected and coded, and held in the strictest confidence. No one except me will have access to the data. My research results will be presented using pseudonyms - no one's identity will be used. I will store the data in a locked desk drawer. At the conclusion of the research, the data will be destroyed.

A student may choose at any time not to participate in this study. However, students must participate in all regular class activities, which include writing the blog entries, responding to peers' blogs and discussing the social media resources. In no way will participation, non-participation, or withdrawal during this study have any influence on any aspect of the class.

I welcome questions about this research at any time. A child's participation in this study is voluntary; refusal to participate will involve no penalty or consequence. Any questions you have about the research can be directed to me, Jessica Swartz, or my advisor, Dr. Joseph Shosh, Education Department, Moravian College, 610-861-1482, jshosh@moravian.edu. Any questions about your rights as a research participant may be directed to Dr. Virginia O'Connell, Chair HSIRB, Moravian College, Bethlehem, PA 18018, 610-625-7756.

Sincerely,

I agree to allow my son/daughter to take part in this project. I understand that my son/daughter can choose not to participate at any time.

Parent/Guardian Signature

Date

Student's Signature

Date

Appendix D

Name _____

Pre-survey

1. For what purposes do you generally use your computer?
2. Do you use social media? If yes, how often and what types?
3. Do you view social media as a learning tool? Why or why not?
4. How do you feel about using technology in the classroom?
5. How do you feel about reading in Spanish?
6. What do the terms “authentic communication” and “authentic resources” mean to you?
7. How do you feel about writing in Spanish?
8. Have you ever written a blog entry? If yes, explain the purpose of the blog entry and how you felt about the experience.
9. Do you ever use Spanish outside of school? If yes, explain.

Appendix E

Página 1 de 1

Final survey thesis

Descripción del formulario

Reading tweets*

1 2 3 4

I did not like this. I really liked this.**Writing blogs***

1 2 3 4

I did not like this. I really liked this.**Listening to Spanish music***

1 2 3 4

I did not like this. I really liked this.**Having conversations with other students in the class.***

1 2 3 4

I did not like this. I really liked this.**Playing games.***

1 2 3 4

I did not like this. I really liked this.

Learning about culture (like El día de independencia, Latin Grammys, El día de los muertos, etc.)*

1 2 3 4

I did not like this. I really liked this.**Working in groups***

1 2 3 4

I did not like this. I really liked this.**Using technology***

1 2 3 4

I did not like this. I really liked this.**Click on all of the activities that you feel helped you improve your language skills.***

- Reading authentic sources like tweets
- Writing blogs
- Listening to Spanish music
- Conversing with classmates in Spanish
- Playing games
- Learning about culture
- Working in groups
- Using technology
- Listening to Srta. Swartz and other classmates talk spanish

Check all of the strategies that you use to help you read in Spanish.*

- Using cognates
 - Using online dictionaries
 - Using online translators
 - Asking a friend
 - Using context clues
 - Using my vocabulary list
-

Check all of the strategies that you use to help you write in Spanish.*

- Using cognates
- Using online dictionaries
- Using online translators
- Asking a friend
- Using context clues
- Using my vocabulary list
- Getting help from Srta. Swartz
- Using a model that we did as a class

Comment on the progress that you have made reading in Spanish.

Comment on the progress that you have made writing in Spanish.

Comment on the progress that you have made speaking in Spanish.

Comment on the progress that you have made listening to Spanish.