Graduate Theses and Dissertations   Graduate School

4-8-2016

Foreign Language College Achievement and the Infusion of Three Selected Web 2.0 Technologies: A Mixed Method Case Study

Eulises Avellaneda
University of South Florida, profeavellaneda07@gmail.com

Follow this and additional works at: http://scholarcommons.usf.edu/etd

Part of the Arts and Humanities Commons, and the Teacher Education and Professional Development Commons

Foreign Language College Achievement and the Infusion of Three Selected

Web 2.0 Technologies: A Mixed Method Case Study

by

Eulises Avellaneda

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
in Second Language Acquisition/Instructional Technology
College of Education & College of Arts and Sciences
University of South Florida

Major Professor: John I. Liontas, Ph.D.
Linda Evans, Ph.D.
Sanghoon Park, Ph.D.
Yiping Lou, Ph.D.

Date of Approval:
April 1, 2016

Keywords: Interaction Approach, Instructional Technologies, CALL

DEDICATION

This dissertation is dedicated to my friends who have helped me become a better person and to my mother and my uncle Guillermo, who, at an early age in my life, saw in me the courage and perseverance needed to succeed through education. Thank you all for your support, and encouragement through the years.

ACKNOWLEDGEMENTS

This dissertation is the final piece of a puzzle that I began to make almost six years ago. I want to thank, first and foremost, Dr. John I. Liontas for his amazing dedication and for having helped me when I needed him most. I really appreciate his many hours spent reading my work, and his willingness to provide me with detailed feedback that made this dissertation stronger both in form and content.

I would also like to thank Dr. Linda Evans for being a professor who, through sensitive and professional words, encouraged me through my doctoral studies. Similarly, I want to thank Dr. Sanghoon Park and Yiping Lou for their time invested in me and for their helpful feedback.

To my friends Rosalba Esparragoza who supported me during the research stage, Ray McCrory and Julie Dell-Jones whose feedback helped me with quality of my writing, Hector Manuel Serna for his time and support during the analysis stage, Jhon Cuesta who was always willing to support me during this process, Daniel Moore who helped me keep my sanity through the early years of my doctoral studies, and my friend Maria Ester for her constant encouragement, I thank you all for being in my life and for your support during this process to become a better professional and human being.

To my sister Islen and my nephews who always inspired me to give my best: knowing that my efforts contributed to their wellbeing pushed me through the years to set a good example of how perseverance and discipline can help you achieve great things in life. Nobody, not even me, would have thought that a Colombian peasant boy would become a Doctor of Philosophy in

the United States of America. My experience attests to the value of education and the importance of breaking frontiers.

TABLE OF CONTENTS

ii

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

Web 2.0 technologies such as blogs, Google Docs, and YouTube have become ubiquitous in today's world of second and foreign language learning and have been the object of study (Wang & Vásquez, 2012), yet there is still a need to examine quantitatively and qualitatively how these tools impact the proficiency achievement levels of learners who use them. The purpose of this study was to explore the impact that blogs, Google Docs, and YouTube had on the achievement of college learners of Spanish as a foreign language. A mixed methods design was adopted.

The quantitative data were collected from students (N=75) at the end of their intermediate class. The control had used traditional methods to develop the four basic skills, such as writing on paper with pencil, listening to audio files accompanying the text and work books, reading materials designed for language learners, and in class speaking activities, in pair or in group. The control group did not use the three selected technologies (N= 31), the two experimental groups had used the three selected technologies to produce and publish their output for 16 (N= 26) and 32 weeks (N=18). During this time, learners had to interact 1) among themselves through comments via the selected Web 2.0 technologies and 2) with more proficient users of the language in interviews recorded and published on YouTube. A one-way analysis of variance (ANOVA) was used to analyze the participants' scores on the Spanish proficiency (STAMP) exam. Results yielded no significant differences between the control group and the treatment groups in the reading, listening, and speaking skills. However, there was a significant difference

in the writing scores. The Post-hoc Sheffe test revealed a statistically significant difference between the control group and the group that used the used the three technologies for 16 weeks, but no significant difference between the control group and the group using the technologies for 32 weeks was found.

Qualitative findings revealed that the participants perceived the three selected technologies impacted their writing, speaking, reading, and listening skills in that order. Writing was reported as the language skill that most benefited from using the three selected technologies. Participants claimed their vocabulary, grammar, writing styles, and fluency increased. Similarly, they reported their speaking fluency improved while their anxiety was lowered due to the use of the three technologies. Additionally, they reported gains in vocabulary and grammar structure from listening to and reading their peers' contextualized output as well as incremental improvement in their ability to obtain the main idea and comprehend new vocabulary through constant reading and listening activities. Findings also established the value of peer feedback and its role in foreign language learning when using Web 2.0 technologies.

CHAPTER 1

INTRODUCTION

According to Furman, Goldberg, and Lusin (2010), from 2006 to 2009 there was a 6.6 % increase in U.S. college student enrollment in foreign language courses. In that same year, the former U.S. Secretary of Education Arne Duncan spoke about the need in America for its citizens to be able to read, speak, and understand other languages if they want to prosper economically. Additionally, he highlighted the benefits these speakers may have in the improvement of relations with other countries (U.S. Department of Education, 2010). Former Secretary Duncan also pointed out that only 18% of American college graduates reported being able to use the foreign language (FL) they studied for communicative purposes, compared to 53% of Europeans claiming to communicate in a second language. His assertions address a national concern that despite increases in demand for foreign language classes, Americans remain overwhelmingly monolingual.

According to Pufahl and Rhones (2011),

> There is a huge mismatch between what is happening in our schools and what the country is demanding; that is, an education system that prepares all children to be competent world citizens, who can communicate in more than one language. (p. 272)

These statements may hold true for both K-12 and students in postsecondary American institutions, where students taking foreign language courses may not receive what is necessary to develop the linguistic and cultural skills necessary to be proficient in a second language.

Additionally, there seems to be a disconnect between technology use and education in our institutions (Collins & Halverson, 2009) with most practitioners either continuing to teach using technologies that do not resonate well with learners who have been educated in the digital era or introducing new technologies without considering expected outcomes or research-based pedagogies (Roland, 2010).

For many years now, Web 2.0 technologies, defined by O'Reilly (2005) as collaborative environments in which users can contribute to the production of knowledge while participating in online communities, have become the latest trend in the implementation of instructional technology in second and foreign language education, due to the potential that blogs, wikis, YouTube, Google Docs, and others have for the field (Motteram, & Brown, 2009). Nevertheless, as Mottern and Brown remind us,

> It is important to realize that for many language teachers, Web 2.0 may simply appear to be another technological innovation that will pass them by along with the many others that they have seen during their career, despite the slowly increasing range of references to the uses and benefits of key Web 2.0 technologies (e.g. blogs, podcasts and wikis) in language education. (p. 120)

Wang and Vázquez (2012) attested that thousands of second language educators all over the world have experimented with Web 2.0 technologies attempting to provide their learners with opportunities to produce more authentic and fluent language both in and out of the classroom. Additionally, Hsu, Ching, and Grabowski (2014) identified six types of Web 2.0 practices in their literature review:

> (a) Publishing and sharing learning progress and achievement, (b) supporting and achieving collaborative tasks, (c) making thinking, collaborative processes, and products visible through tangible artifacts, (d) communicating ideas and disseminating artifacts with multimedia capacity, (e) social networking in authentic learning environments, and (f) building communities of practice for learning in authentic and meaningful contexts (p. 748).

In today's teaching, delivering a second or foreign language lesson without the use of Web 2.0 means not allowing learners to access knowledge as it happens in the modern, globalized world. Guth and Petrucco (2009) stated that "it is impossible to think of knowledge without associating it with tools such as search engines, Web sites, and repositories of learning objects" (p. 425).

Studies on the use of Web 2.0 technologies and language teaching have demonstrated that their use yields positive benefits. Rüschoff (2009), for example, stated that learners using Web 2.0 technologies "actively engage themselves in the creation of 'comprehensible output' in order to develop linguistically and cognitively" (p. 42). Stevenson and Hedberg (2013) highlight the importance of Web 2.0 technologies to provide second and foreign language learners with opportunities to collaborate, create, and share content with other users of the target language. These findings come from language teaching settings where English was the target foreign language. There is need for studies to focus on Spanish to corroborate the findings or establish new ones. New studies will contribute to a better understanding and implementation of Web 2.0 technologies, helping the development of better teaching practices and higher proficiency levels among college graduates.

Studies on the use of Web 2.0 technology and second language learning have focused on issues such as collaboration, interaction and communication, learners' motivation, learners' autonomy, and learners' perceptions. Yet there continues to be a need for studies that can establish learning gains in a second or foreign language due to the infusion of Web 2.0 technologies as suggested by Wang and Vásquez (2012). Hsu, Ching, and Grabowski (2014) supported this idea and asserted that "few studies investigate the potential of video-sharing applications for engaging students in conversation during collaborative learning" (p. 756).

This case study intended to contribute to the body of research that establishes and explains the impact Web 2.0 technologies can have in foreign language learning. Particularly, three selected technologies—blogs, Google Docs, and YouTube—were studied through a mixed method that combined both quantitative and qualitative data to establish their contributions to the four basic skills in a foreign language: reading, writing, listening, and speaking.

Background of Study

While research on Web 2.0 technologies in the second language classroom continues to expand, according to Carney (2009), "Great improvements in FLE due to Web 2.0 remain far from certain" (p. 293). This interest in Web 2.0 technologies as a way to improve foreign language teaching was a motivator in my decision to pursue doctoral studies in second language learning and instructional technology. Throughout my studies, I had the opportunity to learn and implement some of the Web 2.0 technologies as I read articles about research in these technologies. I found a similar interest in the implementation of Web 2.0 technologies in foreign language teaching when I joined the Hispanic Studies department as a foreign language faculty at Carson College (pseudonym) in North Carolina in the fall of 2014. Carson College is ranked among America's strongest and most selective liberal arts colleges with a 21% acceptance rate, making it one of the most selective institutions in the southeastern part of the United States. Classes at this institution are small with an average of 15 students. The student body is predominantly white, with 20.5 % students of color. The classrooms are equipped with the latest instructional technology and most students own their own laptop computer. Those students who do not own a computer can use any of the computers available on campus.

The elementary and intermediate Spanish program consists of three courses: 101, 102, and 201. Students participating in this study had been classified based on the scores they obtained on the *Avant* placement test or the Cervantes test. Both of these tests measured the students' level of proficiency in terms of their mastery of grammar structures, and vocabulary in the four basic skills. The tests do not measure cultural or pragmatic knowledge. Students had been placed in the same class because they had a similar level of mastery of the target language which created a base line for the quantitative portion of this study. The proficiency of learners in these classes is measured according to the Common European Framework of Reference for Language Learning and students ending the 201 class are expected to achieve a B1/B2 level.

The program philosophy allows for academic freedom and most professors identify with an eclectic methodology that incorporates different language teaching method. The program syllabi were influenced by the grammar based methodology, and lessons were planned around grammar based objectives. Students in the 101 and 102 classes take three hours of instruction with the professor each week, in addition to two hours of speaking practice with an assistant teacher. Students in the 201 class have only one hour of practice with the assistant teacher. Professors assess their students' language proficiency using different tools, but at the end of the 201 class, every student enrolled in the program has to take the Spanish proficiency test, **STA**ndards-based **M**easurement of **P**roficiency (STAMP), to show their level of achievement in Spanish.

According to the Avant Assessment Company's website, the STAMP 4S proficiency assessment test was designed to measure Spanish learners' proficiency in reading, writing, listening, and speaking with content that is appropriate for students in middle school all the way to those in college. The test is a web-based and computer-adaptive assessment tool with real-

world engaging questions, appropriate topics, and content for Spanish learners. The company attests that the STAMP 4S assessing material has been validated by field testing and expert panels. The test must be proctored by faculty with the required training (Avant LLC, 2015).

When I joined the Hispanic Studies department in the fall of 2014, the first year coordinator and another faculty member met to discuss the syllabus for the 102 class. During the meeting, it was evident that the elementary and intermediate syllabi were developed based on grammar objectives. Students were expected to be exposed to all the grammar topics included in the chosen textbooks. *Gente* by Pearson was the textbook to be used in the 101-102 classes, while *Identidades* would be used in the 201 classes. Similar to the 101-102 courses, the 201 course also used grammar as a central focus with high emphasis on reading and writing. Students in the elementary Spanish courses—101 and 102—were expected to produce language in the present, the past, and the future tenses. Additionally, other grammar points such as articles, adjectives, and adverbs were part of the target language students that were expected to cover and master during the first 16 weeks of the program. Spanish 102 included more advanced tenses such as the preterit, the imperfect, and the subjective mode. The emphasis given to the Spanish 201 class varied according to the professor assigned to the class.

The role of instructional technology in the program was not clear. While a few instructors favored technology use, others were skeptical about its relevance in the program and felt rather anxious about its implementation. Previous attempts from the language coordinator to integrate the use of technology included having students develop a blog using the software *blogger*. However, there were no guidelines on how to use the technology in class, how to assess learning gains, or how to design teaching activities. In previous semesters, students in the Spanish coordinator's class had written paragraphs about given topics and were graded based on

language accuracy and use of the target vocabulary, but the blogs were used like a website rather than a place for learners to interact with the professor or with each other.

The Spanish coordinator and I decided to use three Web 2.0 technologies—blogs, Google Docs, and YouTube—to teach our classes, while the other professor opted to continue teaching her classes in a traditional matter and did not include any Web 2.0 technologies. The following is a brief description of how the three Web 2.0 technologies were used to help students develop their writing, speaking, reading, and listening skills.

Writing skills. Learners in the 102 and 201 class using the Web 2.0 technologies had to use Google Docs to write. Two Google Documents were created and shared by the professor and each student. One Google Doc was the class board where all in-class activities were registered. Every student was allowed to edit and share on this document. Activities on this document included writing sentences and paragraphs to share with the class, posting questions to be replied to by other students in class, commenting on and editing the written language produced in class, etc. This document also allowed students who were absent to see what had been done in class.

The second Google Doc was a personal tool for students to write their assignments and receive feedback from the professor or the teaching assistant. Homework assignments, video based activities, and the blog entries had to be written using this document. Students received feedback and addressed the suggested corrections before publishing their language on either their blog or their YouTube videos. Additionally, every student had to write comments for their classmates' written blog entries or YouTube activities.

Speaking skills. Learners had to develop two main types of speaking activities using the Web 2.0 technology YouTube. One was a speaking activity in which each student had to interview a classmate using the target language. The questions for the interview were taken from

the workbook. The interview was recorded and uploaded to YouTube. Afterwards, every student would copy and paste the link on their Google Doc. Then, he/she had to listen to his/her language production and analyze it, writing the mistakes he/she was able to identify. The professor would then listen to the interview and grade the student's work based on his/her ability to both speak the target language and identify the mistakes made.

The other type of speaking activity was a series of interviews between each learner and other more proficient speakers of Spanish or the creation of videos clips on specific topics. The language produced by learners was initially written using their Google Doc, corrected by the professor, edited by the learner, and then used verbally. However, learners were encouraged to include spontaneous language during the recording stage. The videos were uploaded and the link was published on Moodle so that every student in class could watch it and leave a comment referring to the content and the use of the target language. Every student was required to make at least three comments and reply to all the comments received in their own videos.

Reading skills. Students were expected to read the language produced by other learners in their class. For example, every student had to read a minimum of three blogs as well as the comments received on his/her blog entry. Additionally, students had to read the language produced by their classmates on the class Google Doc.

Listening skills. Similar to reading, every student had to listen to the video clips produced by their classmates. Besides, students had to listen to their own language produced in the interviews with other speakers of Spanish, monologues, or the video clips produced on topics assigned by the professor.

Appendix A is an example of the syllabus and how the three Web 2.0 technologies were incorporated into the 102 and 201 courses. As explained above, it included a blog created by

every student, speaking activities uploaded and commented on YouTube, and Google Docs to be used by students and one for the instructor to organize the lesson and interact virtually with students in every lesson.

Moodle was used as the administrative platform to organize students' work. Students' blogs, YouTube videos, and Google Documents were organized and made public on it. Every student had access to everybody's blog, YouTube videos, and the class Google Document. Additionally, every student was also assigned a Google Doc as a notebook. Every written assignment, including some homework activities, were created there, edited, and reviewed before being published. The professor reviewed the students' production and suggested changes to improve its accuracy.

Since both the language coordinator and I worked closely to implement the three selected technologies, several questions arose. One of them was if using these three selected technologies had a real impact on students' proficiency gains. This was an interesting research opportunity and I decided to conduct my dissertation study to answer the questions arising due to the implementation of the three technologies.

This dissertation study sought to establish the impact of three selected Web 2.0 technologies—blogs, Google Docs, and YouTube—on college Spanish students' actual achievement scores in the areas of speaking, listening, reading, and writing, as measured by a standardized test. Additionally, it aimed to explore the perceptions of 17 students who used the three technologies either during 16 and 32 weeks.

Purpose and Significance of Study

Blake (2013) stated that one of the main barriers American college students enrolled in foreign language classes face is the amount of available time for instruction and practice.

According to the author, it is estimated that the average American university student spends 150 hours a year, provided they take five hours of language instruction per week during three academic terms. He further explained that most students spend three periods of 50 minutes a week for 32 weeks during their fall and spring semester for a total of 80 hours of time spent in a classroom. This amount of time is certainly minimal compared to the 600 hours required to learn a Romance language. During my many years as a second and foreign language instructor, I have had the opportunity to observe many language classes and I have noticed that most of the class time is usually spent on grammar explanations, or interactions between the instructor and one student at a time. This kind of practice minimizes the opportunities for interaction in the target language among learners.

Web 2.0 such as blogs have shown potential to help foreign language learners develop their writing skills in key areas such as vocabulary, mastery of structures (Arslan & Şahin-Kızıl, 2010; Murray & Hourigan, 2008), facilitate the writing and editing process (Chen, 2012; Palombo, 2011; Vurdien 2013), and encourage learners to use more complex structures (Sun, 2010). Additionally, reading a blog has been found to help learners develop better reading skills than traditional approaches (Leiva & Esteves, 2009), and YouTube activities have been established to contribute to students' confidence and fluency when speaking a foreign language (Sun, 2012). In this study, I investigated whether or not the writing and reading of a blog, the making of a video using YouTube, and the use of Google Docs impacted the levels of proficiency achievement of college students taking Spanish as a foreign language.

In terms of the significance of this study for classroom practices, the findings about the learning that can be linked to the use of Web 2.0 technologies in foreign language classes could contribute to an improvement in teaching practices. As suggested by Wang and Vásquez (2012),

there were limited empirical studies that tied the incorporation of Web 2.0 technologies to the

learning gains in the students' linguistic skills in the foreign language. They also suggested that

"future empirical research should examine how students' language proficiency and/or

intercultural competence is enhanced or impacted in using Web 2.0 tools" (p. 424).

Research Questions

The present study investigated the impact of three selected Web 2.0 technologies—blogs,

Google Docs, and YouTube—on Spanish college students' levels of achievement in the four

basic skills. The following research questions guide the study:

RQ1: Does the use of three selected Web 2.0 technologies impact the achievement of

college students taking Spanish as a foreign language?

1.1. Does reading a blog, the comments received on their blog, and other material

produced by their classmates impact the students' reading achievement?

1.2. Do writing a blog, commenting on a blog, providing their classmates with

feedback, and other writing activities using Google Docs impact the

students' writing achievement?

1.3. Does listening to their own YouTube videos and others created by their

classmates impact the students' listening achievement?

1.4. Does the creation of YouTube speaking activities impact the students'

speaking achievement?

RQ 2: How do Spanish college students perceive the three selected Web 2.0 technologies

contributed to their Spanish learning and achievement?

Theoretical Frameworks

According to Woo and Reeves (2007), "Instructional technology is a design field in which people endeavor to increase the effectiveness of instruction and learning through the integration of pedagogy and technology" (p. 15). However, using and researching about instructional technology should be grounded "in well-established theoretical frameworks" (Wang & Vásquez, 2012, p. 424). This research inquiry was, therefore, grounded in the following two theoretical frameworks: (a) social constructivism and (b) interactionist approach to language teaching.

Social constructivism. Social constructivism is defined by Schreiber and Valle (2013) as "a branch of constructivism thought, which holds that knowledge is individually constructed via one's experiences" (p. 2). The authors further explained that in constructivism, learning, according to Vygotsky (1978), occurs through dialogue and such dialogue is both *intermental* and *intramental*. Initially, it is *intermental* when the dialogue occurs between teacher and student, student and another student, or between the text and the reader. This dialogue is also *intramental* when the learner makes sense of what is said or written by means of an internal dialogue.The authors also explained that for Vygotsky, learning implies a social and collaborative activity that allows people to create meaning through the interactions they have with each other. These possible interactions between learners are facilitated by Web 2.0 technologies today since learners can easily publish and share their ideas in a second or foreign language and receive comments from other learners or more proficient users of the target language.

According to Woo and Reeves (2007), many educators have recently realized "the value of social constructivism as a foundation for the design of more effective learning environments"

(p. 18). Educators need to understand that learners' construction of their knowledge is the

product of social interaction, interpretation, and understanding (Adam, 2006). Additionally,

research on social constructivism advocates for five principles that should become a reference

for any educator interested in applying this theoretical framework to their daily language lessons.

Adam (2006) summarized these principles as follows:

> 1. Focus on learning, not performance.
> 2. View learners as active co-constructors of meaning and knowledge.
> 3. Establish a teacher–pupil relationship built upon the idea of guidance not
> instruction.
> 4. Seek to engage learners in tasks seen as ends in themselves and consequently as
> having implicit worth.
> 5. Promote assessment as an active process of uncovering and acknowledging
> shared understanding. (p. 247)

Woo and Reeves (2007) stated that "social constructivists argue that learners can, with

help from adults or peers who are more advanced in their meaning-making, begin to grasp

concepts and ideas that they cannot understand on their own" (p. 18). This concept was

originally introduced by Vygotsky as the zone of proximal development (ZPD), a metaphor to

explain that learners can benefit from their instructors or more advanced classmates to

understand and produce concepts and skills they have not mastered yet (Schreiber & Valle,

2013).

Schreiber and Valle (2013) summarized the key pedagogical aspects of social

constructivism:

> Social constructivism stresses . . . first, when one individual interacts with
> another, she or he socially negotiates meanings, and develops her or his own
> understanding of concepts and behaviors. Second, human interaction occurs
> within a social cultural context that shapes participants' understandings. Third,
> constructivist teaching assumes that students are capable of their own knowledge
> production as long as they are provided with meaningful experiences and
> guidance from an instructor or a more knowledgeable peer. Fourth, the
> instructor's role is to monitor, coach, guide, advise, and facilitate learning while
> encouraging students to take ownership of the learning process. Finally,

instruction in an academic context is more effective if provisions can be made for students to have authentic learning experiences that mimic real world problems and environments (p. 3).

Interaction approach. According to Gass and Mackey (2015), the Interaction Approach (IA) "attempts to account for learning through the learner's exposure to language, production of language, and feedback on the production" (p. 181). Additionally, the authors argued that this approach to language has seen a considerable growth in the number of empirical studies which found a robust connection between interaction and language learning. The following are the main constructs associated to this approach.

Input. A construct first introduced by Krashen in 1982 as part of his input hypothesis (Mitchell & Myles, 2013), input represents the language that any language learner reads or listens to as part of a communicative interaction (Gass & Mackey, 2014). In this study, I focused on the input produced by Spanish leaners in association with more fluent user of the language such as more advanced students in the college, tutors, or native speakers.

Interaction. The main feature and contribution of Web 2.0 technologies in language learning is the possibility for learners to interact beyond the limits of the class period (Andersen, 2007). Traditionally, interaction in language learning refers to the conversations that learners engage in (Long, 1983), and the relationship between various types of interaction and second language acquisition have been extensively researched and established (Eckerth, 2009; Iwashita, 2003; Leeman, 2003; Pica, 2007). Web 2.0 technologies, however, allow interactions, both verbally and in writing, between learners and other learners in the class, learners and the instructor, learners and more advanced learners in the same language program, and even between learners and native speakers of the target language. This study focused on the interactions learners had with other classmates, learners and more advanced learners in the Spanish program,

14

or interactions between a learner and a native speaker of Spanish in the college community. These interactions were registered in writing, or video recorded, analyzed as part of the learning process, and assessed according to a rubric that emphasized the importance of noticing and correcting linguistic problems such as lack of grammar accuracy or word choice.

Output. This construct was first introduced by Swain (1985) and refers to the language that learners must produce so they can learn to use the interlanguage system confidently and routinely (Mitchell, & Myles, 2013), which leads to learning of the target structures and vocabulary. This study focused on what Swain and Lapkin (1995) defined as modified output, which is the result of language produced by the learner and later altered after becoming aware of the linguistic issues on his/her own or due to other more advanced users' feedback. This process of production, noticing, and editing before publishing can be facilitated by the use of the Web 2.0 technology Google Docs.

Feedback. This construct in second language refers to a signal given to the language learner that something has been done right—positive feedback—or when something has been done wrong—negative feedback, also called negative evidence (Van Patten & Benati, 2015). For Gass and Mackey (2014), feedback can be of two types: explicit or implicit. The authors explained that explicit feedback corresponds to the corrections and metalinguistic explanation. Empirical attempts to establish the contributions of corrective feedback to language learning have produced conflicting results over two decades of research (Van Beuningen, De Jong, & Kuiken, 2012). Similarly, empirical studies designed to establish whether or not feedback provided through Web 2.0 technologies have not been able to assert that feedback provided to students definitely contribute higher levels of achievement. For example, Abell (2013) established that students who used Google Docs to write their assignments were more willing to

take into account the feedback received in the form of editions or comments developing a higher overall ability to write in the second language. However, Zheng, Lawrence, Warschauer, and Lin (2015) did not find any association between the participants' writing quantity or the types of feedback received on Google Docs and their writing overall achievement.

Differently from how it usually occurs in traditional second and foreign classrooms, incorporating Web 2.0 technologies to teach a language allows learners to receive feedback from their peers, instructors, and even users of the language who are not part of the class such as native speakers. Therefore, feedback is an important construct of the interaction approach that is considered in this study, although it is not part of the research questions.

Attention. According to Gass (2013, p. 383), recently, research in second language acquisition (SLA) has focused considerably on the role of attention in language learning and the notion of noticing. Understood as one of the mechanisms mediating between input and output (Gass & Mackey, 2014), attention in this study is understood as the process by which learners' attention is focused on a part of their output which differs from that produced by proficient speakers of the target language, including native speakers. This construct was central to this research study since the rubrics used to assess the participants' work using Web 2.0 technologies included a section labeled "language analysis," where each learner was required to review his/her own language production, identify linguistic issues, and provide the corresponding corrections.

Limitations

As already noted, this study aimed to establish the impact three selected Web 2.0 technologies—blogs, Google Docs, and YouTube—had on the Spanish achievement of intermediate Spanish college students in the United States. I am aware of several limitations that

may have impacted the research process, as well as the interpretations and analysis of the pedagogical implications in this inquiry.

First, my biases, prejudices, and attitudes toward the use of technology may have impacted the approach to the study, and the interpretations of the findings (Creswell, 2014). Such biases were considered and I attempted to control them by including learners who have been instructed by another professor in the Spanish language program who also infused her syllabi with the three selected technologies.

Second, the findings of the study reflect the beliefs and ideas of a particular community of college students. These students tend to be racially and socially homogeneous with similar educational backgrounds. All of them were familiar with the use of instructional technology and therefore did not need much training to start using the three selected Web 2.0 technologies. The findings may not be transferable to other college students, but the findings can help other instructors determine the relevance and appropriateness of each Web 2.0 technology according to their teaching contexts.

Finally, the quantitative data from a low number of participants may not be strong enough to pass a power test, but they served to establish whether there was a significant difference between the results of learners who were not exposed to the three selected Web 2.0 technologies and those who used them for either 16 or 32 weeks.

Definitions of Terms

This study makes use of the following six terms:

Blog: According to Guth and Petrucco (2009), a blog or weblog is "a sort of online journal in reverse chronological order, where a person writes about his or her thoughts and interests,

including providing links to relevant resources on the Web" (p. 441). The authors also highlighted that blogs usually allow the writer to integrate different types of media such as audio, video, or pictures. Additionally, they define blogs as having the characteristic to allow readers to leave a comment.

Thematic blogs: In a thematic blog, students can work in groups or individually to create and sustain a topic on a certain subject closely related to the course content (Savas, 2013).

*Mixed Methods Procedure***:** A new research methodology which originated in the late 1980s and early 1990s in which both qualitative and quantitative approaches are used to provide a stronger understanding of the problem or question that either by itself (Creswell, 2014).

Interaction: Exchanges in the target language in which learners show their command of the language verbally or in writing.

Second Language: A language that is learned in a place where it is spoken by the majority of the members of the linguistic community, such as when someone studies English in the United States.

Foreign Language: A language that is learned in a country where it is not the dominant language and the majority of the linguist community does not speak it. For example, learning Spanish in the United States in areas where there are not many Spanish speakers.

Personal Perspective

My main drive to enroll in a doctoral program was my personal quest to help my students' achieve higher levels of achievement in the second, foreign, or heritage language they were learning. My teaching experience has allowed me to teach Spanish as a foreign language, English as a second language, Spanish to heritage speakers, and English as a foreign language.

Throughout these experiences, my interest on how to integrate instructional technology has grown and become central to both my practice and my research interest.

My doctoral studies gave me the opportunity to learn how to integrate Web 2.0 technologies in my classes with philosophical understanding of how knowledge and language learning occur. Additionally, they exposed me to readings on empirical studies on the contributions and challenges of such technologies. The incorporation of Web 2.0 technologies imply a new way of conceiving a language lesson, the development of learning activities that require learners' knowledge on both the target language and the technology, and extra time to coordinate, organize and assess the learners' assignments. The literature I read on Web 2.0 technologies was not able to inform me whether or not language achievement was impacted due to the use of these technologies.

In the fall of 2014, I joined the Hispanic Studies Department at Carson College in North Carolina. In my classes, I encountered highly motivated learners in an academic environment equipped with good instructional technology such as computers, laptops, high speed internet, etc. However, the teaching of the Spanish classes corresponded to what I had experienced during my time as a college student—the use of traditional tools such as books and notebooks. My belief that today's language lesson should not be delivered without the latest available technologies motivated me to become actively involved in any effort to incorporate technology into the foreign language classes. I agree with Alm (2009) who believes that Web 2.0 technologies have great promise to inform new ways of language learning. However, I also see the need for empirical studies that find the extent to which such technologies impact the levels of achievement among foreign language learners.

This study, then, was my first experience as a researcher to investigate whether or not three Web 2.0 technologies—blogs, Google Docs, and YouTube—have any verifiable impact on the achievement levels of students enrolled in Spanish courses at a tertiary institution in the United States. Additionally, I explored the perceptions that learners who used such technologies have about how their level of achievement was impacted. This research inquiry has not only contributed to my personal growth as professional who is able to teach a second, foreign, or heritage language, but has also equipped me with the knowledge and experience that will guide me in future research inquiries. The findings from this study contribute to the body of research on Web 2.0 technologies and their role in second or foreign language teaching and learning.

Summary

I began Chapter 1 with a discussion on the number of instruction hours that American college students enrolled in foreign language courses have compared to the number of hours needed to learn a Romance language like Spanish. I introduced Web 2.0 technologies and their potential for second and foreign language teaching and learning as established by empirical studies. I explained the background of the study, situating myself both as an instructor of Spanish and a researcher. Additionally, I contextualized the study within the theoretical frameworks of social constructivism and an interaction approach to language learning by addressing key constructs such as input, interaction, output, feedback, and attention as they related to this study. I presented the research questions that guided this study and discussed its significance, limitations, and contributions. In Chapter 2, I will review and synthesize literature related to Web 2.0 technologies, particularly studies on blogs, Google Docs, and YouTube. In Chapter 3, I discuss the methodology used for this study, and in Chapter 4, I present the results. Finally, in

Chapter 5, I discuss the findings and the pedagogical implications that they have for the teaching

of Spanish as a foreign language in American colleges.

CHAPTER 2

REVIEW OF LITERATURE

Chapter 1 allowed me to introduce how this study evolved from an idea to a real inquiry. I also addressed the theoretical frameworks and key concepts that will guide this research endeavor. As stated, this study investigated the impact the use of three selected Web 2.0 technologies—thematic blogs, Google Docs, and YouTube—had on college students learning Spanish as a foreign language.

In this chapter, I present a review of the main studies conducted about the three selected Web 2.0 technologies and their role in second or foreign language teaching. I start with a brief review about Web 2.0 technologies in general. Then, I continue to present studies that have investigated how blogs impact the reading and writing skills in second and foreign language teaching. Afterwards, I present studies that have established how Google Docs can contribute to the development of interacting, collaborating, and writing in a second or foreign language. Finally, I introduce studies conducted to find the impact of YouTube in the development of listening or speaking skills in a second or foreign language.

Web 2.0 and Language Learning

Web 2.0 technologies were introduced over a decade ago (O' Reilly, 2005) and they became preponderant in language teaching soon after that. These tools have been greatly accepted by students and practitioners due to their many user friendly features with a low learning curve, their features to collaborate, interact, and produce knowledge, among others.

Moon and Lim (2013) argued that "over the past few years, the emergence of Web 2.0 technologies such as weblogs, wikis, and social networks has brought about radical changes in the field of foreign language learning" (p. 208). These technologies have challenged the traditional roles of a teacher providing knowledge or input and students being the recipient. Alm (2009) supported this argument and stated that Web 2.0 technologies have "the potential to transform established learning routines, to change the roles of teachers and learners and to enable language learners to become more involved in the learning process" (p. 203). Pegram (2009) added that the advantages of Web 2.0 technologies in education have already been established through sound research, with a potential for many more to be found. Magnuson (2012) established that Web 2.0 technologies could both enhance and hinder the learning of course content. He argued that they enhance learning because they facilitate engagement, creativity, collaboration, and class discussion. Additionally, the author established that Web 2.0 technologies can both help and hinder the use of constructivist learning theory for the course where they are implemented. The recommendations of this study advocate for the use of a variety of Web 2.0 technologies in order to "maximize their educational potential" (Magnuson, 2012, p. v).

Interested in learning about teachers' perceptions of Web 2.0 technologies on teaching and learning in higher education, Zelick (2013) carried out a quantitative descriptive research study among full-time and part-time faculty members teaching at a public university in the United States. The author reported finding "a relationship between faculty members' perceptions of teaching college courses utilizing Web 2.0 technologies versus the traditional classroom method" (p. 174), but also reported that "there is no relationship between faculty members'

perception of development programs affecting technology integration and their effectiveness" (p. 174).

In the area of second and foreign language teaching and learning, one of the first studies was conducted by Shihab (2008) to better understand how Web 2.0 technologies fostered or hindered the learning of a second language. The author conducted a study to determine how the implementation of Web 2.0 technologies would impact the teaching of high school in-service teaching practices and how these changes could improve the collaboration of their English language students in the classroom. With the participation of two English classes and their students, and through interviews, observations, and a survey, Shihad (2008) established that Web 2.0 made the teachers more efficient in their teaching. Additionally, the author reported that both teachers and students perceived the interactions and collaborations among them in the classroom as enjoyable, which consequently increased their motivation and engagement.

What follows is a review of the literature on the three Web 2.0 technologies focused in this inquiry. Initially, blogs and their established potentials for language learning will be discussed. Similar reviews will be presented for Google Docs and YouTube.

Blogs

According to Golonka, Bowles, Frank, Richardson, and Freynik (2014), "As blogs are relatively new in the FL classroom, very few studies have quantitatively examined how they can improve FL productive and receptive skills in comparison to traditional assignments" (p. 84). However, as Wang and Vásquez (2012) established in their literature review on Web 2.0 technologies in second language learning, blogs, along with wikis, are the most researched technologies.

Aydin (2014) described a blog and its main features. The author explained that a blog is a site or online page intended to allow the writer, known as the blogger, to present ideas mainly in written text. Recently, however, video blogs or *vblogs* have become commonly used (Hung, 2011). Hung described a vblog as a variation of a blog in which bloggers express their ideas verbally instead of in writing. Aydin further explained that blogs allow readers to leave a comment and that these comments are stored in a reverse chronological order. Additionally, blogs allow the blogger to respond to the comment left by readers and they receive a notification of the reply in their personal email. The author mentioned *edublog* is a blog used as an instructional resource or for educational purposes. According to Aydin, as of November 2012, there were about 58 million WordPress blogs in existence worldwide. Blogs and their impact on second language learning have been consistently researched, mainly through qualitative methods. The following is a brief review of the available studies on blogs and their impact on each of the basic four language skills.

Blogs and writing. Murray and Hourigan (2008) described blogs as a tool easily integrated into the writing environment of a foreign language due to their "highly adaptable generic production tools that provide great flexibility regarding their format and intended use" (p. 94). As part of a larger study on CALLware and its contribution to language learning, blogs were evaluated by students enrolled in a second year course of language and technology at a tertiary institution where the study was conducted. As part of their assessment grade, participants had to create and maintain a blog in which they reflected on their experiences as language learners over a period of twelve weeks. In order to develop a more real-life experience, participants' written production was never corrected by the teacher but the students' perceptions, submitted in the form of an essay, were assessed based on their "content and analysis and

structure, linguistic performance, and depth in the development of ideas" (p. 92). The analysis of the qualitative data showed that participants discussed themes such as proofreading, writing style, reading material, vocabulary acquisition, and culture. Results suggested that in order to successfully integrate blogs in a foreign language class, particularly reflective blogs, "a balance must be achieved between simulating a real-life context and imposing certain themes in order to encourage active reflection" (p. 95). Depending on the level of the learners, writing a reflective blog can be a very challenging learning activity and may have detrimental results for learners.

In one of the few studies conducted using quantitative methods, Arslan and Şahin-Kızıl (2010) explored the effect of blog-centered writing instruction on tertiary level students of English as a foreign language in Turkey. The quasi-experimental study used a group of 23 students who were exposed to the traditional in-class oriented writing instructions and an experimental group of 27 students who used blogs to create their writing assignments. Participants in the study were given a writing performance test and a pre-and post-test was administered. The writing task was assessed by three experienced EFL teachers of writing using a rubric. The values assigned to every component of writing were then aggregated and the results of the control and experimental groups analyzed through an independent t-test to establish if there was any statistical difference. An ANCOVA was used to see if the established difference was due to the treatment and not to other confounding variables such as the participants' previous writing mastery. The analyses of the participants' written work yielded findings that indicated that higher levels of improvement in students' writing work were probably due to blog-integrated writing performance. The authors claimed that the use of blogs in a foreign language class has potential to help teachers provide more effective writing instruction and assist learners in their achievement of higher levels of writing in the target language.

Sun (2010) reported the results of a study on the effects of extensive writing on a blog and the language learners' process as well as their perceptions about the process. The teacher-researcher collected data from the first and last three entries of every participant's blog in order to examine their syntactic complexity. Sun developed and implemented a 38-item survey to measure the learners' attitude, enhancement, process, evaluation of the blog. Using a Likert scale, participants were asked to rate every statement from 1 to 5. Sun (2010) reported that the results of a multivariate analysis of variance (MANOVA) indicated

> learners tended to produce language that was more complex in their first three blog, and participants' overall writing performance seemed to improve significantly, especially in terms of mechanics and organization. (p. 327)

The author claims that blogs can bring to the foreign language classroom opportunities for task-based writing that generates authentic language use with a purpose which may enhance the levels of writing proficiency in the target foreign language.

Palombo's (2011) exploratory study reported that writing experiences with blogs facilitated the writing process and improved the writing end products. Palombo collected and analyzed data from classroom observations, surveys, and writing assignments given to every student in the class, as well as data from interviews conducted with selected students based on the qualitative analysis conducted of online and offline writing. The study revealed that the participants' experience with blogs facilitated the writing process and improved their written products.

Chen (2012) reported the findings of a study conducted among 67 first-year English as a foreign language majors at a Chinese university and their experience with blogs and peer-reviewing. Using data collected through reflections on the effectiveness of the web-based peer-review activities in the form of essays, a survey, and an end-of-semester questionnaire, the

27

author was able to establish that blog-based peer review activities provided both instructors and students with positive experiences in the EFL writing classroom and that these activities encouraged learners to re-think and revise their writing.

According to Vurdien (2013), "Personal blogs can also motivate learners to build their writing skills through self-reflection and peer-review" (p. 126). Using an implementation-research model, a group of 11 students of English as a foreign language participated in a project intended to help them improve their writing skills over a period of five months at the end of which they had to take the Certificate in Advance English (CAE) examination at the University of Cambridge. Participants were given writing tasks similar to the ones they would face during the examination every two weeks and they were asked to comment and reply to the comments. Vurdien explained that "the primary goal of the project was to provide additional opportunities for interaction between students and to encourage peer feedback beyond the classroom" (p. 128). Using a qualitative approach, the author gathered data from the blog entries, the discussion classes, and two questionnaires at the beginning and end of the project. The results included an overall positive attitude towards the experience and the perception of blogs as a good way to communicate with other learners in the class. Additionally, participants reported feedback from their peers to be very useful and motivational for their writing.

Blogs and the role of peer feedback were also studied by Lin, Groom, and Lin (2013) but their findings did not entirely support Vurdien's. Using qualitative methods, the researchers collected data through in-depth interviews with eight participants. Findings indicated that blogging activities can inhibit learners with low proficiency levels in the target language due to feelings of anxiety and possible embarrassment created by the peer comments to their work and the slow pace at which they produce the required number of blog entries.

In a comparison study, Lin, Li, Hung, and Huang (2014) investigated the effects of blogging in the EFL writing classroom. One group of participants in the study used blogs as an approach to journal writing during 16 weeks while the control group was asked to do the same assignments using traditional pen-and-paper methods. Using a writing test and a semi-structured survey, the authors collected data that were analyzed both quantitatively and qualitatively. Findings included greater improvement by the experimental group as well as similar attitudes toward learning in both groups. Additionally, lower levels of anxiety were reported by the experimental group. Therefore, Lin, Li, Hung, and Huang (2014) reported the blogging approach as an effective way to help learners develop their writing skills as well as to create positive attitudes toward learning in general.

Arslan (2014) also studied the effects of blogging. The author particularly looked into the impact of feedback received from the instructor and their peers on the perceptions of English language teachers about their writing skills and sense of ownership. The comparison study was conducted with a group of 30 student teachers of English as a foreign language and 29 student teachers both groups were enrolled in a compulsory writing class in Turkey. The first group used a blog to submit their work while the second one used a portfolio to keep their printed written work. The study lasted two academic terms and the authors report findings that support previous research results that blogs, as well as portfolios, are a good way to receive and integrate peer and instructor's feedback that contribute to the writing process. The author adds that participants reported areas of writing such as organizational process, content, language use, vocabulary, mechanics, and accuracy.

The benefits of using blogs in the teaching of languages range from specific grammatical points Castañeda (2011) to being helpful in the development of rhetorical strategies (Bloch,

2007). Castañeda (2011) demonstrated that learners who used blogs during the class reached higher levels of achievement regarding the preterit and imperfect aspects in Spanish. However, Bloch (2007) claimed that while language learners improve in their mastery of rhetorical strategies, they may not necessarily gain higher levels of grammatical control. Lacking evidence in this study for higher levels of grammar mastery does not necessarily mean that there is none. Studies oriented to confirm or deny the benefits of blog implementation to develop specific grammatical points are, therefore, needed.

Research, for the most part, supports the idea that blogs contribute to the better gains in the writing skills of foreign language learners. Learners using blogs improve their compositional writing skills (Lou, Wu, Shih, & Tseng, 2010) and blog entries positively affect writing fluency and accuracy (Lee, 2009). Using blogs in a second or foreign language course can facilitate the writing process and the improvement of writing skills (Palombo, 2011), and enhance the learners' overall writing performance (Sun, 2010a).

Blogs and reading. Several studies have established a relation between reading blog entries and reading skills development. Research has established that learners who use a blog are more prone to think about the reading process (West, 2008), strengthen and enhance their literacy skills (Melin & Laun, 2007; Witte, 2007), and develop better critical thinking skill (Webb, 2007).

Leiva and Esteves (2009) conducted an action research study among college freshmen EFL students at Universidad Simón Bolívar in Caracas, Venezuela. Students in five randomly selected classes interacted over a semester via their blogs. Students posted material related to the content of the class and other learners made comments to the posts. Instructors supported the process by providing the topics that students were supposed to post about and referring to them

30

in class as a way to motivate learners to read each other's posts. Although this activity was part of the students' grade, it was not more than 5% in order to have students participate out of their own motivation to read and learn in the foreign language and not due to an expected grade. The results of this empirical inquiry included highly positive perceptions among most participants since they found reading on the blogs more effective for their learning than other traditional types of reading. The authors stated that "blogs can help students share what they have learned and help one another as they become more autonomous in their own learning and less dependent on their teachers" (p. 115). This study, however, found that self-reported perceptions on content learning and not about reading skills developments in a foreign language due to the use of blogs.

Gebhard, Shin, and Seger (2011) explored how English language learners' literacy development can be supported by a blog-mediated writing curriculum and established that this type of approach can expand audiences and literacy activities. However, the authors did not establish a clear link between the use of the blogs and the development of a particular reading skill. There are, however, claims that blogs can not only contribute to language acquisition but also help in the development of literacy skills in a foreign language (Saad, Soufi, & O'Day, 2015).

Blogs and speaking. Hung (2011) studied the implementation of video blogs with students of English for specific purposes (ESP). Using a variety of data collection sources that included an attitude survey, an open-ended questionnaire, student interviews, written peer feedback, video clips in vlogs, and reflective journals, the vblog project was implemented in an elective ESP Business Oral Communication with 17 senior English learners at a university in Taiwan. Interestingly, most of the students were females with just one male participant. This study followed the implementation-research model and allowed for two weeks to set up the

vblogs, and during the semester, every student was required to upload a total of four videos. Findings reported the majority of the participants perceived vblogs as a successful experience that helped them learn the target language. Additionally, participants expressed that vblogs had helped them reflect on their learning and that using them had contributed to more frequent interactions with their instructor. The author highlighted the importance of vblogs to promote reflection about the target language and interaction.

Sun (2012) studied the effectiveness of extensive speaking practice via voice blogs in a foreign language context. The author reports gains in the participants' speaking proficiency. However, the results did not indicate major gains in the pronunciation, complexity, fluency, or accuracy of the target language. One of the limitations of the study included the time students were exposed to the treatment. Eighteen weeks at a rate of two hours per week meant that learners had 36 hours of class instructions and not all of this time was dedicated to the speaking activities. The class period had to be divided between the speaking activities and lectures on public-speaking, video demonstration, and discussions. However, the study supports findings from previous research that claim that blogging helps learners to develop their expression, often at the cost of accuracy. The author argued that "providing students with practice opportunities on voice blogs outside the classroom could enhance students' confidence and perceived gains in their speaking skills and make students feel more comfortable in speaking in the target language" (p. 501). If learners feel comfortable with their speaking skills, they will probably engage in interactions in the target language with non-learners which may lead to better gains in proficiency.

Blogs and feedback. Ciftci and Kocoglu (2012) conducted a study among learners of English as a foreign language whose age ranged from 20 to 30 at a university in Istanbul. With

the voluntary participation of 15 students using a blog in the experimental group and 15 in the control face-to-face group, the researchers collected data. They conducted interviews before students were exposed to the treatment, with the purpose of establishing their experience writing in English and using technology in an EFL class. Additionally, they administered a questionnaire and writing performance tasks at the end of the treatment. The researchers established that although both groups experienced improvement in their writing skills, the experimental group improved their revised drafts and such improvement was mainly due to the feedback received from their classmates which had also triggered positive perceptions on the use of blogs in their writing class.

Ghani and Ahmat (2014) investigated the feedback that learners provide while collaborating to complete a writing task. Specifically, the authors looked into the various types of corrective feedback. The authors analyzed data taken from feedback provided by 30 learners of English as a foreign language in a semi-urban high school in Selangor, Malaysia. This case study followed a quasi-experimental research design with data coming from two main sources: (a) the feedback exchanged among the learners, and (b) a survey questionnaire to measure the students' perceptions on having received and given feedback on a blog. The authors reported that the majority of the learners using a blog for feedback give suggestions (52%), some prefer to praise their peers' work (22%), and only a few criticize their classmates' writing (16%). Ghani and Ahmat also reported that the majority of participants (60%) expressed feeling more comfortable and relaxed giving online feedback. This study demonstrated the great potential there is in the use of blogs for corrective feedback from peers.

Zhang, Song, Shen, and Huang (2014) reported a statistically significant positive correlation between the use of blog-based feedback and learners' motivation, collaboration, and

33

course satisfaction. The researchers obtained both quantitative and qualitative data from 36 students enrolled in a writing class as part of their major in English as a foreign language. The authors also reported that blog-based feedback "was conducive to learners' self-reflection and self confidence in L2 writing and could give rise to an enhanced L2 writing experience." (p. 670).

In a study conducted by Novakovich (2016) among students of English as a foreign language at a Canadian university, peer feedback was found to increase "reflection in the form of critical and directive comments and possibly helped learners generalize skills to subsequent assignments by promoting self-assessment and metacognitive self-awareness." (p. 27). Additionally, critical comments made by students about other students' work were found to correlate positively with learning outcomes.

Blogs and learners' perceptions. Blogs have been found to alter foreign language learners' perceptions of the writing process. Having the research question "What are learners' perceptions of blogging?" as a guide, Sun (2010a) surveyed 23 undergraduate Taiwanese students taking an academic-writing course at a university. The results of the study concluded that blogging "could promote positive attitudes toward foreign language writing" (p. 327). Similarly, Miyazoe and Anderson (2010) found that blogs, as well as forums and wikis, can positively modify the perceptions that learners have about online writing.

Kun, Bado, Smith, and Moore (2013) studied the use of blogs for the teaching and learning of English as a foreign language. Particularly, the authors explored how a blog can impact the students' learning experience, their attitudes, and level of critical thinking. Using a mixed method approach, and through an online survey, focus group interviews, and the analysis of the participants' blog entries, the authors established that peer commenting did not have any

effect on the participants' critical thinking since it "remained constant regardless of the presence or absence of peer feedback" (p. 180). Based on the results, the authors provide recommendations for effective use of blogs in foreign language instructions that attempts to enhance learners' critical thinking.

Blogs and other related factors. Empirical studies on the role of Web 2.0 in second/foreign language learning have revealed blogs foster interaction and communication among learners (Hsu 2009; Lou, Wu, Shih, & Tseng, 2010; Martínez, 2012; Savas, 2013; Thorne & Payme, 2005; Trajtemberg, & Yiakoumetti, 2011), learners and instructors (Lou, Wu, Shih, & Tseng, 2010) and learners and native speakers of the target language (Hsu, 2009; Lou, Wu, Shih, & Tseng, 2010, Thorne & Payne, 2005). Blogs, similar to wikis, are writing environments where interactions and communicative practices are enhanced among learners (Thorne & Payne, 2005). Hsu (2009) found that blogging can contribute not only to increases in pre-service EFL teachers' motivation, but also to the production of enriched interactions and discussions among users.

In a study conducted at a university in Chile, Trajtemberg and Yiakoumetti (2011) established that having foreign language learners use blogs to post and make comments "promotes EFL interaction, self-expression, self-evaluation, and a sense of language progress" (p. 1). At the University of Chile where the principal investigator was working, teachers of English as a foreign language for students who took English as a requirement for the Architecture or Graphic Design majors were facing major motivation issues. Students were apathetic and usually unmotivated to practice their target language. The educators and the researchers believed that since students were motivated toward recent Web 2.0 technologies, they could benefit from using both them to exchange information about their subject areas and to work on their language skills. Students had to write the blogs entries but they had the option to

publish and interact on the blog. Since students were free to publish, or not, their blog entries, the fact that some students chose to publish and interact on the blog was considered as an indicator of motivation and autonomy. One strategy used by the teachers to promote interaction was to include questions in their comments to which the blog owner and other students avidly responded.

One of the main challenges foreign language learners face is the limitation of the time allotted for in-class interaction with other learners, and even less time with more proficient speakers such as the instructor. Martínez (2012) discussed the importance of the implementation of proprietary technology, such as blogs, in a face-to-face undergraduate Spanish course to provide learning spaces and opportunities for learners to maximize their progress in the language while participating in activities that help them gain confidence, develop their creativity, and hone their learning strategies. The author claimed that blogs can promote collaboration and social interactions in the target language beyond the classroom, which in turn facilitate the learning process.

Savas (2013) conducted a study with English language pre-service teachers in an undergraduate program at a university in Turkey. The author's analysis of the participants' exchanges suggested that thematic blogs contributed to an increase in interaction, collaborative learning, and learner autonomy. The implications of this study are relevant since college students who take a foreign language course also tend to lack opportunities to receive input in the target language and to practice their foreign language skills outside the classroom. Thus, the implementation of thematic individual or group blogs can increase the amounts of input and output through interaction between the students and the teachers or students and more proficient speakers of the target language.

Language instructors usually find it difficult to motivate their students to write in the target language. Blogs have been found to enhance motivation among language learners (Gallagher, 2010; Lee, 2009). An increase in language learners' motivation is usually reflected in their desire to participate actively and interact with other learners since blogs provide a purpose for real writing and the generation of new knowledge (Chen, 2011).

Hauck (2007) investigated the cultural knowledge that language learners can develop via blogs. The author studied participants in a project that had five foreign language students of French at an American university. British university students also in a foreign language French course worked with ten native speakers of French to complete a series of collaborative tasks. Every participant had to interact with native speakers of the target language over several weeks using an internet-mediated, audio-graphic conferencing environment. As a follow-up, the participants had to reflect on the cultural differences using a blog. The author collected data from the work published by learners who volunteered to participate in the study and cross-compared them with data obtained from semi-structured interviews held post-treatment. Hauck suggested that "learners gain cultural knowledge via blogs due to the opportunities to explore the target language and culture" (p. 221).

Using data drawn from another collaborative project, but between Spanish and American students, Lee (2009) researched how the use of Web 2.0 tools affects the way in which students view intercultural communication. The researcher studied data obtained from the participants' postings on Moodle, a post experience survey, and open-ended questions. The post survey consisted of ten statements with a five-point Likert scale to obtain the participants' points of view. The open questions were used to elicit additional information regarding the project and particularly the participants' intercultural learning. Lee argued that "effective use of task-based

instruction for interactive collaboration provides opportunities for exploring the target language and culture" (440).

Google Docs

Of the three technologies researched in this study, Google Docs and their role in second language teaching and learning has not received similar attention to other Web 2.0 technologies and a merely 1% of the available empirical studies on Web 2.0 technologies and second language learning corresponds to this tool (Wang & Vasquez, 2012). Therefore, this literature review had to include studies from other areas of education.

Baten, Bouckaert, and Kan (2009) reported on the use of Google Docs in a project-based approach to help equip college students with the necessary skills to be able to bridge the gap between college life and that of an employed graduate. The results of the study included benefits of using Google Docs such as "(i) intensive interaction in discussion forums in the target language, (ii) confidence building as to spoken and written performance in an international business setting, (iii) meaningful content learning, and (iv) successful project management skills" (p. 137).

The question of ownership while using a Google Doc to write collaboratively was investigated in a study conducted by Blau and Caspi (2009). Using data collected from 118 undergraduate students at a university in Israel, the author tested the differences between sharing and collaborating on a written assignment. The participants were assigned randomly to different groups. Each group experienced different types of collaboration that included (a) sharing the draft with either an unknown audience or known peers; (b) collaborating by either suggesting improvements to or editing each other's draft; and (c) not sharing their documents with anybody.

The findings revealed no differences in the participants' perception of learning. However, there was perceived quality improvement from the first draft to the final version. Findings about ownership showed different levels of psychological ownership. Finally, the study claimed that when students collaborate using a Google Doc, they perceived this document has higher quality than the one they have produced without any help.

The potential for collaboration was corroborated by Chu, Kennedy, and Mak (2009). In a comparative study, the Web 2.0 technologies MediaWiki and Google Docs were compared to establish their effectiveness. Twenty-two undergraduate students in an information management program at a university in Hong Kong participated in writing projects that were done initially using MediaWiki and Google Docs towards the end of the semester. After students were exposed to each type of technology, they were given a survey to collect their perceptions about the tool. After a quantitative data analysis, results indicate learners perceive the tools as a positive experience for collaboration purposes, yet MediaWiki was found a more effective knowledge management tool compared to Google Docs.

Google Docs and its effect on language learners' engagement was studied by Coertze (2010). A group of six adult learners of English as a second language with different first languages and studying at an American university participated in a series of reading activities that included the use of a Web2.0 tool, either a Google Doc or a blog. The main focus of the study was the communicative tasks and their effect depending on the two studied tools. The authors reported that both technologies generate higher levels of engagement but do not explain which of the two is better. Yet, the study showed there is potential in Google Docs to impact the engagement of language learners. This is a venue of research that clearly deserves more attention in future studies since engagement has been so closely linked to language learning.

YouTube

      According to Brook's (2011) literature review, research on YouTube has shown that this Web 2.0 technology affords authentic student-centered instruction in both English as a second or foreign language. However, as with other Web 2.0 technologies, there is still need for empirical studies that are able to establish a clear connection between the use of this technology and verifiable or perceived gains among learners, particularly in a foreign language context.

      Due to the nature of YouTube as a source of authentic material to be used as supplemental material in the second and foreign language classroom, it is not surprising that many of the available studies are related to the impact of exposing learners to YouTube video clips. One of the first available studies was conducted in Taiwan. Kelsen (2009) investigated the use of YouTube video clips as supplementary material for college students learning English as a foreign language. The results of this study included the impact that video clips can have on learners' motivation as well as positive perceptions towards the use of YouTube since learners reported as interesting, relevant, and beneficial.

      Kuo (2009) conducted a study among students of English as a foreign language in Taiwan to determine the effect that YouTube video clips as teaching materials can have on the learners' listening comprehension performance. Additionally, the researcher attempted to identify the ideal number of video clips to use as well as the learners' attitudes toward this technology. Using three experimental groups, each group was exposed to either a different number of video clips. A total of 195 students participated in the study and it lasted fourteen weeks. Using pre- and post-tests, a background survey, and an attitude questionnaire, the researcher established that there is a significant difference in the levels of listening comprehension according to the number of video clips learners are exposed to. Additionally, the

study showed that there is little change in the students' attitudes to using YouTube video clips, but regarding the experience in general, there was improvement in the learners' attitudes toward the learning of English as a foreign language. Unfortunately, the study does not delve into the details of how the video clips were used by the instructors and whether or not confounding variables such as the teacher or the age of the learners were controlled.

The effect of YouTube video clips was part of a study conducted by Castañeda (2011) that included not only this Web 2.0 technology, but also wikis and photo blogs. The author investigated the difference in achievement mastery of the preterit and imperfect tenses by students of Spanish enrolled in a second semester college class at a mid-western public university. A total of 75 students participated in the study and they belonged to a very homogenous class with the majority of them (98.6%) being native speakers of English who were taking the class to complete the college foreign language requirement. Using a quantitative method, the researcher collected data from a pre-and post-test. He used a one-way between-groups analysis of covariance to compare the levels of achievement in the learning of the preterit and the imperfect tenses reached by students who used instruction with video/photo blogs and wiki and those who used traditional technologies. Results indicated that although there were not significant differences at the production levels between the two groups in the study, there were significant differences at the recognition level and the group that used the Web 2.0 technologies outperformed the other group when the general means were compared.

In his doctoral dissertation, Lo (2012) explored the experience of using YouTube to learn a foreign language. Using a qualitative research design, Lo collected data through a series of three interviews with the participants. The first two interviews were conducted individually and the last one as a focus group. Additionally, Lo supplemented his data with a quantitative survey

that elicited demographic information. A total of 10 Chinese students enrolled in a class at a state university volunteered to participate in the study. Lo selected them purposefully to guarantee the homogeneity of the sample. The findings suggested that foreign language learners using YouTube can have positive, negative, and neutral perceptions of the experience and that personal, external, or a combination of both factors may impact their experience. The study was not able to determine what factors may have stronger influence in the experience and the researcher recommends conducting future studies to clarify his findings.

Winke, Gass, and Sydorenko (2010) investigated the effects of captioning during video-based listening activities. Students in their second and fourth year in different languages were exposed to YouTube video clips. Students watched videos with and without captions in the target language, and the order was selected at random. To measure the levels of comprehension and establish if there was a significant difference in comprehension depending on the variable captioning, students were given comprehension tests and the means of the results were analyzed using a t-test and two-ways ANOVAs. The results indicated that there was a significant difference for the levels of vocabulary comprehension when using captioning. The authors also conducted interviews with twenty six participants after the experiment. Data revealed that captioning increases learners' attention, improve processing, and even reinforces knowledge and analysis of language. Yet, some learners reported that reading the captions made it easier for them to comprehend and, therefore, they did not make much of an effort to understand what the speakers were saying from the aural version and ended depending on the captions to understand the video.

Summary

I began this chapter with brief review on Web 2.0 technologies and their role in the teaching and learning of second and foreign languages. Even though research in the field of Web 2.0 technologies is relatively new, findings have already revealed great promise for the teaching and learning of second and foreign languages. Blogs, for examples, have been found to increase collaboration and interaction among learners (Hsu, 2009; Lou, Wu, Shih, & Tseng, 2010; Thorne & Payne, 2005), Google Docs also facilitate interaction and collaboration, but also contribute to feedback, particularly peer feedback (Baten, Bouckaert, & Kan, 2009; Blau & Caspi, 2009; Chu, Kennedy, & Mark, 2009). Specific language skills such as writing can benefit from the implementation of blogs (Bloch, 2007; Castañeda, 2011; Murray & Hourigan, 2008), and listening skills can be enhanced through exposure to authentic materials on YouTube (Kuo, 2009). In Chapter 3, I describe the research methodology, contextualize the study and explain the procedure to collect and analyze both the quantitative and qualitative in this study.

CHAPTER 3

METHODOLOGY

As it has been discussed in Chapters 1 and 2, blogs, Google Docs, and YouTube have been found to impact the learning of second and foreign languages. However, there is need for research that finds whether or not these three technologies impact the achievement levels of college students who take Spanish as foreign language. This study aimed to establish whether or not using such technologies had an impact on Spanish learners' levels of achievement as measured by a standardized test. Additionally, I explored the perceptions learners had on how these technologies impacted their learning process.

The following are the quantitative and qualitative questions that guided this study.

1: Does the use of three selected Web 2.0 technologies impact the achievement of college students taking Spanish as a foreign language?

    1.1. Does reading a blog, the comments received on their blog, and other material produced by their classmates impact the students' reading achievement?

    1.2. Do writing a blog, commenting on a blog, providing their classmates with feedback, and other writing activities using Google Docs impact the students' writing achievement?

    1.3. Does listening to their own YouTube videos and others created by their classmates impact the students' listening achievement?

    1.4. Does the creation of YouTube speaking activities impact the students' speaking achievement?

2: How do Spanish college students perceive the three selected Web 2.0 technologies

impacted their Spanish learning and achievement?

In this chapter, I describe the methodology, design of the study, setting, participants, data

collection, and analysis procedures.

Research Design

Based on the nature of the research questions, I used a convergent parallel mixed method

design. According to Creswell (2014), in a mixed method design, the quantitative and qualitative

data are gathered at the same time in order to capture a more holistic picture of the research

problem. Creswell (2014) further explains:

> In this approach, a researcher collects both quantitative and qualitative data,
> analyzes them separately, and then compares the results to see if the findings
> confirm or disconfirm each other. The key assumption of this approach is that
> both qualitative and quantitative data provide different types of information –
> often detailed views of participants qualitatively and scores on instruments
> quantitatively – and together they yield results that should be the same. (p. 219)

Additionally, a mixed methods inquiry allowed me to fulfill the "broad purposes of

breadth and depth of understanding and corroboration" (Denzin & Lincoln, 2013, p. 136). Figure

1 is a schematic representation of the study research design with two layers of analysis, based on

the notation system developed by Morse (1991).

Setting

This study was conducted at a liberal arts college in the United States. Carson College is

ranked among America's strongest and most selective liberal arts colleges with an acceptance

rate of 25%. It serves about 1,850 on-campus students with a distribution of 50% males and 50%

females. Students are predominantly white with 20.5 % of the student body formed by other

races or ethnicities. There are students from 46 states and Washington D.C., as well as from several countries in the world. Student to faculty ratio is 10:1 with an average class size of 15 students. In the foreign language classes, first year in particular, the class size is usually between 17 and 19 but never more than 20. Most students (about 70%) graduating from Carson College have had some type of abroad experience and there are Spanish-language development programs offered in Spain and Peru, but students can also spend their summers in other countries such as Costa Rica or Argentina.

	RQ1	RQ2	
Data Type	QUAN +	+	QUAL
Data Source	All participants	Seventeen participants who used the three selected technologies for 16 or 32 weeks.	
Instrument	STAMP Spanish Exam scores on reading, writing, listening and speaking	Interviews	
Layer of Analysis	Group Level	Individual Level	

Figure 1. A schematic representation of the design of the study.

Spanish is one of the offered language courses and most students take to fulfill their foreign language requirement. Every student who wants to take Spanish classes starts the process with a placement test. The Hispanic department uses the placement test by Avant. Students who score A2 are placed in the 102 class, and those who scored B1 are placed in the 201 class.

The foreign language classrooms at Carson College are equipped with modern technology. There is a set of two computers: a personal computer (PC) and an Apple. Professors choose either computer according to their technology preference and knowledge of the systems.

Most Spanish classes are administered using Moodle, although this program is not required by college policy but only recommended. There is a projector, two DVD players, and a control panel where professors can select the equipment they need. The classroom setting follows the traditional seating arrangement of rows and a large number of chairs. Students have access to the latest technology, and although there are computers available for students to check out and use during the semester, most of them prefer to use their own. Students are familiar with instructional technology and usually carry a smartphone and a laptop with them.

Changes in some of the sections of the elementary 102 and intermediate 201 classes began when, in the fall of 2014, the Spanish program coordinator, another professor, and I met to discuss the 102 syllabus. In that meeting, we decided to create syllabi that would have common learning objectives under a communicative approach. The other visiting professor and I were also teaching the 201 class using the same book *Identidades*. The coordinator and I were interested in infusing the program with Web 2.0 technologies that would allow students to share their language production in Spanish and interact with other students taking the same class and more proficient speakers of the target language. It was decided to use a blog, Google Docs and YouTube while the other visiting professor decided not to use any Web 2.0 technologies and to teach her class in traditional way without using any of the three selected technologies.

During the implementation stage, we constantly met to discuss how the three technologies were being used in our lesson. We often wondered whether or not having students use these three technologies would have any impact on our students' achievement levels. I decided to conduct this research study to explore their impact. During the spring semester of 2015, I began the proposal writing process, which was approved in the fall of 2015.

Control group setting. The control group was taken from two sections of students who had not used any of the three technologies during their classes at Carson College but had used the same instructional materials such as book and workbook. The 102 and 201 syllabi were developed having the books *Gente* in 102 and *Identidades* in 201 for guidelines. Students did activities aligned with more traditional methodologies such as writing on paper, listening to ancillary audio files, speaking activities in class, and reading materials written for language learners. Exams were given on paper and students did not have any practice in a language lab since Carson College does not have this type facility.

Experimental group setting. The following section explains how the three selected Web 2.0 technologies were used.

Google Docs. Every student was assigned a personal Google Doc to do all his or her writing assignments, and publish any picture, audio, or video file that was stored in any online software such as YouTube. Students used this document to write their drafts for their blog entries, prepare questions for the speaking activities, or write drafts of their speaking scripts. The document was shared with the instructor assigned to the class and the teaching assistant. Both of them would provide each student with corrective feedback during the writing stages. Students could share their document with a classmate to receive feedback, but this was optional. Appendix B is an example of a student's personal document.

Additionally, students and their instructor shared a common document to do the in-class activities which was called "tablero de clase" (class board). This virtual document allowed students to participate and interact in class. For example, the instructor could ask a question and have students answer on the document. The instructor would provide corrective feedback. This allowed students to see what common mistakes were made in class. Sometimes, the instructor

could use these mistakes as opportunities to provide learners with more detailed grammar explanations. This document could also be used for students to post questions and have another classmate reply. Appendix C is an example of a Google Doc used as a class board and shows how an activity in which students were required to interact by asking and answering questions related to the content of the lesson.

Blog. Every student had to develop a personal blog with three entries during the 16 weeks of the course. As explained above, the writing of each entry began on the personal Google Doc and received feedback from the class instructor and/or the teaching assistant. Students were responsible for making the suggested editions before publishing the entry. The Instructional Technology department opened a Word Press—a free and open-source content management system—account for each student. Students were given a rubric (see Appendix D) to guide their work and know how the assignment was graded. Once every student published their entry, they were expected to send the link to their professor for him/her to make it available for every student enrolled in the class. Students were expected to read at least three blog entries and leave a comment. Every student was also expected to reply to the comments received from their classmates. A total minimum of ten interactions among students was required. Figure 2 is a screenshot of a sample blog entry and Appendix E shows a complete blog entry.

YouTube. Two types of speaking activities were developed by students using this Web 2.0 tool. One was called "actividades de habla" (speaking activities). These activities were taken directly from the workbook and required students to interview a classmate with questions pertaining to the content of the chapters and using the target structures and vocabulary. The interview was recorded and uploaded to YouTube. Students had to paste the link on their Google Doc, listen to the language they had produced and identify their mistakes. Once students had

analyzed their speaking production, the instructor would review the videos and provide any of the language mistakes the student had not identified. The corrections for language that students did not know were provided, but mistakes made about language structures or vocabulary that students had studied in class or previous courses would be left for them to make corrections as it is shown in Appendix F. This analysis chart was published on the student's personal Google Doc. The activity was graded based on completion and points taken off for mistakes not identified or corrected.
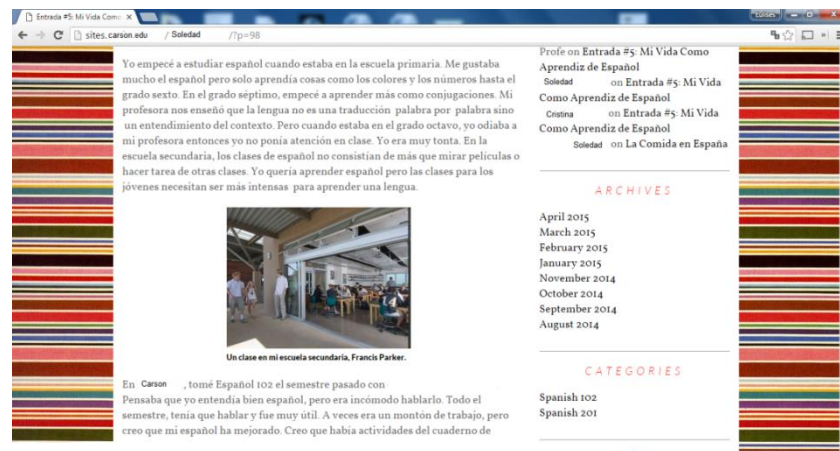
Figure 2. Written blog screenshot.

The second type of activity was a speaking project. Students had to do three of these during the 16 weeks according to the topics assigned or chosen with the instructor's approval. For example, students had to investigate about the origins and traditions of Valentine's Day in the United States and speak about it for at least 2.5 minutes. Each student also had to interview a fluent speaker of Spanish about this tradition in his or her home town or country of origin. Students were encouraged to interview native speakers of the language. They were required to

edit the video and publish it. They had to send the link to the instructor and the video was made

available for everybody in class to watch and comment. Figure 3 is an example of the type of

interaction between learners, making comments and replying to the comments they had received

from other classmates. The written comments were not proofread by either the instructor or any

other more proficient user of the language. In the analysis stage, every student was required to

read and identify the mistakes made, providing the correction in a different color. Appendix G

shows the speaking project in detail.
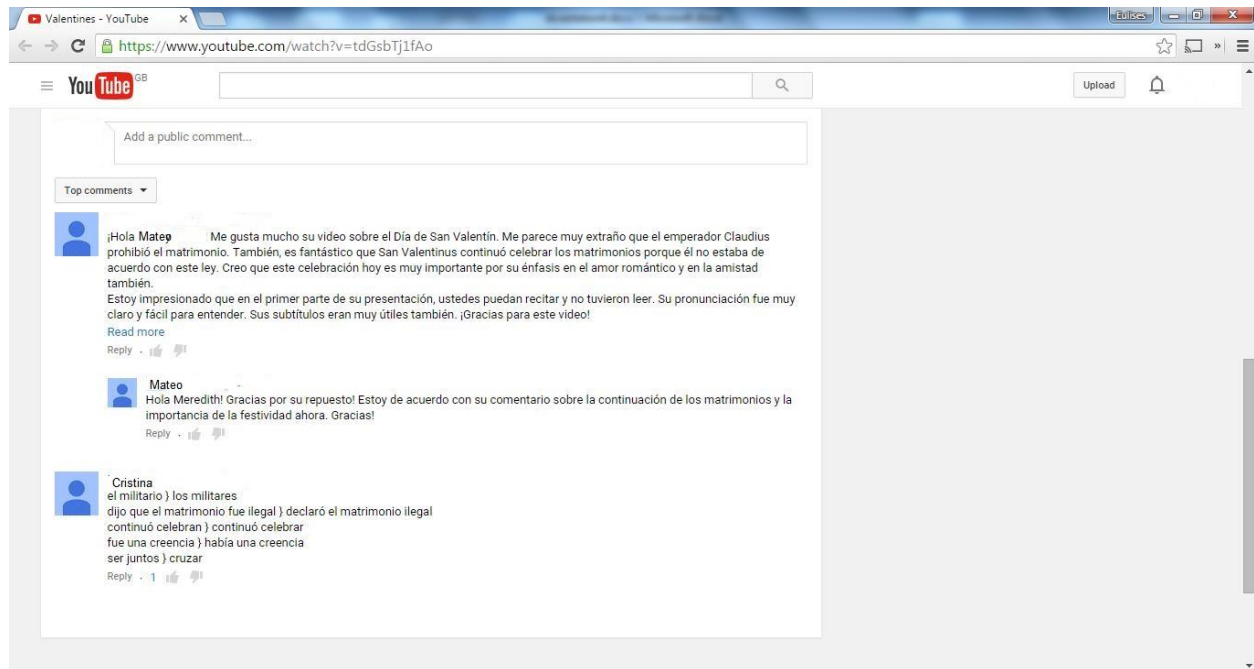
Figure 3. Video blog comments screenshot.

Every student had to watch at least three videos, make comments and reply to comments

until a total of ten interactions had taken places with other classmates. Both the instructor and

his/her assistant interacted with the students providing comments. Finally, students were asked to

analyze the language produced and identify possible mistakes made both verbally and in writing, and assess their work.

Table 1 summarizes the research questions, the three selected Web 2.0 technologies and the basic language skill they were intended to impact.

Table 1

Research Questions, the Three Selected Web 2.0 Technologies, and the Four Basic Language Skills

| | Research Questions | | Web 2.0 Technologies | Language |
	Quantitative	Qualitative	Skills	
Does the use of three selected Web 2.0 technologies impact the achievement of college students taking Spanish as a foreign language?	1. Does reading a blog, the comments received on their blog, and other material produced by their classmates impact the students' reading achievement?	How do Spanish college students perceive the three selected Web 2.0 technologies impacted their Spanish learning and achievement?	Blogs	Writing Reading
	2. Do writing a blog, commenting on a blog, providing their classmates with feedback, and other writing activities using Google Docs impact the students' writing achievement?		Google Docs	Writing Reading
	3. Does listening to their own YouTube videos and others created by their classmates impact the students' listening achievement?		YouTube	Listening Speaking Writing Reading
	4. Does the creation of YouTube speaking activities impact the students' speaking achievement?			

Participants

Purposeful sampling was used to select the participants, since "the logic and power of purposeful sampling lies in selecting information-rich cases for study in depth" (Patton, 2002, p. 230). Participants in this study were students from five sections of Spanish 201. Participants were grouped according to the time they had used the technology. The first group was composed of those students who had not used any of the three selected 2.0 technologies. A total of 31 students from two sections of Spanish were included and it was labeled *non-use*. The second group of participants had taken the 201 course and used the three technologies for 16 weeks. This group was named *short term use*. The third group had taken the 102 and 201 classes with professors who infused their classes with the three selected technologies, implemented in a similar way, for the same number of assignments and time as described in the syllabus (Appendix A). This group of participants was labeled *long term use*. A total of 44 students used the three selected technologies and 17 volunteered to participate in a semi-structure interview. A total of 75 students participated in this study and the scores obtained in the four skills were entered into the dataset for the quantitative portion of the study. Among the 17 students who were interviewed, 8 were female and 9 were male. Table 2 displays their profiles with the pseudonyms in Spanish every participant chose, their gender, time using the three selected technologies, their previous experience with these technologies, and the number of years before taking classes at the college where the study was conducted.

The inclusion of participants in the quantitative data adhered to the following criteria:

1. Students who had taken Spanish 201 and consequently had taken the program exit exam (STAMP) to measure their level of proficiency in Spanish.

2. Students who had used the selected three Web 2.0 technologies—blogs, Google Docs, and YouTube—during their 201 class, or both during their 102 and 201 classes and followed similar implementation.

3. Students who had not used and any of the selected three Web 2.0 technologies during their Spanish classes at Carson College.

Table 2

Profiles of the Participants in the Qualitative Section

No.	Name	Gender	Use of the 3 Web 2.0 Technologies	Previous Use of the 3 selected Web 2.0 Technologies	Previous Years of Spanish
1	Miguel	M	32 weeks	None	3
2	Teresa	F	32 weeks	None	6
3	Norberto	M	32 weeks	Some	8
4	Donaldo	M	32 weeks	None	7
5	Sofía	F	32 weeks	Some	5
6	José	M	32 weeks	None	7
7	Mateo	M	32 weeks	None	3
8	Camilo	M	32 weeks	None	4
9	Carlota	F	16 weeks	None	6
10	Helena	F	16 weeks	None	6
11	Juliana	F	16 weeks	Some	6
12	Soledad	F	16 weeks	None	7
13	María José	F	16 weeks	None	5
14	Cintia	F	16 weeks	None	5
15	Paco	M	16 weeks	Some	3
16	Daniel	M	16 weeks	None	4
17	Juan	M	16 weeks	Some	4

Instruments

The following instruments were included for this study:

1. The Standards-Based Measure of Proficiency (STAMP) test. This is a standardized test that measures a learner's ability to write, read, comprehend, and speak most

commonly taught languages in the United States as a foreign language. According to the Avant website, the test "measures proficiency in Reading, Writing, Listening, and Speaking in nine languages with content appropriate for middle school through university students" (para. 1). It is a web-based test, claimed to be adaptive to the student's real skills. Professors and teachers can obtain their students' scores by learner, class, school or institution according to benchmarks aligned to the American Council on the Teaching of Foreign Language (ACTFUL) levels from Novice to Advanced. If instructors wish to analyze their students' output in more detail, they can access it.

2. Semi-structured interviews with selected individuals provided qualitative data about participants' perceptions on how the three selected Web 2.0 technologies impacted their language learning process. I made an effort to interview students who had used the technologies during 16 and 32 weeks and to include a balanced number of female and male individuals.

According to Turner III (2010), "Interviews provide in-depth information pertaining to participants' experiences and viewpoints of a particular topic. Often times, interviews are coupled with other forms of data collection in order to provide the researcher with a well-rounded collection of information for analyses" (p. 754). Interviews are considered one of the most important sources of case study information (Yin, 2009).

Interviews can be structured, unstructured, and semi-structured interviews. Semi-structured interviews are most equated with qualitative interviewing and, therefore, the most widespread type in the human and social sciences (Brinkmann, 2013). All interviews for this

inquiry were semi-structured which means that "either all of the questions are more flexibly worded, or the interview is a mix of more or less structured questions" (Merriam, 2009, p. 90).

Semi-structured interviews allowed me to use a carefully-constructed interview protocol to generate conversations in which I provided probes and follow-ups to obtain detailed responses, guide the participants to expand and clarify vague sentences or phrases, and keep the dialogue on topic (Rubin & Rubin, 2005). Semi-structured interviews let me "gently guide a conversational partner in an extended conversation" (Rubin & Rubin, 2005, p. 4), but were also respectful of the participants' time, which was usually limited and in need of efficient use.

Seidman (2006) stated, "At the root of in-depth interviewing is an interest in understanding the lived experiences of other people and the meaning they make of that experience" (p. 9). I attempted to understand how the use of Web 2.0 impacted the learning process and the achievement of college students enrolled in Spanish classes. The interviews allowed me to learn about their experiences with the three selected technologies. Appendix H shows the questions I used to guide participants and obtain data that could help me understand how each Web technology impacted the four basic skills learners develop in a foreign language.

Data Collection

According to Merriam (2009), a researcher using a case study does not claim any particular methods for data collection or data analysis. This research inquiry, therefore, gathered both quantitative and qualitative data. After the study proposal was approved in the fall of 2015, I began the process of obtaining IRB approval to conduct the study. I needed to obtain IRB approval from both USF and the college where this study was conducted. Once they were granted, the process to obtain the qualitative and quantitative data began. With the help of the

Spanish coordinator, all the students who had taken the classes using the three selected

technologies were contacted via email. Appendix I shows the message sent to students. A total of

17 students were invited to participate in the semi-structured interviews. During the same week,

the Spanish coordinator and I met for her to provide me with scores of all the students

participating in the study.

Every student who volunteered to participate in the semi-structured interviews and I

arranged the time and place to meet. The meetings were held on campus, usually in the main

library due to the fact that there were quiet rooms available to be reserved for set times and days.

During the interview, I explained the study to each participant, clarified questions and

verified that the written consent was understood and signed. The interview began with questions

about the participant's experiences with Spanish before taking classes at the college where they

study was conducted. I asked questions to help each participant remember if they had used blogs,

Google Docs, and YouTube before starting their Spanish classes at Carson College. As shown in

the profiles chart, some participants reported having used Google Docs to collaborate when

writing a document in class or YouTube to watch a video in Spanish, or movies. None of the

participants mentioned having using the three technologies in a similar fashion as they did during

their class at Carson College. None mentioned using the three selected technologies with the

objective of interacting with other people who were learning the language or with more

proficient Spanish speakers. The interviews were recorded using the software Audacity® and

then the file was saved under the pseudonym chosen by each participant as their favorite name in

Spanish or because it resembled their name in some way. The interviews were transcribed and

the file sent to the corresponding participant to read and make changes or add any relevant points

that they had not mentioned during the interview. None of the participants replied with changes.

Data Analysis

Data collected from the participants' proficiency exam taken at the end of their Spanish 201 class were analyzed using descriptive statistics to answer each of the sub-questions which when combined, allowed a response for the main quantitative guiding question. For each of these sub-questions, the independent variable (IV) was the time students used the three selected Web 2.0 technologies, which was a nominal variable with three levels: (1) participants who had not used the three selected technologies, (2) participants who had used the three selected technologies for 16 weeks, and (3) participants who had used the selected technologies for 32 weeks. The dependent variable (DV) was the reading, writing, listening, and speaking scores the participants had obtained in their STAMP test, which they took at the end of their 201 class. Reading and listening skills were assessed on a scale from 1 to 9. Students who scored from 1 to 3 are considered novice level learners, those who score from 4 to 6 are considered intermediate, and the ones who score from 7 to 9 are advanced. Writing and speaking skills were assessed on a scale from 1 to 8. Table 3 shows the relation between the STAMP test and the ACTFL scale.

Table 3

Relation between the STAMP Test and the ACTFL Scale.

Reading and Listening Level Key			Writing and Speaking Level Key		
Novice	**Intermediate**	**Advanced**	**Novice**	**Intermediate**	**Advanced**
1-Novice-Low	4-Intermediate-Low	7-Advanced-Low	1-Novice-Low	4-Intermediate-Low	7-Advanced-Low
2-Novice-Mid	5- Intermediate-Mid	8- Advanced-Mid	2-Novice-Mid	5- Intermediate-Mid	8- Advanced-
3-Novice- High	6- Intermediate-High	9- Advanced-High	3-Novice- High	6- Intermediate-High	Mid/High
				NR – Not Ratable	

Table 4 summarizes the participants' scores for each skill. Participants are grouped according to the time they used the three selected Web 2.0 technologies, including those who did not use any technology.

Table 4

STAMP Test Scores by Groups and Skills.

	No Web Technologies		16 Weeks		32 Weeks	
	Lowest	Highest	Lowest	Highest	Lowest	Highest
Reading Scores	5	8	5	9	5	8
Writing Scores	4	6	4	6	4	6
Listening Scores	2	7	3	9	3	9
Speaking Scores	2	6	4	6	4	5

The participants' scores by skill were submitted to SPSS for a One-Way Analysis of Variance (ANOVA) to test if there was any significant difference for each skill measured by the STAMP test. According to Green and Salkind (2013),

> The ANOVA F test evaluates whether the group means of the dependent variable differ significantly from each other. Each case in a SPSS data file used to conduct a one-way ANOVA contains a factor that divides participants into groups and one quantitative dependent variable. (p. 176)

The alpha level was set at .05, as it is the most commonly used in research conducted in the field of education. The homogeneity assumption for the ANOVA was tested using the SPSS software, and it was assessed through Levene's test. The output of the ANOVA for each skill measured by the STAMP test showed that there was no statistically significant difference between the three groups.

Research question two was answered through the analysis of data collected during the semi-structured interviews. Once the individuals were contacted, this researcher invited an equal

number of 10 students who had used the three selected technologies for 16 weeks and 10 students who had used them for 32 weeks, as well as a balanced number of male and female participants. Three of the invited students could not meet me for the interview due to time constrains.

I analyzed the data collected through the interviews following Creswell's (2014) systematic process to analyze textual data. The following were the steps that I followed:

1. I organized and prepared the data for analysis. I transcribed the interviews using the Microsoft Word® software. Read the data and edited them. I also sent the texts to each of the participants to confirm that the written ideas corresponded to what they intended to say.

2. I read all the data to obtain a general sense of the information and reflected on the general meaning they provided. I took notes marginal notes about topics, or themes that were evident.

3. I made a list of topics and themes that previous literature had established as ways in which Web 2.0 technologies can impact the learning a second language using information obtained during the literature review. I created an initial set of codes.

4. I became "intimately familiar" with the data obtained through the interviews by reading and rereading them. This process allowed me to notice similarities or themes. The identification of analytic patterns or themes guided me into the "open coding" phase (Warren & Karner, 2010).

5. I began the process of setting the codes and categories using Dedoose®, which was the selected software to analyze the qualitative data.

6. Using the descriptors feature of Dedoose, data from every individual were uploaded. The interview transcription for every participant was analyzed line by line and a code or category assigned to meaningful excerpts.

Validity and Reliability

Creswell's (2014) approach to validity and reliability guided me to make the qualitative section of this study valid and reliable. I used the following techniques:

Internal validity. From the strategies suggested by Creswell (2014), I implemented the following:

1. In the background of the study in Chapter 1, I exposed my possible biases in this study. My participation in the design of the project and the implementation clearly shows a deep interest in this field of research. Instructional technology, particularly Web 2.0 technology, has become of great relevance in my working environment. This enthusiasm for such technologies may have impacted my teaching practices and those who were involved in the research process with me.

2. I used peer debriefing as a strategy to ensure that the account was as accurate as possible. I met several times with one of the professors at the institution where the study was conducted to discuss the study design, the questions to use in the interview protocol and to discuss with her my procedures. This professor asked me questions and made me aware of things to consider. She also suggested changes. Additionally, I met with another professor and discussed the coding of the data. We analyzed one of the interviews together. I explained to him how every code was assigned. We reflected on the process, and he provided feedback.

3. I used an external auditor to review the entire project. His comments during the entire project contributed to the validity of the qualitative part of this study.

4. I used rich, thick, description to convey the findings of this study (Creswell, 2014). I described the setting, the language program, and the implementation of the three selected technologies in detail so that the reader is able to have a better picture of the study.

5. I have spent two years at the institution where the study was conducted. I have developed an in-depth understanding of the phenomenon. I have worked closely with someone who was using the three selected technologies and I had conversations with people in the department who did not support the use of these technologies. Their feedback helped the study to be more accurate and valid.

External validity. The results of this study may not be generalizable to other populations. However, the uniqueness of the setting, the participants, and the experiences described through detailed accounts can certainly help to understand how the use of some Web 2.0 technologies under an interactional approach to language teaching may impact the learning of a second or foreign language. Teachers, professors, and practitioners in a similar teaching setting can benefit from this study and adopt the use of the three selected technologies in a similar manner.

Reliability. As suggested by Creswell (2014), I checked the transcripts to make sure that there were no obvious mistakes. I also sent the transcriptions to the participants for them to read and suggest changes. Additionally, the initial set of codes – collaboration, fluency, anxiety, vocabulary, grammar structures – was taken from findings in empirical studies on the contributions of Web 2.0 technologies to language teaching and learning.

Strengths and Limitations of Study

Although I am convinced of the validity and usefulness of this study, I am also aware of

the limitations it poses. First, the study examined a phenomenon limited to the particular

teaching setting with a student population that may not correspond to other teaching settings in

the United States. The generalizability of the findings of this study is limited to similar contexts

in other tertiary institutions with good technology availability and support. Carson College

highly supports the implementation of technology with training for both faculty and students and

this may have impacted the study. Students have onsite tutors available for them to help with

questions regarding technologies used in the classroom and tutors to provide students with

feedback about their foreign language production. These particularities may make this teaching

setting unique, but at the same time provide a great opportunity to research about the use of Web

2.0 technologies to foster interactions among foreign language students who are highly

motivated and dedicated to their college studies.

However, this study can provide insights into how the implementation of three selected

Web 2.0 technologies, implemented under an interactional approach for language teaching and

learning, may or not impact the levels of achievement of foreign language students in the United

States. The qualitative component of the study allowed me to explore the participants'

perceptions on how these technologies impacted their language development and achievement.

Summary

In Chapter 3, I addressed the (a) research design, (b) setting, (c) participants, (d)

instruments, (e) data analysis, (f) validity and reliability, and (g) strengths and limitations of the

study. I explained why a convergent parallel mixed method design was the most appropriate

approach to answer the research questions guiding this study. I described the groups of

participants in this study and how the three selected Web 2.0 technologies were used in the

Spanish classes. I also included descriptions of the data collection methods and how I obtained

both quantitative data from the standardized test STAMP, and qualitative data from semi-

structured interviews. I addressed how these data were analyzed, and described the steps I

followed to maintain a consistent approach during the research project and check for the

accuracy of the findings. Finally, I discussed the strengths and limitations of this study. In

Chapter 4, I will present the results of the data analysis in two sections. In the first part of the

chapter, I will present the results for the quantitative data addressing each of the sub-questions.

The second section will include the results for the analysis of the qualitative. In Chapter 5, I will

address the conclusions of this study, discuss possible pedagogical implications and suggest

future research studies on the impact of Web 2.0 technologies and foreign language achievement.

CHAPTER 4

RESULTS

The purpose of this study was to explore how the use of three selected Web 2.0 technologies impacted the achievement levels of Spanish college students as measured by their results on a standardized test and their perceptions about their learning. In Chapter 4, I will present the findings for the quantitative research questions and then proceed with the results of the qualitative question.

Question 1 Results

Does the use of three selected Web 2.0 technologies impact the achievement of college students taking Spanish as a foreign language?

This research question was answered through the analysis of the sub-questions designed for each basic language skill. A One-way Analysis of Variance (ANOVA) was conducted to identify if there was any significant difference in the means of the scores participants had obtained for the reading, writing, listening and speaking skills as measured by the standardized test STAMP. The findings of each sub-research question are presented below. It is important to refer to Table 3 to see that the productive skills are graded from one to eight while the receptive skills are graded from 1 to 9.

For each sub-question, the independent variable was the *time* or *no time* the participants used the three selected Web 2.0 technologies and the dependent variable was the participants' score on the STAMP test for every language skill: reading, writing, listening and speaking. An

ANOVA was conducted to identify if there was any significant difference between the means of the scores of students who did not use any of the three selected technologies: blogs, Google Docs, and YouTube for each language skill that is measured to determine a language learner's level of achievement. The alpha level was set at the .05 level. The number of data entries was 75. This total was composed of 31 participants who had not used any of the three technologies, 26 participants who had used the three technologies for 16 weeks in their intermediate class and 18 participants who had use the three technologies for 32 weeks during their elementary 102 and intermediate 201 classes.

1.1. Does reading a blog, the comments received on their blog, and other material produced by their classmates impact the students' reading achievement?

The descriptive statistics for sub-question one are summarized in Table 5. Group Number 1 included the reading scores of participants who had not used any of the three selected Web 2.0 technologies (n= 31; M= 6.709; SD= 1.00), Group Number 2 included the reading scores of participants who had used the three technologies for 16 weeks (n= 26; M= 7.192; SD: 0.849), and Group Number 3 included the scores of participants who had used the same technologies for 32 weeks (n= 18; M= 6.666; SD= 1.028).

Table 5

Descriptive Statistics for Reading Scores & Group of Technology Use

Group	N	Mean	Standard Deviation	Standard Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Non-use	31	6.7097	1.00643	.18076	6.3405	7.0788	4.00	8.00
Short term use	26	7.1923	.84943	.16659	6.8492	7.5354	5.00	9.00
Long term use	18	6.6667	1.02899	.24254	6.1550	7.1784	5.00	8.00
Total	75	6.8667	.97722	.11284	6.6418	7.0915	4.00	9.00

I employed a SPSS One-way statistical analysis of variance (ANOVA) to examine whether or not there was no statistically significant difference in the reading scores of students who a) did not use any of the three selected Web 2.0 technologies, b) the scores of those who used them for 16 weeks, and c) the scores of students who used them for 32 weeks as measured by the STAMP® test. Results of the ANOVA determined an F – value of 2.299, which signifies the likelihood of such results are 2.3 times what would be expected by chance. The p – value calculated did not meet the critical value of p<0.05 (p<0.108), indicating there was no significant difference in the reading scores based upon the weeks of Web 2.0 technology use. The F – score generated from the analysis measured the level of differences between the means of the groups as shown in Table 6.

Table 6

Analysis of Variance for Time of Technology Use & Reading Scores

Reading Scores			ANOVA		
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.241	2	2.121	2.299	.108
Within Groups	66.426	72	.923		
Total	70.667	74			

The mean scores of the three groups were not significantly different from each other. However, Figure 4 is a visual representation of the means for each group and provides an alternative way to see the results. The results indicate a difference between the group that used the three selected technologies for 16 weeks and the group that did not use them. The group that used them for 32 weeks achieved a similar reading level to the group that did not use any

technologies. It is important to be aware of the fact that this type of graphic may be misleading since the difference between groups is not as much as it is shown in it.
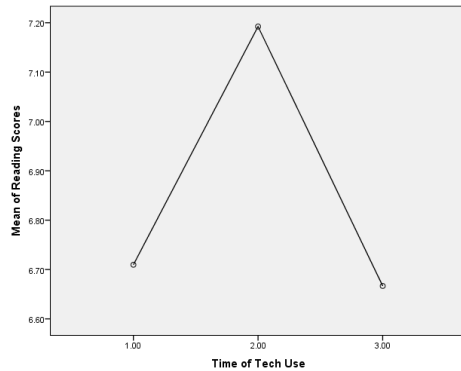
Figure 4. Means of the reading scores for the three groups.

1.2. Do writing a blog, commenting on a blog, providing their classmates with feedback, and other writing activities using Google Docs impact the students' writing achievement?

The descriptive statistics for sub-question two are summarized in Table 7. Group Number 1 included the writing scores of participants who had not used any of the three selected Web 2.0 technologies (n= 31; M= 4.677; SD= 0.652); Group Number 2 included the writing scores of participants who had used the three technologies for 16 weeks (n= 26; M= 5.269; SD: 0.603); and Group Number 3 included the scores of participants who had used the same technologies for 32 weeks (n= 18; M= 4.888; SD= 0.676).

The ANOVA resulted in an F – value of 6.06, which signifies that the likelihood of such results occurring are 6.1 times what would be expected by chance. The p – value met the critical value of $p<0.05$ ($p<0.004$), which indicated that there was a significant difference in the writing scores based upon the time the three selected technologies were used as shown in Table 8. Post-hoc comparison using the Scheffe test indicated that the mean scores of the control group, comprised of the scores of participants who had not used any of the three technologies, was

68

significantly different (M= 4.677, SD= 0.652) from the experiment group that had used the three

selected technologies for 16 weeks (M=5.269, SD= 0.603), but not significantly different (M=

4.888, SD= 0.676) from the group that had used the three technologies for 32 weeks. This

comparison is shown in Table 9.

Table 7

Descriptive Statistics for Writing Scores & Group of Technology Use

Group	N	Mean	Standard Deviation	Standard Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Non-use	31	4.6774	.65254	.11720	4.4381	4.9168	4.00	6.00
Short term use	26	5.2692	.60383	.11842	5.0253	5.5131	4.00	6.00
Long term use	18	4.8889	.67640	.15943	4.5525	5.2253	4.00	6.00
Total	75	4.9333	.68445	.07903	4.7759	5.0908	4.00	6.00

Table 8

Analysis of Variance for Time of Technology Use & Writing Scores

Writing Scores			ANOVA		
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.999	2	2.500	6.066	.004
Within Groups	29.667	72	.412		
Total	34.667	74			

1.3. Does listening to their own YouTube videos and others created by their classmates

impact the students' listening achievement?

The descriptive statistics for sub-question three are summarized in Table 10. Group

Number 1 included the listening scores of the *non-use* participants or students who had not used

any of the three selected Web 2.0 technologies (n= 31; M= 4.741; SD= 1.459); Group Number 2

included the listening scores of participants who had used the three technologies for 16 weeks

(n= 26; M= 5.423; SD: 1.553); and Group Number 3 included the scores of participants who had

used the same technologies for 32 weeks (n= 18; M= 5.611; SD= 1.577).

Table 9

Post-hoc Multiple Comparisons of Writing Scores

Dependent Variable: Writing Scores Scheffe					95% Confidence Interval	
(I)Time of Tech Use	(J) Time of Tech Use	Mean Difference (I-J)	St. Error	Sig.	Lower Bound	Upper Bound
Non-use	2.00	-.59181*	.17070	.004	-1.0185	-1.651
	3.00	-.21147	.19022	.542	-.6869	.2640
Short term use	1.00	.59181*	.17070	.004	.1651	1.0185
	3.00	.3804	.19682	.162	-.1116	.8723
Long term use	1.00	.21147	.19022	.542	-.2640	.6869
	2.00	-.38034	.19682	.162	-.8723	.1116

*Note: *The mean difference is significant at the 0.05 level.

Table 10

Descriptive Statistics for Listening Scores & Group of Technology Use

Group	N	Mean	Standard Deviation	Standard Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Non-use	31	4.7419	1.45986	.26220	4.2065	5.2774	2.00	7.00
Short term use	26	5.4231	1.55366	.30470	4.7955	6.0506	3.00	9.00
Long term use	18	5.6111	1.57700	.37170	4.8269	6.3953	3.00	9.00
Total	75	5.1867	1.54826	.17878	4.8304	5.5429	2.00	9.00

Results of the ANOVA calculated an F – value of 2.34 which signifies the likelihood of

such results occurring are 2.3 times what would be expected by chance. The p – value did not

meet the critical value of p<0.05 (p<0.104), which indicated that there was no significant

difference in the listening scores based upon the time the three selected technologies were used

as depicted in Table 11.

Table 11

Analysis of Variance (ANOVA) for H$_{03:}$ Time of Technology Use & Listening Scores

Listening Scores	ANOVA				
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.827	2	5.414	2.340	.104
Within Groups	166.559	72	2.313		
Total	177.387	74			

Even though the ANOVA procedure did not establish a significant difference between the

three groups, it is worth noting that the use of three selected technologies did have some impact

on the listening skills of the participants as shown in Figure 5. The group that used the three

technologies for 16 weeks outperformed the group that used no technologies. Similarly, the

group that used the three technologies for 32 weeks achieved higher scores than the group that

used them only for 16 weeks. Figure 5 shows positive gains over time and may imply that using

YouTube for longer periods may lead to higher achievement in the listening skill.

1.4. Does the creation of YouTube speaking activities impact the students' speaking

achievement?

The descriptive statistics for sub-question four can be seen in Table 12. Group Number 1

included the speaking scores of participants who had not used any of the three selected Web 2.0

technologies (n= 31; M= 4.290; SD= 0.901), Group Number 2 included the speaking scores of

participants who had used the three technologies for 16 weeks (n= 26; M= 4.692; SD: 0.617),

and Group Number 3 included scores of participants who had used the same technologies for 32 weeks (n= 18; M= 4.666; SD= 0.485).
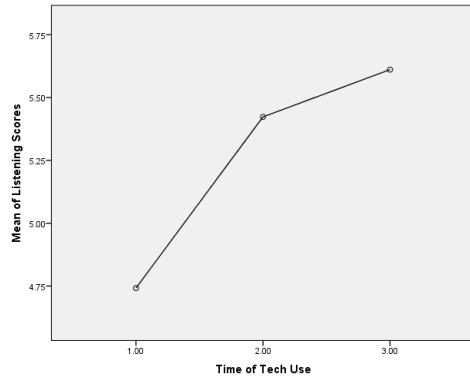
Figure 5. Means of the listening scores for the three groups.

Table 12

Descriptive Statistics for Speaking Scores & Group of Technology Use

Group	N	Mean	Standard Deviation	Standard Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Non-use	31	4.2903	.90161	.16193	3.9596	4.6210	2.00	6.00
Short term use	26	4.6923	.61769	.12114	4.4428	4.9418	4.00	6.00
Long term use	18	4.6667	.48507	.11433	4.4254	4.9079	4.00	5.00
Total	75	4.5200	.74180	.08566	4.3493	4.6907	2.00	6.00

Results of the ANOVA calculated an F – value of 2.65 which signifies the likelihood of such results occurring are 2.6 times what would be expected by chance. The p – value did not meet the critical value of $p < 0.05$ ($p < 0.07$), which indicates that there was not a significant difference in the speaking scores based upon the time the three selected technologies were used as depicted in Table 13 below.

Table 13

Analysis of Variance for Time of Technology Use & Speaking Scores

Speaking Scores			ANOVA		
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.794	2	1.397	2.653	.077
Within Groups	37.926	72	.527		
Total	40.720	74			

As in the case of reading and listening, where the ANOVA procedure did not establish a significant difference between the means of the scores, the visual representation of speaking means of score (Figure 6) shows how the two groups that used the three selected Web 2.0 technologies demonstrated higher levels of speaking achievement. The closeness of the $p<0.07$ value to the critical value $p<0.05$ also indicated that there is a level of difference worth noting.

The results of the four sub-questions indicate that for the quantitative question (Q1. *Did the use of use of three selected Web 2.0 technologies impact the proficiency achievement of college students taking Spanish as a foreign language?*), the answer is affirmative since it has been established that the three selected Web 2.0 technologies did impact the learning of the three groups, although only the mean writing scores showed a significant difference, particularly between the control group and the group that had used the three technologies for 16 weeks.
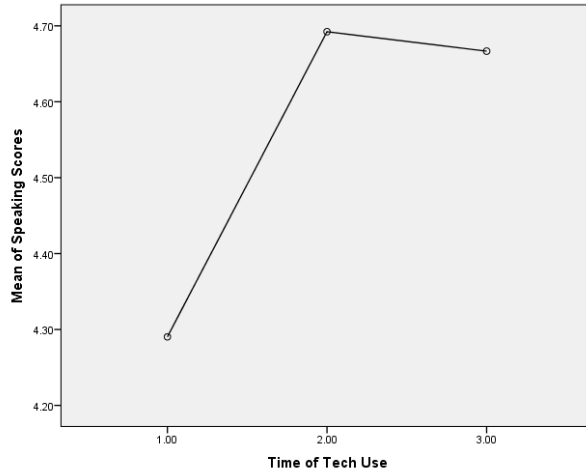
Figure 6. Means of the speaking scores for the three groups.

Question 2 Results

How do Spanish college students perceive the three selected Web 2.0 technologies impacted their foreign language learning and achievement?

This research question was answered through the analysis of the data collected in the semi-structured interviews with 17 participants and following Creswell's (2014) systematic process to analyze textual data. These participants used the three selected technologies during 16 and 32 weeks and had different backgrounds in the number of years learning Spanish before beginning the Spanish program at Carson College. Additionally, the majority of them had no experience using the three selected technologies under an interactional approach to language learning.

I began the analysis process by creating a descriptor for each participant using the software Dedoose ©, an online software for the analysis of quantitative and qualitative data. I proceeded to enter information such as the participant's pseudonym, gender, previous experience with the language and the three studied technologies, the time the participant had used the three

technologies and their scores obtained for each language skill on the STAMP exam. Afterwards, I uploaded the transcription of each participant's interview which average 4.5 pages. Figure 7 shows how the data were organized and stored.
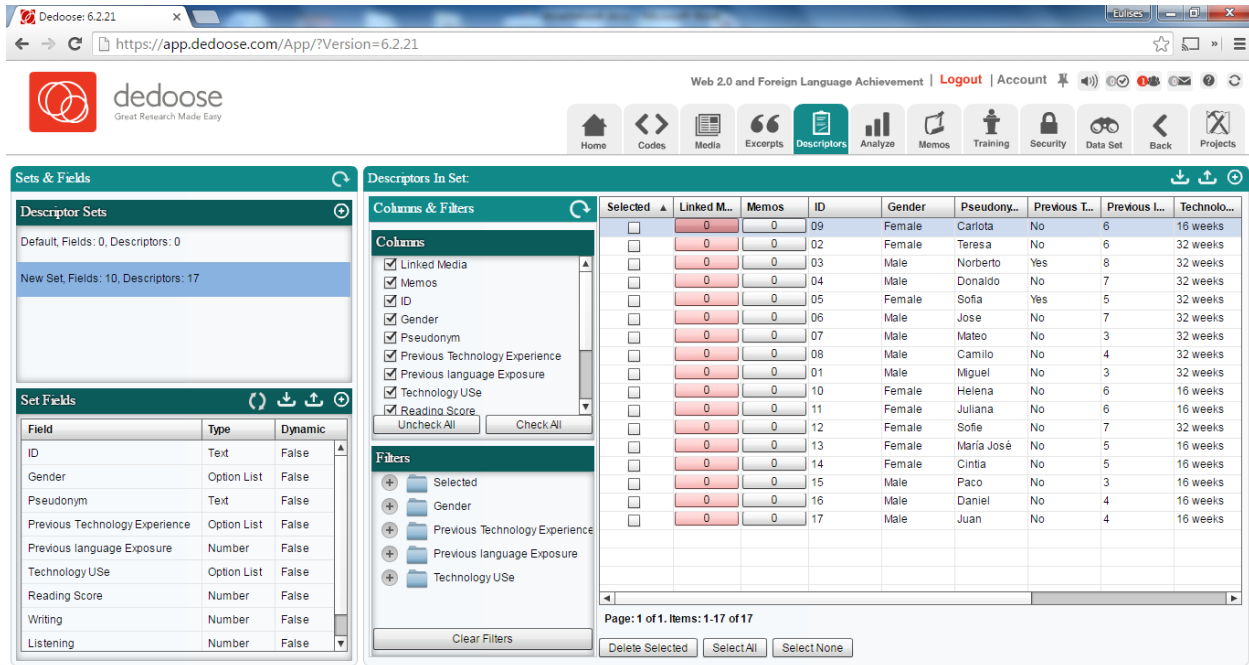
Figure 7. Data organization screenshot.

I entered the codes based on previous literature (Creswell, 2014) and added the ones that I had annotated during the first reading of the data, e.g. writing, reading, speaking, listening, grammar and vocabulary. As I reread each participant's transcriptions, I identified new codes and I added them to the list of codes. As Figure 8 shows, a total of 62 codes were created, 599 excerpts identified as related to each of the guiding research questions, and 918 applications of the codes occurred.
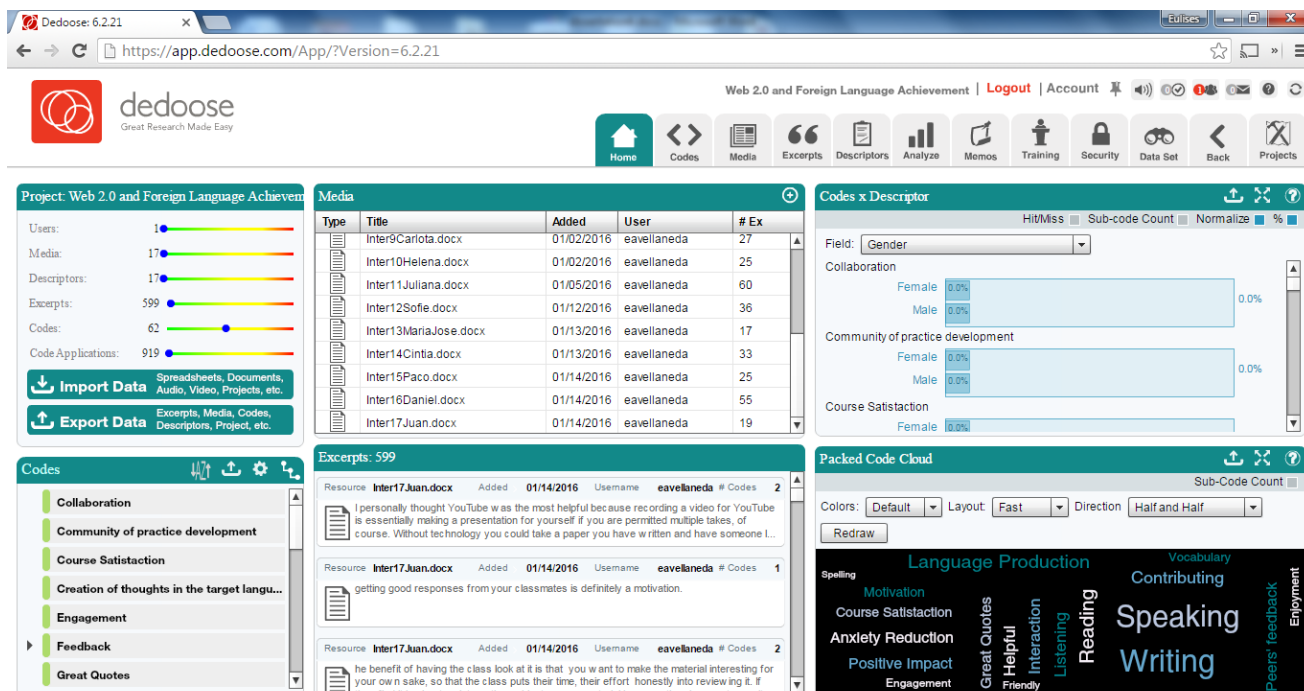
Figure 8. Codes, excerpts and code applications screenshot.

The code applications generated a word cloud that indicates how frequently the code was mentioned by teach participant. Figure 9 shows that *technology*, *feedback*, *writing* and *speaking* the most frequent categories. Participants mentioned technology and its use 86 times, feedback 74 times, writing 66, speaking 62. Other codes closely related to the research question such as the impact on reading (33 times) and listening (23 times) were not mentioned as often.

In the following section, I will include a mixture of summaries of the content and direct quotes of the participants' words to support them. The codes were organized under three major themes: Impact of the three selected technologies on the four basic language skills, feedback, and other participants' perceptions on the three selected Web 2.0 technologies.

Figure 9. Word cloud of codes frequency screenshot

Impact on the four basic language skills. Participants had different perceptions about the areas of their Spanish language acquisition that had been impacted the most by three selected technologies. A total of 164 excerpts in the transcriptions were about impact on any of the four basic areas of language acquisition. In order to better understand the impact of the three selected technologies on the participants' four basic language skills, the number of code applications for each skill was converted into a percentage. Two the productive skills – writing and speaking – were perceived as the most impacted. The two receptive skills – reading and listening – were perceived as being impacted but to lesser percentage as Figure 10 shows.

Figure 10. Impact of the three selected technologies on the four basic language skills.

Writing. Vuldien (2013) suggests that "personal blogs can motivate students to build their writing skills through self-reflection and peer feedback" (p. 126). Therefore, it is not surprising that writing was perceived by participants as the most impacted skill. Daniel, for example, stated, "I think writing a blog really helped my grammar improve because for me and for many language learners it is not that we do it perfect but that we learn from the mistakes" and that "Using Google Docs, there is a big emphasis on writing, writing a lot throughout the course and I think that not only were we writing more which helped my grammar but also correcting it." Similarly, María José stated, "The blogs were really helpful too because you don't always write a lot in Spanish when you are learning, especially at an early level."

Participants reported that their writing skill had improved due to the use of mainly Google Docs and blogs in such as grammar, vocabulary and writing style/skill. Participants also mentioned the importance of the amount of writing done during the course due to the use of these technologies which created a habit of constantly writing in the target language. This is

evidenced in Sofía's words, "I really think writing the blogs was very helpful because it demystified the whole process of writing in big chunks in a foreign language."

Furthermore, Helena stated, "I think that was good and that also made us use like different grammar points and vocabulary that we learned in each of the blog posts so I think that was like a good way of utilizing or like applying our knowledge." José explained that "they helped at it and like edit your grammar and how to structure a sentence which was very nice..." Others like Sofia expressed that using a Google Doc "was always helpful because sometimes I couldn't remember how to say something and I would be able to see what everyone else was saying- like "oh, this is the term or tense that I am supposed to be using," so that was helpful."

The use of the three selected Web 2.0 technologies was perceived as a factor that contributed to the increment in the amount of contextualized writing, which along with constant feedback from peers and the instructor may have impacted the accuracy of the participants' output. With regards to the amount of contextualized writing, Daniel commented:

> I definitely think it got better. The volume of writing that we did and the different things that we were asked to write about on Google Docs definitely led us towards a wide variety of contexts that required different sets of vocabulary. I would definitely say my vocabulary improved and also you could interact so if there was a word that I put that might have been appropriate, but not the best, or that would not commonly be said in a Hispanic country, we could have the interaction and I could learn from that. I think my vocab improved because of it.

Blogs and Google Docs were perceived by participants in this study as contributing to a feeling of more comfort using the target language. For example, Helena mentioned that "the blog posts were not as formal as having like an essay and so there was like less pressure." Using a Google Doc as the class board also helped students feel less pressured to express their ideas because they were more comfortable knowing that it could be done anonymously. Sofía revealed this through her comment "everyone could write a question and it didn't feel as vulnerable."

Aspects of writing such as developing a better writing style or developing the skill to write beyond the level sentences was also deemed impacted by the three technologies. Cintia expressed her perception that "In terms of writing styles, it was a lot more organized, I think because I could see it, I guess it was the seeing it in context, being able to see exactly how all the parts fit together." Camilo mentioned that "it was more ...can you actually construct an argument versus just put a bunch of sentences together that may make sense but don't exactly apply to your argument? So, I think that is a huge step up."

Google Docs and its spelling feature can contribute to the learning of spelling in the target language. Juliana said that "Spanish spell check sometimes would fix like the accent marks and little things that would need edition." Other helpful features from the spell check include the hint that something is missing if you forget an accent mark. This was relevant for Carlotta who expressed, "if I didn't put an accent or something, it would show me something was missing". This feature was also appreciated by Teresa who said, "I can know this is spelling or where I put the accent mark." Juan agreed with this point when he commented, "I would say, I was able to use more complicated structures with less difficulty because when you are typing something up, you can have an auto corrector available."

Other aspects impacted by the use of these three technologies, particularly Google Docs and blogs, were: (1) the interaction with other classmates as expressed by Daniel who said:

> I had never written a blog before in English or in Spanish and I think that was very interesting as well, to interact with people online and comment back and forth and have those conversations going back and forth, I think it was pretty helpful.

(2) and the amount of language produced as mentioned by Paco:

> I had never such long pieces before so that was a new and good experience for me because it is sometimes even in English formulate long pieces of writing but in Spanish even more difficult but it was good practice and experience for the future.

80

In order to better understand how writing a blog, and giving and responding comments about a blog or a video blog had impacted the writing skills of leaners, I analyzed three samples of written production of one of the participants. I took the samples from three different moments during the time the participant used the three selected technologies. At the beginning and end of the 102 class, and at the end of the 201 class. Appendix J shows these three samples and my professional analysis. In the first production, the learner produced basic sentences with several mistakes in both grammar and vocabulary. It is evident that the learner still had problems with basic structures of the target language such as noun-adjective collocation. Additionally, the production does not show control of verb conjugations which are typical and distinctive in Spanish from the learner's first language. There is still no presence of connectors that makes ideas flow together. The paragraph is just a little beyond the level of making a list of sentences. At the end of the 102 class, the learner is now able to write more coherent sentences that are linked with connectors such as *but* (pero). The production includes several tenses such as the past, and the present perfect. The learner is able to use imperatives to make recommendations or suggestions. The third example shows how the learner was able to express deep thought about a controversial issue and used several tenses and a complex vocabulary. The learner is also able to express hypothetical situations using the appropriate tense. The learner is able to use less common connector such as *however* (sin embargo) which give a more professional style to the written production.

Speaking. Brook (2011) claims that YouTube allows the creation of opportunities to facilitate the learning and teaching of a second language. It allows learners to build their confidence through exposure to authentic, student-centered activities that increase their participation. Results from a study conducted by Hung (2011) suggest vlogging, or the video

clips on YouTube for students to comment and reply comments, was perceived by learners as a contributor to their learning of speaking in a foreign language. Recently, Sun and Yang (2015) determined that YouTube projects using YouTube showed enhancement of public speaking-related skills and general speaking proficiency among EFL students. Similarly, Watkins (2011) highlights the potentials of YouTube activities in the classroom and out of it to enhance conversation, listening, and pronunciation skills.

Participants in study reported YouTube as a Web 2.0 technology that had considerably helped them reduce their levels of anxiety to interact in Spanish. They stated that the constant practice using YouTube to record, upload, and listen to their own output and others' had helped them become more comfortable speaking the target language. One of the participants, Sofie, stated, "I think from the videos, just being comfortable with speaking." Juliana expressed, "I think just being around the language made it easier to talk and more comfortable." Similarly, Camilo commented:

> Because there is a fear to speak in Spanish and in a language that you don't know as a student normally you're going to be afraid. It's because you don't want to make a mistake but the understanding in that class towards the end, that you know making mistakes is part of it. The practice using YouTube, kind of, took away an intimidation factor.

Other participants were also aware of the impact of YouTube on their speaking skill and emphasized how the levels of comfort speaking in Spanish had increased over time. For example, Teresa said, "My first video blog was very nerve-wracking because I barely ever spoke in Spanish but I think towards the end, I improved." Paco also stated "I just kind of always froze up but I can say I got more comfortable speaking, not as afraid to make mistakes."

Miguel mentioned that the frequency in the activities on YouTube impacted his speaking. He said, "I used to be too afraid to say something wrong but with the YouTube activities you had

to speak and feeling comfortable is important." This was also relevant for José who stated, "I feel more comfortable to speak Spanish with other people now."

Fluency emerged as the second aspect of speaking perceived as the most impacted through the use of YouTube activities. Participants commented on the importance of developing their fluency since the amount of verbal language produced increases substantially due to the use of this Web 2.0 technology when woven appropriately into the syllabus.

Juan stated:

> Personally I sometimes get nervous with another person on the other end so having it just be myself lets me clear my head and stayed focused. If I am stuck on something, I can think of an alternative way to say it or perhaps have the word or definition come back to mind. Daniel stated that his speaking had come a long way and that was able to carry through his speaking better.

About his fluency Paco said:

> Speaking has always been one of my hardest aspects of Spanish to get down and we did a lot of speaking activities through YouTube, videos uploaded to YouTube so that marked an improvement in my speaking abilities.

Other participants like Cintia highlighted the importance of having become more natural speakers, since they were "forced" to speak during the time required. She stated that "You had to fill the time and you had to think of what you were going to say so it made Spanish speaking more natural even if it wasn't a 100% accurate." Accuracy of speech was no longer the most important goal for these participants, being fluent was more valued than being correct all the time. Regarding fluency, Sofie stated "you might hesitate a lot and be bad at first but it'll get better" and Juliana added that [the technology] "makes the conversation keep going, you must speak and this helps you become fluent." Similarly, José commented, "you're definitely going to learn how to speak and be more fluent than you ever were and it's because the technology in the class promotes that learning environment that you can't get without it." Donaldo also contributed

with a comment about YouTube activities that summarizes why this technology may have had a

significant impact on their speaking skill. He said:

> I really liked the YouTube channel because unlike regular Spanish homework,
> speaking or some sort of interaction with you and a computer or you and someone
> else, activates that part of your brain that forces you to think on the go in Spanish
> in a way that regular homework wouldn't necessarily make you.

Some participants noticed that aspects such as their pronunciation, vocabulary and even

grammar had improved due to the use of YouTube based activities. Participants like Daniel,

Cintia, Carlota, Paco and Mateo commented on their pronunciation being impacted by the use of

YouTube. Daniel stated "it helped me with my pronunciation". Carlota commented: "using this

technology helped with pronunciation, especially pronunciation." Juliana explained: "I realized

how lot of words didn't really sound the way they should, so I think, when we did the videos that

did improve some."

About her pronunciation and how it has been impacted by the use of YouTube, Cintia

said:

> I do think my pronunciation changed. I think it did improve. I think it is NOT
> perfect but I think just being able to hear something back and being like uh that is
> not right, that definitely sounds American. That does not sound right, even if I
> cannot always correct it or if it wasn't right when I tried to fix it , at least
> recognizing that it sounded wrong was important and definitely was facilitated by
> the technology.

Mateo similarly commented about his pronunciation:

> That was definitely helpful also because just seeing your own mistakes seeing
> how your pronunciation is … just watching yourself. If you can't watch yourself
> use the language as it is around your classroom setting, you cannot notice your
> pronunciation mistakes. So I think that was definitely effective.

For Paco y Cintia, YouTube helped them with their pronunciation and with the formation

of sentences which had better grammatical structures. Paco commented:

84

I would listen to myself speak the first time and I would not really notice the mistakes that I was making. But then once I would have or on the video blogs someone else would go through and say "you said this wrong, you said this wrong" that would really help me kind of analyze myself, not just listen to what I was saying but how I was saying it and analyze the grammar.

Cintia affirmed:

I think just general exposure to the language helps you in the sense that you are not going to be able to memorize every single rule but when you listen to things in context, it is easier for you like you use *cuáles* here as opposed to *qué* just because it sounds right, just because you know that is how the language is spoken. I think just general exposure to the language, even hearing myself talk and being able to hear it back and that's wrong and that's right was very helpful in that sense of what things come naturally.

Vocabulary was also mentioned as impacted by the use of this technology. Juliana, for

example, expressed:

Vocabulary...sometimes on the videos wouldn't know a world and I would say it in English and then go back and fix it which, I think, did make the conversation keep going you know just like oh I don't know a word for this and stop whole conversation so I think that could help. I don't really know how that could be more helpful...

Participants reported that YouTube was a tool that helped them develop their ability to

improvise in the target language and speak in an unscripted fashion. Juan reported stated:

Improvisational speaking without somebody on the other end is interesting, especially if you only have one take. If you have multiple takes, of course you can listen to yourself and hear exactly what you are saying. But speaking to a camera without someone on the other end is interesting.

Cintia added:

It was easier to kind of free hand, just like kind of think from the top of your head like never before because I remember in high school I would always plan everything I was going to say. Since there were many activities and it was not the purpose of it, it made me kind of learn off the cuff Spanish as opposed to thinking so hard about everything I said and even if it was wrong, it was better that I was attempting and trying to speak fluently in Spanish as opposed to trying to get everything right.

Some other aspects of the speaking skill participants considered impacted by the use of YouTube included the ability to get a message across, and to be ready to take an exam that measures their speaking skill. Figure 11 summarizes the different aspects participants reported as impacted by YouTube.
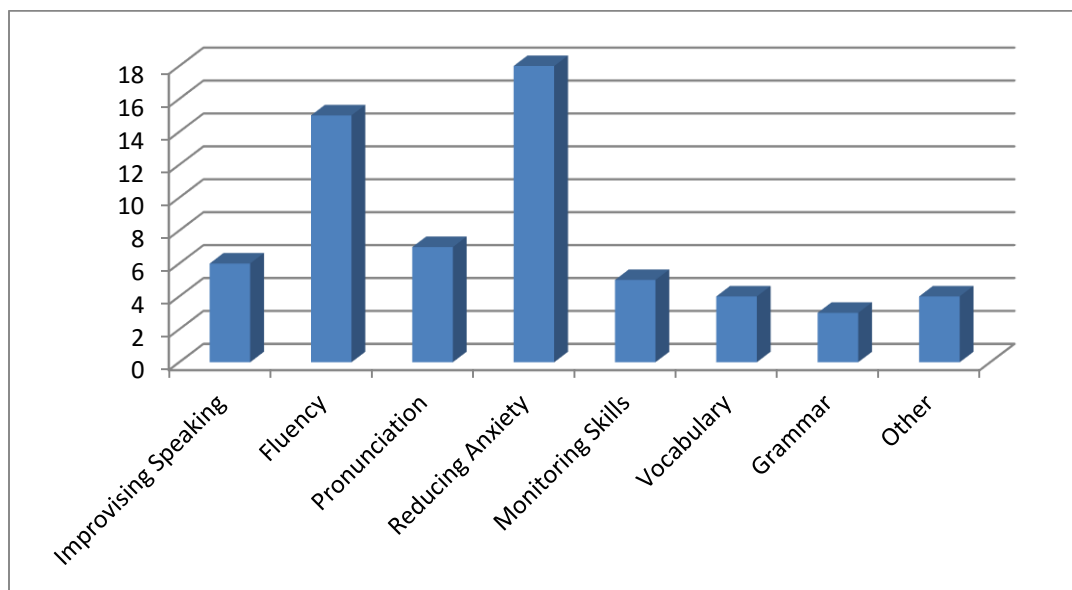
Figure 11. Aspects of speaking reported as impacted by YouTube.

Similarly to what I did for the written production, I analyzed three samples of verbal production of the same participant. Appendix K shows the three samples and my analysis taking into account the aspects of speaking reported as impacted by YouTube in the table above. In the first sample, the participant's verbal production shows fluency in its early stages with long pauses. The participant seems to be making a list of items and his sentences do not flow coherently. The participant goes one from topic to another without any transitions. His pronunciation is highly influenced by features of the first language. Vocabulary is repetitive and limited.

In the second sample, the participant's fluency has increased considerably. His sentences are joined with connectors which contribute to his fluency. Sentences are grouped under a common topic. The learner starts to realize when he is making a mistake in his/her production. The learner is at a stage that allows him to express likes, desires using the future tense, and reflections using the past tense. His pronunciation has changed and it is less marked by the first language.

In the last sample, the participant sounds fluent with sentences more at the analytical level and less at the descriptive one. He is able to notice when he makes a mistake and he can promptly correct it. His sentences include complex tenses such as the conditional and the imperfect. His vocabulary is more specific and allows him to clearly express his ideas. There are still traces of his first language in his pronunciation but they do not affect comprehension.

Reading. Although previous empirical studies have shown that writing blogs and having learners read them does contribute to the development of literacy skills (Witte, 2007; Melin & Laun, 2007; Saad & O'Day, 2015), these studies did not provide any insights as to how reading thematic blogs contributes to the learning process of a foreign language. Participants in this study reported that reading their classmates' blogs and the comments they had received on their own blog impacted the following their: (1) vocabulary, (2) grammar, (3) reading strategies, (4) motivation, (5) writing styles, and (6) ability to notice mistakes.

The activities facilitated by the use of the three selected Web 2.0 technologies had every learner producing similar lexicon, yet in personalized contexts. This exposed learners to a mixture of vocabulary that corresponded to the class target vocabulary and the writer's personal experiences. Learners read or listen to new vocabulary contextualized according to the experience of each learner several times. This type of grammar and vocabulary exposure

87

impacted the learners and was reported by them as contributing to their language learning. Cintia, for example, reported:

> I think specially when we had topics that were closer to cultural things, especially if we were drawing from personal experiences, then they would bring words I had never seen before or that they had learned when being in that context, like, I remember, Paco who would travel some and had been to an orphanage and knew certain words in Spanish that I didn't. So, it was helpful in that sense, essentially if it was a cultural topic and you pulled from personal experience, so that was helpful.

Similarly, Daniel reported that the repetition of the same vocabulary in the different blog was helpful. Referring to this aspect of language learning and the impact of the three selected Web 2.0 technologies, Daniel stated, "I think that was definitely helpful, the practice and repetition that we got while doing and reading the blog." Miguel expressed a similar idea and said, "It was more exposure to the terms that we were talking about…It was more exposure to the vocab."

Participants reported that reading their classmates blogs affected their grammar structures since they had to see structures that they were learning, incorrectly used, or structures that they had not seen before which were produced by more advanced users of the target language. One instance of that was Juan's comment:

> Reading other people's material is VERY interesting because first of all, I can help them correct their mistakes but also I can pull the different grammar uses and interesting structure use from their work, of course not copy them, but I can use them as inspiration for my own, think of something in my own that I might not have, had I not had that opportunity.

Seeing other learners' output and having to notice their mistakes were reported as contributing factors to improve grammatical structures. Talking about the impact of the experience of using the three selected technologies, Paco commented, "I think it helped me a lot with just general correction of grammar."

Other benefits of using the selected Web 2.0 technologies to reading included an improvement in reading strategies such as reading for the main idea, scanning, and skimming. Participants reported these strategies were impacted through the constant process of reading several blog entries, making comments about them and reading and replying the comments made to their own entries. Reflecting on the impact of the three technologies to his reading skills Daniel declared:

> I had to learn how to get the main idea, get what the author was trying to say. We had to do several interactions and that required us to read a high volume of Spanish so that helped me to read at a faster pace because I would not understand every word, so you read different ideas, different ways of writing. I think the blogs kind of forced us to go out of our comfort zone to first read other people's writings and then response to them.

Similarly, Paco affirmed:

> I think like with anything, the more you do something, the more you… like the better you get at it, the most accustomed you become and we had to read a lot for this class. Anytime we had those blog assignments we had to read them, make comments, and reply to the comments. I think my reading did get better. I got quicker and I was able to just interpret and understand what I was reading, faster, especially considering from the beginning of the semester.

Norberto expressed a similar idea and stated:

> They definitely helped with the reading process because you were reading other students' blogs and seeing the mistakes they were making which were based on what their previous teachers focused on

The impact of blogs on the reading strategy of understanding vocabulary from context or using context clues was expressed by Juliana who said:

> I think with the blogs, you can, kind of, when you scan online now you can pick out the main words or figure out the main context and then sometimes the smaller words I can kind of figure out the main concept version and break down to what they are actually saying.

89

Finally, reading their classmates' output can be motivational for some learners since they are able to compare their target language production to that of other learners in the class and see how close they are to what is expected from them. Camilo asserted:

> The reading blogs was nice it was kind of comforting because I could read it because we were all kind in the same level and I never found that it was completely blown away by someone's use of grammar structure.

Listening. The results of the qualitative data for the listening skill did not provide clear evidence of what aspects of the listening skill were impacted by the use of YouTube activities. Similarly, listening was the language skilled perceived by the participants in the study as the least impacted. Some of them, however, mentioned that the variety in the levels of language produced by their peers, their different accents, and the topics of their conversations had impacted their listening comprehension to a certain extend. Daniel, for example, explained:

> In high school it was always our teacher who would speak to us and you kind of get accustomed to that but in the real world where you are trying to apply your Spanish, it would be talking to people with different accents, different pronunciations so having different interactions, different conversations with different people on YouTube on their videos, you start to improve your listening skills in different contexts and it is very beneficial.

> This assertion was corroborated by Cintia who stated:

> I think it did. I was saying this in class the other day, that sometimes I can get really used to the way my professor speaks but since we did different speaking activities and we had different speakers, we did not only got used to listening to the professor but to different speakers of the language. Not just one accent and since everybody had had some exposure to the language, it was interesting to hear the little differences that people had according to the way they were taught. That was kind of cool, so definitely after being in that class I was able to pick on those things just because I was more attuned with that so I think it did improve.

Similarly to the results for reading skills, some participants expressed that listening to different people's output had helped them enhance their listening skills such as guessing the meaning of new words from the context or listening for the main idea of what the speaker was

trying to say. Regarding listening skills, Paco commented, "every time we had to evaluate or

make comments on each other's video blogs, of course I had to listen, and listen to what they

were saying and interpret it too so that definitely helped."

Juliana further explained this point in the following excerpt:

Yeah, I think you can definitely tell some people are easier to listen to than others, depending on how proficient they were in Spanish. So maybe, even incorporating more listening of actual native speakers would be cool as well but I think it was really neat to hear other different videos and you had to listen carefully as well because some people would make mistakes themselves speaking to figure out what they were actually saying.

José also reported listening as having been impacted and stated:

I think my listening improved the most and I can still identify a lot of words and I can understand sentences pretty well and that was due to like everybody speaking and everybody like being available on YouTube

For some participants, like Norberto, the impact of YouTube activities to his listening

skills was not so evident. According to him, the language produced by his classmates was not at

the same level of the language produced by native speakers. He explained:

But when we listen to the textbook exercises, it sounded completely different because it was a native speaker speaking at a higher tempo and with an accent… With our classmates, they go a lot slower and are thinking as they are doing it. To an extent, is was easier to understand them because they have an accent similar to ours and they have the same "half way there" but when we watch videos, listen to recordings of native speakers, or even if you would just speak at a decent tempo, it was a very different feeling and I'm not sure if listening to our classmates helped with listening to native speakers.

In summary, the previous section showed that participants reported the two productive

skills – writing and speaking – as the most impacted while the perceptive skills – reading and

listening – may not have been as impacted. They did emphasize the importance of being exposed

to their classmates' output since it allowed them to read and listen to language that was at their

level or sometimes a little more advanced without being overwhelming. Additionally, they

highlighted the importance of output that exposed them to different contexts, vocabulary and levels of grammar which motivated them to learn and incorporate some of that language into their own language.

Feedback

Regarding peer feedback in this study, it is important to clarify that the rubrics developed for the written and video blogs made learners accountable to provide their peers with feedback on both content and language use during the interactions they held with their peers. Additionally, participants had received feedback from their instructors on their individual Google Docs, the class board Google Doc and the comments made by the professor, and the teaching assistants. Thus, the amount of feedback every participant received was beyond what is usually available in more traditional classrooms. The culture of the college may have also impacted the learners' type of feedback since they reported giving and receiving mostly positive feedback and they perceived sometimes as repetitive.

The following themes emerged from the data gathered through the interviews with the 17 participants who had used the three selected technologies.

Learning from peers. Similar to the findings by Ciftci and Kocoglu (2012), participants in this study reported their peer's feedback as a contributor to the development of their writing in foreign language. While talking about the three technologies, Cintia asserted:

> We were sometimes too nice or too kind in what we said, for a number of reasons.
> But the questions they asked made you think about what you were writing and
> what you were saying instead of "I am going to do this because it is easy". But
> yeah definitely the feedback from others was helpful, even if it wasn't
> constructive; it was questioning what you were writing. It made me think a lot
> harder about what I was saying and why I was saying it. So, I think it was helpful.

For some participants, peer feedback not only contributed to the improvement of their linguistic skills, but also to aspects such as accountability and motivation, confirming Zhang, Shen, and Huang's (2014) findings. For Helena, for instance, knowing that her classmates were going to read the language she produced made her more accountable to publish the best possible output. She said "I think it was good that the entire class was looking at your work because it also keeps you more accountable if you know that like your peers are going to be reading or watching or something."

Similarly, for those learners who were more advanced in their Spanish proficiency, receiving positive feedback from their classmates contributed to their motivation and confidence as expressed by Carlota, who stated, "a lot of the feedback that I received in general was positive which I guess made me more confident with speaking and writing so I guess that did help me." Other participants added comments such the one from Camilo, "getting feedback from students can also be supportive because you can relate to them more since they, like you, are in the same process."

Participants also perceived peer feedback, and not only from the professor as helpful. Helena declared, "I liked it. I think that it was better than just having the professor look at it" Similarly, María José stated:

> I think correcting each other was helpful because you know it is not just having your professor fix all your mistakes, so having someone at your level find the things that you are doing wrong and tell you was helpful. We got feedback and we would edit it and get more feedback and then go back and fix it.

Norberto also mentioned that "you kept the comments in mind when you made the next post. I always tried to make use of feedback as much as I could."

All participants emphasized the importance of peer feedback and how it had been helpful for them to improve both their writing and speaking.

Corrective feedback. Probably due to the previous experiences with the target language and the grammar-based syllabus that students were following, the participants' favorability for corrective feedback was evident in their comments. Most of them clearly expressed their appreciation for feedback that pointed out exactly what mistake they were making and how to make the corrections. Particularly, they reported Google Docs as the best 2.0 technology to receive corrective feedback through its *suggesting* feature. Camilo affirmed that "It was nice to get grammar feedback. I like the Google Docs." For some participants like Teresa, it was important to be told how to correct her mistakes. She reported "the professor would quickly tell us in class how to correct the sentences and that would be done for everyone else in the class and that would help because I could see how to fix their mistakes and how to fix mine."

Corrective feedback was also considered an important part of the editing process in writing. Donaldo explained how his classmates would help him by providing corrective feedback on specific grammar issues that are usually troublesome for Spanish learners such as gender or number in adjectives, even if that corrective feedback did not necessarily assist him to improve his writing style. He stated:

> I think most of the corrections that everyone would bring up were not necessarily stylistic corrections like about your style of writing or wasn't as fluid or this transition doesn't make sense or this paragraph is jumbled. It was more like, you had *la mapa* instead of *el mapa*, which definitely helps, but I think that's a silly mistake.

Regarding this issue, Norberto commented:

> You were more concerned with did they not make sense with this? Did they not have an agreement with their pronouns and this? Or did they not use the correct masculine or feminine of this? Or did they not conjugate this correctly? You know, it was definitely more grammar based feedback that you were giving or receiving. I think it was more about grammar.

Immediacy. According to participants in this study, one of the most salient characteristics of Web 2.0 technologies like Google Docs is its feature to allow immediate

feedback. Corrective feedback can be specific and prompt. Sofía maintained that "Using the

Google Docs in class and getting that instantaneous correction is good and that was very helpful

and it forced everyone to participate in a way."

Receiving immediate feedback can be beneficial because the learner knows what he/she

is doing wrong and a correction can be made promptly. For Teresa, for instance, this was

paramount. She voiced:

> It was also very on the spot which was helpful because before I forgot what I wrote, I was
> able to fix it rather than it being the day after when we corrected it because then I
> wouldn't be as attentive to what the differences were.

> Camilo also commented:

> It was nice to kind of get that quick feedback that was easy to understand because
> sometimes you were restricted by paper or professor would underwrite something and say
> you know fix this but you are not quite sure what it is and why but with the Google Docs
> can kind of give you lots of room for that so that was nice. It was really nice to have that
> really quick feedback.

> Cintia explained how that immediate feedback had benefited her. She reported:

> I think it is just the idea that I got immediate feedback on what was wrong so I could
> correct it. That is probably the best it impacted me. We got immediate feedback from the
> Google Docs and I could see where I had made a mistake and correct it.

Noticing mistakes. Participants in this study discussed how the three selected Web 2.0

technologies had contributed to the process of noticing their mistakes and those made by their

peers. Daniel expressed:

> You can't find those errors for yourself so I think the fact that we had to record ourselves
> and then analyze it ourselves first was very beneficial. I always learn best from my
> mistakes and so a lot of times if it is a speaking exam with the professor, they will tell
> you what you said wrong but you cannot really hear that yourself. YouTube, I think, was
> really valuable to record, play it back and listening to mistakes and analyze them,
> analyzing your own mistakes.

For Cintia, the process of trying to notice her mistakes after having receiving feedback as

well as trying to identify mistakes in her classmates' output was the most helpful. She claimed,

"Reading other people's work and feedback, especially trying to correct it was really helpful."

This exercise of noticing someone's mistakes to provide feedback or noticing where a mistake

had been made in their language production was a contributing element in the process of

becoming better writers and speakers of Spanish. José explained:

> It was helpful, especially because we had to edit other people's work and tell them what
> they did right and what they did wrong and I could help you in your next blog. I mean in
> your next entry and just throughout the time, of like, just doing it more and more you just
> could see yourself improving like every time you did it.

> Even for learners who experienced difficulties at the beginning with the noticing of

mistakes process agreed that it had helped them. Camilo said "I would have a hard time catching

myself and I would also have a hard time looking over other people's Spanish but I got better at

it over time."

Inability or unwillingness to provide feedback. The fact that the three technologies

allowed for a great emphasis on peer and immediate feedback, unfamiliar to most participants,

raised some concerns about how to do it in a nonthreatening and accurate way to most of the

participants in this study. Participants in this study expressed their concerns about not having the

authority or knowledge to provide appropriate feedback. Others mentioned that due to the type of

culture in their college, critiquing or criticizing someone work is not seen as proper behavior.

Consequently, they opted for providing more positive than corrective feedback.

Carlota stated:

> It's hard to feel like an authority enough to criticize or critique someone else's speaking.
> the comments were like you just had to get them out of the way so I don't know how
> much thought actually went into the actual comments, and I think that students are kind
> of scared to like criticize each other so it was a lot of like positive like "oh good job!"
> instead of "oh you should say this instead of this" I thought that was kind of like go
> through the comments.

Donaldo expressed that some of his classmates may have made mistakes that he was

unable to notice and could not provide appropriate feedback. He said, "They make a mistake,

you won't necessarily know it." Miguel supported this thread of thought and stated, "It's hard to

recognize mistakes when you don't see them. They don't want to risk saying *I think that this is a*

mistake when it's actually not."

For some students providing feedback to their classmates may even become an anxiety

factor. Teresa explained:

> I would be a little nervous to critique I think I barely critiqued because I did not feel like I
> was in the position to be saying this is not how you should spell it. But when it came to
> spelling, I don't think I noticed any errors, but if I saw something grammatically wrong, I
> was not sure if I knew if it was grammatically wrong. I didn't know if my abilities were
> lacking or theirs were so I didn't want to bring that up. So with my own experience, it
> was a little bit nerve-wracking because I was not sure if I was wrong or they were.

Camilo added:

> I had a real time correcting their mistakes because when you're talking usually kind of
> know when you make a mistake or when something wasn't quite right you can feel like it
> was the thought that you formed when I would read or watch other people's work I
> wasn't entirely sure. If that was correct and you weren't sure.

Efficiency and effectiveness. The use of Web 2.0 technologies to give and receive

feedback was perceived as contributing to the learning of Spanish. Participants reported them as

tools that make the process effective and efficient. Juan, for example, stated: "I feel like having

this level of detail you can get with feedback due to technology, I feel like that has much more

use. It is much easier and much efficient to use." Norberto added that "it was a more efficient

way of putting out my rough material and receiving comments on it."

Donaldo explained:

> We went through and corrected all the mistakes and then like I said before, I like
> Google Docs because it was all in one and it was easy to make corrections, you
> know. For something wrong like the professor could highlight it, if there is
> something wrong in there you could track all the changes.

Giving and receiving feedback via Web 2.0 technologies bring new opportunities to the second/foreign language classroom. As the results presented above showed, these activities have introduced new elements that may contribute to the learning of the target language while understanding more about the differences and affordances of peer feedback in Web 2.0 technologies creates new venues for future research. Figure 12 summarizes the issues related to feedback as perceived by the participants in this study. Learning from other learners was reported as the most important factor that Web 2.0 technologies facilitate. For participants in this study, learning from other implied receiving corrective feedback from more proficient user of the target language such as the instructor, the teaching assistant, or more advanced classmates. They reported that receiving immediate feedback was helpful since they could address their mistakes soon.

Other Participants' Perceptions on the Three Selected Web 2.0 Technologies

Other codes that arose from the qualitative data were grouped in the following themes: (a) advantages of using the three selected technologies, (b) the challenges faced by the participants, (c) the most useful technology, and (d) suggestions for improvement.
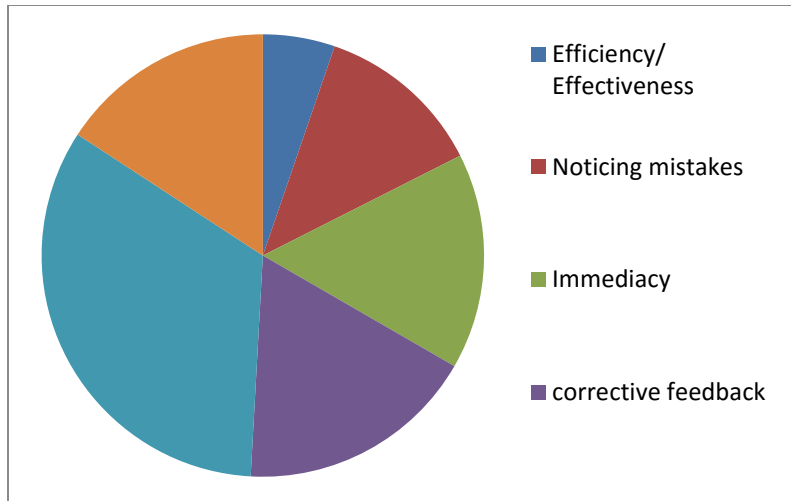
Figure 12. Issues related to feedback.

***Advantages*.** All the participants found advantages in the use of the technologies. Several of the participants used adjectives such as "fun", and "cool" to describe the experience and expressed that the selected technologies made the class fun. Sofie stated that these technologies "can make it more fun for students because they are using something that is current to them." Additionally, participants reported the use of the three selected Web 2.0 technologies allowed a more effective, organized and convenient way of doing their work. Juan commented: "It is much simpler to make this. In Google Docs, for example, you can just make a comment or if some people allow you to directly make corrections. It makes the whole process fluid and easier to work with." Cintia supported this idea stating: "I think it helped make the class easier. I feel like it went smoother and cut out doing things on the page." Similarly, Sofie expressed she liked the technologies because "this type of technology has so many ways to make things flow and make sense and easy for everyone so I think that is just like a good idea to use it." She further explained that this type of technology "helped with the structure of the class that made it flow more for kids, or students today and that makes sense." Helena also commented:

99

I think it was an effective tool to learn for me. Organizationally, it was really nice that might just be based on disorganized person but it definitely consolidated everything and I think that was the main benefit for me, it felt collected ,it felt like it was in one place.

Sofie supported this idea and stated "It's just easy to follow and makes the class go smoother compared to a lecture", making the class "definitely effective" in Mateo's words. The three technologies can contribute to a more "fluid" learning process as it was stated by Donaldo who said: "I like the concept of Google Docs because it's all in one doc so it's not like you're handing in one assignment at a time. It is sort of more fluid process. This idea was also expressed by Norberto who said: "it was an effective way for submitting homework."

For José, his learning gains in writing were, to a great extent, due to the use of the technologies. He commented, "My writing got better overall and I was pretty pleased with that and I don't think that could have happened without like Google Docs or blogs and all that type of technology."

Participants also claimed that using Web 2.0 technologies can contribute to the sharing of ideas and to reducing the paper usually needed in more traditional language classrooms. For instance, Helena mentioned, "We did not have to make hard copies of things and it was easy to share her ideas."

For other participants like Cintia, the easy features of the three technologies to learn and use were relevant. She stated: "I really liked the blogs too. That was something that I had never done before because I am not good at that kind of technology, like programming or anything like that." The experience with the three selected technologies even changed the perceptions some participants had about technology in education. Juliana stated "I did not enjoy technology before this class but I think with Spanish it was helpful."

A final advantage of using the three selected Web 2.0 technologies was the development of a sense of community. Asoodar, Atai, Vaezi and Marandi (2014) conducted a study among language learners in online classes and established "a significant difference in perceived learning between the students with low sense of community and those with high sense of community." (p. 291). Participants in this study similarly reported a sense of community developed through the constant interactions with peers about topics closely related to their lives. For instance Paco stated: "The use of technology did help create a sense of community." Cintia contributed to this idea and stated that "they did encourage a sense of community." She further explained, "We became closer just for the pure fact that we were reading bits of each other's lives." Similarly, Sofie mentioned, "We were all learning. We are all working on it together." Camilo added to this point and said:

> It was a nice to actually foster relationships, plus it's nice to get feedback from students. Getting feedback from professor is obviously the end goal but getting feedback from students can also be supportive and also you can relate to them more because they, like you, are in the same process.

Participants also reported that using the three selected technologies contributed to the creation of new friendships among them. For Carlota and José, this was an important contribution of the class and the technology used. Carlota stated, "Actually, I'm still friends with so many people from my Spanish class." José also explained:

> When you are talking with them constantly and editing their work, you don't really want to lose that bond. You just stay in touch. I mean, I am still in touch with the people from class and we sometimes mess around Spanish. It's fun.

Challenges. Since the three selected technologies – blogs, Google Docs, and YouTube – were used by most of the participants in this study for the first time in their academic life, particularly to learn Spanish learning, they reported some challenges.

The most perceived challenge was editing and uploading a video clip on YouTube for those participants who had never done this type of activity in their personal life or for academic purposes. This lack of knowledge on the selected technologies created anxiety for some participants, particularly since they were worried about their grade. Camilo reported:

> I had a couple times where my videos wouldn't upload. Sometimes, I would upload one and someone would say they wouldn't see it or they didn't know where it was. I would feel like I wasn't going to get the grade because even though I had done it, it didn't seem to be there. In terms of just the formatting it was difficult.

Participants also reported challenges related to factors beyond the technologies themselves such as the speed of the Internet Service at Carson College which created uncertainty and frustration. Some participants experienced issues when uploading videos on YouTube. For instance, Sofia reflected on her experience and commented:

> There was definitely a learning curve, which was expected, but yeah, I faced a lot of frustration when it came to getting everything done because the technology wasn't doing everything that I needed it to do and sometimes the google docs was helpful and in other times, but when it came down to 'ok I have to record this. Now I have to wait for this to upload and it's taking forever to upload on our server. It was very stress inducing. I spent a lot of time on Spanish homework dealing with the technology.

María José also contributed to this idea and expressed: "The challenges with the videos and the video editing were the main things for me."

The infusion of three Web 2.0 technologies in the same class and with not enough time for learners to master them appropriately created anxiety for some participants about their technology readiness for the class. This added to the anxiety usually present when learning a foreign language. Juliana expressed this concern and said:

> I would say, in the beginning, they definitely caused a little more stress to my assignments, just not knowing how to work the technology, or just being editing and more like editing and putting comments and just adding that component, but I think as I just became more familiar with it.

The most useful technology. Figure 13 provides an overview of the perceived usefulness of the three selected technologies from the student perspective. The perception about the most useful technology for participants' learning seemed to be closely linked to the skill each participant perceived as his/her weakest. Several participants mentioned more than one of the three selected technologies as the most helpful or useful. YouTube, and its impact on speaking, was perceived as the most useful technology by many participants. Juan, for instance, explained:

> I personally thought YouTube was the most helpful because recording a video for YouTube is essentially making a presentation for yourself if you are permitted multiple takes, of course. Without technology you could take a paper you have written and have someone look it over. You could easily look it over yourself.

> For Sofie, the activities with YouTube made her use the target language, directly

impacted her ability to speak. She stated: "I do think that definitely YouTube helped the most in forcing me to just speak."

> For Juliana, having a different way of doing and turning her work, not always written

assignments, was important and contributed to her speaking improvement. She commented:

> We had to speak for the videos instead of having written assignments for homework and in high school our homework assignments were always written and then turned them in but here they incorporated more speaking which I think was really helpful.

> Google Docs was perceived as the most useful technology by some participants. Being

able to receive corrective feedback was important for participants such as Mateo who stated: "I liked the Google Docs because you could not only see your mistakes but you saw the mistakes that everyone else was making too." For Cintia, usefulness of using Web 2.0 technologies was the possibility to have all her work in one place. She said, "Google Docs is really helpful because we can have all our information consolidated in one place."

For Teresa, the blogs allowed her to show the skill she most comfortable; writing. She explained:

> I really enjoyed *WordPress*. It is very difficult for me to speak a different language. It's always easier for me to listen and then read and write. So I felt like when it came to writing, I could quickly do writing assignments or at least I felt more confident in my writing skills, so I can definitely say Word Press.

A few participants reported blogs as was the most useful technology. Those who expressed blogs as the most useful technology emphasized giving and receiving peer feedback as the factor that most contributed to their learning. Juliana, for instance, mentioned, "I think, the blogs were probably the best for feedback."
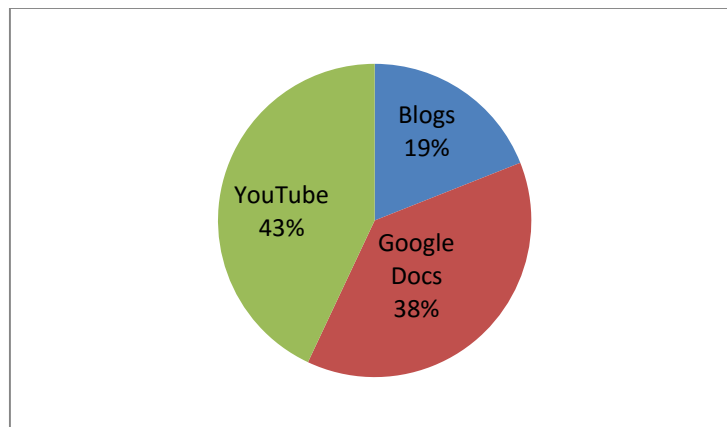
Figure 13. The three selected technologies and their usefulness.

Suggestions. Participants had different suggestions for improvement. One of those suggestions was to eliminate the requirement of vocabulary and structures to be used in the activities. Cintia suggested "not to have a number of words for the interactions but just emphasize the importance of meaningful interactions to avoid having a lot of fluff in them." Another suggestion was to have better organization in the syllabus with specific dates for every

part of the assignments. Juliana explained that having shorter assignments that lead to a major assignment would be more beneficial and better organized. She commented:

> If I had a smaller section, I would feel more focused on the blog, but I really like the concept. I just think through the year, I felt there was a lot going on a page, like the comments, then responding to others, so sometimes I just felt there was a lot to focus on.

Juliana also mentioned the importance of having more training or available training for those learners who come to the class without any previous experience on how to use Web 2.0 technologies or instructional technology in general. Sofie said, "Getting more training on how to use the technologies would be relevant," while Juliana, who made a similar suggestion, stated:

> Maybe something clinic in the beginning could help just have an overview this is how the blog works this is how you're going to do the YouTube videos or the comments and maybe just having an opening day of explaining it all could be really helpful just so that you are not having the anxiety of technology and the language at the same time so you can kind of understand technology first and then use it.

Miguel and Donaldo suggested having more freedom on the topics to write or speak about for their blogs or video clips. This was simply stated by Juliana as having "more freedom of topics." Additionally, Donaldo suggested having more activities where interaction is more important than speaking to a camera. He stated "For YouTube, I feel like doing voice exercises . . . I felt it was a lot better when I was working with a partner rather than when I was alone."

Results Summary

This study explored the impact of three selected Web 2.0 technologies – blogs, Google Docs and YouTube – on the achievement levels of college students learning Spanish as a foreign language in the United States. Additionally, it explored the participants' perceptions on which technology and how the impacted their learning. A mixed methods designed was adopted with a

quantitative component to address whether the use of the three selected technologies impacted

the levels of achievements of students who used them for 16 weeks, or 32 weeks when compared

to students who did not use of the technologies in their classes. The ANOVA procedure revealed

that in the case of the reading skill, there is no significant difference between the means of the

three groups; participants who did not use any Web 2.0 technologies, those who used them for 16

weeks and participants who used them for 32 weeks. In the case of writing, the same procedure

showed a significant difference between the group that used the three technologies for 16 weeks

and those who did not use them but showed no significant difference with those who used them

for 32 weeks. No significant difference between the groups was found in the case of listening

and speaking. However, the graphic representation of the data shows that there is a difference

between the groups. Particularly for listening, there seemed to be a correlation between the time

participants listened to videos created by their peers and their achievement level. Participants

who did the YouTube activities for 32 weeks also performed the highest on the proficiency test.

Qualitative findings revealed three main themes: (1) impact on the four target language

skills, (2) feedback, and (3) other participants' perceptions on the three selected Web 2.0

technologies. Participants in the study perceived writing as the most impacted skill, followed by

speaking, reading and listening. Grammar, writing style, and vocabulary were perceived as the

aspects of writing most impacted by the three technologies. A reduction in the levels of anxiety,

fluency gains, and pronunciation improvement were found to be the most salient contributions of

YouTube to participants' speaking skill. The impact on their reading skills was perceived in their

ability to comprehend more vocabulary, and grammatical structures, as well as in comprehending

the main idea or guessing the meaning of new words due to the context in which they are used.

Listening was found to be perceived as the least impacted skill. However, participants reported improvement in their ability to comprehend different accents, and understand vocabulary in context.

Other findings from the qualitative analysis included the importance of the three technologies to give and receive immediate feedback, particularly corrective feedback. Additionally, participants considered that they learned from peers, and developed skills such monitoring their language production. Participants also commented on the challenges faced due to the three Web 2.0 technologies and made suggestions to improve their use. Specifically, they mentioned training and technical support at the beginning of each course as the best way to address the anxiety created by the use of any of the three Web 2.0 technologies.

CHAPTER 5

IMPLICATIONS AND CONCLUSIONS

Chapter 5 includes the research study with the interpretation of the findings of the quantitative research questions, followed by the interpretation of the qualitative research questions. I will present a discussion of the pedagogical implications of the overall research results and how the findings of this study may inform the teaching practices of second and foreign language instructors who are interested in using Web 2.0 technologies in their lessons. I will also discuss possible venues for future research and close the chapter with concluding reflections.

Interpreting and Interconnecting the Findings

In the literature review, Woo and Reeves (2007) reminds us that the use of instructional technology should procure an increase in the effectiveness of the instruction and the learning. According to the authors, this can be best accomplished when research based-pedagogy and technology align. In the following section, I delve into the findings of this study and discuss the impact that the three selected Web 2.0 technologies – blogs, Google Docs, and YouTube – had on the achievement levels of college students taking Spanish as a foreign language.

Impact on writing skills. The analysis of the quantitative and qualitative results showed that the three selected Web 2.0 technologies impacted the level of achievements of the participants' writing. Even though the levels of writing achievement did not show a statistically

significant difference between the means of all participants who used the three technologies for 16 and 32 weeks, there was a significant difference for the learners who used them for 16 weeks when compared to learners who did not any technologies. This was corroborated by the results from the qualitative data. Participants reported their writing skills as the most impacted by the use of the three technologies.

The three studied technologies have features that facilitate the writing process over other skills. Google Docs is a tool designed for writing purposes and has features such as suggesting, auto corrector, and comments which enhance writing. Language learners can receive automatic feedback from the system through the auto corrector, which indicates when something was spelled incorrectly or when the writer is not using correct grammar. Additionally, the instructor or other learners with editing or suggesting privileges can provide comments or corrective feedback helping the writer to promptly see where a mistake was made and correct it. Thus, learners' written production in the target language may be of higher quality that the type of writing than can be done using paper and pencil in traditional language teaching settings.

Additionally, the way the three selected technologies were implemented allowed constant feedback from the professor, peers or other more advanced speakers of the target language may have impacted the writing learning process and consequently the writing achievement of learners who used the three selected Web 2.0 technologies. Interestingly, learners who used the three technologies for 32 weeks did not achieve levels of writing statistically different from those who did not use any technology or those who used them for 16 weeks. However, this could be due to lower levels of proficiency among students who start in the 102 or learners placed in the 101 class because they are true beginners. A further analysis of the data may shed light on the writing

performance of learners with fewer years of instruction in the target language when compared to those learners who had several years of Spanish classes.

Participants in this study reported grammar and vocabulary as the elements of writing most impacted by the use of the three selected technologies. This study confirms Palombo's (2011) findings that writing a blog in a foreign language impacts the learners' quality of their final product since the process forces learners to re-think and revise their writing (Chen, 2012). Findings also confirmed that corrective feedback, including peer feedback, allowed participants to improve their writing accuracy and vocabulary as previously established in other studies (Arslan, 2014; Murray and Hourigan, 2008). Additionally, the three selected technologies allowed learners to be exposed to language produced by their peers. Participants reported this experience contributed to an improvement in grammar, vocabulary and writing style. They noted improvement in their writing style/skills through sharing ideas, giving and receiving constant feedback from more competent peers, other more advanced speakers of the language, and the professor. This study, therefore, adds to previous findings and supports the idea that using Web 2.0 technologies such as blogs, Google Docs, and YouTube helps foreign language learners develop their writing skills (Sun, 2010; Vurdien, 2013).

Impact on speaking skills. Watkins and Wilkins (2011) established that using YouTube inside and outside the foreign language classroom can enhance conversation, listening and pronunciation skills. In this study, it was hypothesized that engaging in speaking activities, recording and uploading them on YouTube for other learners and more proficient users of the target language to watch and make comments would have an impact on learners' achievement level. Findings were not conclusive since the quantitative results showed that there was not a significant difference between the control group and the two groups that had used the technology

110

for 16 and 32 weeks. Results from the qualitative part of the study established that participants considered that YouTube had impacted their speaking achievement in areas such as fluency development, lower levels of anxiety, and the learning of vocabulary and grammar.

There are several reasons that may explain why the difference between the groups is not statistically different. One of them could be the instrument used to measure the learners' speaking skills. For example, the test may not assess the amount of vocabulary from different contexts that the participants reported one of the benefits of using YouTube activities. Moreover, the test requires students to answer questions with the purpose of evaluating the speaker's knowledge of Spanish grammar rather than assessing the speaker's ability to negotiate the meaning of new words, or use nonverbal language. The participants' speaking skill was assessed through short answers that did not require learners to demonstrate skills to converse in the target language such as how to start a conversation, turn-taking, or interrupt.

Findings from the qualitative data did show that participants perceived YouTube and the activities done with this tool as having impacted their speaking skills. One compelling finding is the perception that participants had about the contributions of YouTube to reduce their levels of speaking anxiety. This is a relevant finding that deserves further investigation in future research studies.

Finally, participants expressed how the activities they carried out using YouTube positively impacted their fluency. This may be explained by the frequency with which the learners were required to perform in speaking tasks that required them to interact with peers and other more proficient speakers of the target language. Additionally, learners were never corrected while using the target language but were encouraged to analyze their output and pay attention to

the feedback received from their peers, the instructor, and other proficient speakers of the target language.

Impact on reading skills. Blogs can contribute to an increase in traditional literary skills Witte (2007), produce higher engagement levels (West, 2008), and contribute to the thinking and reading processes in a foreign language (Saad & O'Day, 2015). However, according to Aydin (2014, p. 248) "there exists little evidence regarding the effects of blogs on reading tests."

The quantitative results of this study could not find that reading blogs in a foreign language contributed to higher levels of reading achievement. It is worth discussing, however, that there was some difference between the group that used technology for 16 weeks and the other two groups. Additionally, the group that used the three technologies for 32 weeks obtained similar scores to the group that did not use any technology. This could be considered evidence that reading blogs does impact reading skills since these learners' levels of proficiency is usually lower due to fewer years of exposure, or none, to Spanish in their high school.

The qualitative results, however, corroborated claims that reading blogs can contribute to achieving higher levels in reading skills (Saad & O'Day, 2015; West, 2008; Witte, 2007). Participants, for instance, reported gains in their vocabulary and a higher ability to understand new vocabulary due to context clues. They also explained that reading sentences that used the target structures contributed to their comprehension because the language they had to comprehend was only a little beyond their reading skills. This aligns with Krashen's (1985) principle of *i+1* (1985) since learners read material written by their peers with vocabulary and grammar familiar to them but that had been proofread by more proficient users of the language. This reading activity challenged learners beyond their reading proficiency but not to the point of overwhelming or making them feel not prepared to reading extensively in the target language.

Participants also reported how reading their peers' output, which included new vocabulary, helped them hone their reading skills. For example, they noted being able to understand words from context. Others reported that the amount of reading forced them to scan the text to glean the main idea of the paragraphs. Additionally, writing a comment implied showing understanding of what the writer meant.

Additionally, participants reported gains in their motivations toward reading in the target language since having read extensively during 16 or 32 weeks made them aware of their ability to comprehend different topics. They also expressed that reading language produced by their peers had impacted their desire to read more in Spanish about different topics that were discussed by their peers for they were also relevant to their academic interests such as politics, environmental issues, and cultural aspects of the target culture.

Finally, it is relevant to discuss the role of reading in the participants' own writing. Participants in this study reported that their writing styles became better from reading their peers' work and from taking ideas that they could later incorporate into their own writing. For example, they mentioned target vocabulary and structures used in ways that they had not yet learned, but which were familiar to them at the recognition level. This finding reinforces the importance of exposing learners to language at their level or a little beyond, and not only to material written for advanced users of the target language.

Impact on listening skills. Winke, Gass, and Sydorenko (2010) found that YouTube video clips, when used with captioning, can contribute to better performance on aural vocabulary tests Similarly, Kuo (2009) established that listening activities using YouTube video clips in the target language contribute significantly to increasing comprehension , and to learners' confidence to face tests that measure listening skills (Brook, 2011). However, this study may be

113

the first empirical inquiry to explore the impact of video clips containing learners' own language in association with that of more proficient language users which included peers, more advanced students in the Spanish program and native speakers who studied in the same college, or were related to them. For example, several participants had interviews friends or relatives who were native speakers of Spanish.

Even though the findings from the quantitative data in this study did not show a statistically significant difference between the means of the three groups of participants, a positive impact was identified since the group that used YouTube listening activities for 16 weeks obtained higher scores than participants who had not engaged in any speaking activities using YouTube. Additionally, the group of participants that used YouTube for 32 weeks outperformed the other two both groups.

The qualitative data revealed that participants perceived improvement in their listening skill from the exposure to language with different accents and different levels proficiency, as well as to constant exposure to video clips that had their output and language produced by their peers or more proficient speakers. The importance of contextualized input was also emphasized and learners expressed that these contexts allowed them to work on listening skills like understanding vocabulary from context clues or listening for the main idea, instead of worrying about every single word.

Theoretical Implications

This study contributes to the existing body of literature on the implementations of Web 2.0 technologies for the teaching and learning of a second or foreign language. This study is

particularly valuable because it explored an area of instructional technology in dire need of attention; the impact of Web 2.0 technologies on the achievement levels of the four basic skills – reading, writing, listening, and speaking – traditionally measured to determine someone's proficiency in a foreign language (Wang and Vázquez, 2012; Hsu, Ching, &Grabowski, 2014).

The study also contributes in terms of type of data collected and methodology used. This studied used quantitative and qualitative data and contributes to the existing literature on Web 2.0 technologies and their role in second and foreign language learning which had mainly relied on qualitative data (Aydin, 2014; Brook, 2011; Carney, 2009; Dippold, 2009).

The qualitative data provided information on how blogs, Google Docs, and YouTube can impact learners' achievement. The value of learners' output (Rüschoff, 2009) was found to contribute to factors associated with language learning such as motivation, and lower levels of anxiety. Participants reported how reading and writing about topics that were familiar motivated them to read more and to try to incorporate in their own production what they saw in their peer's texts. This aspect may have implications for theories of motivations as a contributing factor in second language acquisition (Dörnyei, & Ushioda, 2013; Gardner, 1985). Similarly, anxiety was reported as being impacted by the three Web 2.0 technologies, particularly for the speaking and listening skills, which should be explored in future research (MacIntyre & Gardner, 1989).

Pedagogical Implications

In this study, I was not able to establish that there is a statistically significant difference in the Spanish achievement for all the skills of learners who used Web 2.0 technologies and the control group. However, I found that there is a statistical difference in the writing levels of participants who used the three technologies for 16 weeks and those who did not. This finding

was corroborated by participants who reported their writing skill as highly impacted by the use of the three selected technologies. Additionally, the qualitative results indicated participants perceived speaking, reading and listing also impacted by the use of the three researched technologies, although not at the same level. These findings hold pedagogical implications for using Web 2.0 technologies in the foreign language classroom. For example, foreign language instructor should incorporate Web 2.0 technologies such as blogs, Google Docs, and YouTube to promote and facilitate interactions among learners and other more advanced users of the target language. Learners can benefit from such interactions since having readers who are more proficient in the target language encourages them to review and edit their written or verbal products (Chen, 2012). Additionally, the interaction process allows peer feedback and self-reflection which have been found to help learners build their writing skills (Vurdien, 2013). Further research may explore what elements of language are addressed in the interactions between learners and more proficient speakers and their impact on their language development.

Another pedagogical implication is the role of a learner's verbal and written production using Web 2.0 technologies as input for other learners. Traditionally, second and foreign language learners have their instructor as the only audience for their production. However, Web 2.0 technologies such as blogs, Google Docs, and YouTube allow learners to publish their products for other learners to read or listen. The qualitative results of this study revealed that participants perceived their classmates' language production as important for their learning. They reported noticing uses of the target structures and vocabulary that helped them with their writing and speaking. Language instructors need to become aware of the value there is in language produced by learners, and add learners' products to the array of teaching materials they use.

116

Another pedagogical implication of this study is feedback via Web 2.0 and its impact on achievement in a second or foreign language. Findings from the qualitative data revealed that blogs, Google Docs, and YouTube impacted the participants' learning since they facilitated the provision of different types of feedback. Participants noted the value of immediate feedback provided by their instructor via Google Docs and how it had contributed to their noticing their mistakes and overcoming them. They also perceived their peers' feedback as helpful but were hesitant about providing it. They expressed that most times they were unable to provide feedback because they did not feel confident. Positive feedback, however, was perceived as motivating and encouraging. Second and foreign language instructor may need to consider the role of feedback and appreciate the potential Web 2.0 technologies have for this area. They allow immediate feedback and facilitate peer feedback. Results indicated a preference for corrective feedback from the instructor or proficient speakers. This contradicts findings suggesting that foreign language learners benefit from receiving and providing corrective feedback (Sippel, & Jackson, 2015). More research on the Web 2.0 technologies and feedback can help instructors understand how this essential component of the learning process should be approached.

Although the many limitations of the quantitative portion of the study do not allow for generalization on the impact of Web 2.0 technologies and foreign language achievement, the qualitative results showed the potential of these technologies to create alternative ways to teach and learn a foreign language. These technologies offer a change in the paradigm of second and foreign language teaching. Students and instructors have now the possibility to use the target language for communicative and interaction-based purposes that were not possible before this type of instructional technology was introduced. The traditionally favored linguistic aspects of a target language such as grammar and vocabulary can now be tailored into activities that allow

learners to interact and exchange their language production in ways never considered. However, they will also require empirical studies that shed light on how Web 2.0 technologies should be implemented to have better learning results. This study is one of the first attempts to identify how and to what extend Web 2.0 technologies impact the level of achievement in a foreign language. It was established that participants perceived the three selected technologies as contributing to their learning process and having impacted it positively.

In the introduction to this study, I discussed time for instruction and practice as one of the main barriers foreign language learners face to achieve good levels of proficiency. According to Blake (2013), the time foreign language learners have in the classroom to use Spanish is not appropriate to what has been established as the amount needed to learn a romance language. Web 2.0 technologies were found in this study to contribute to a considerable increase in the time learners and exposed to Spanish and the many more opportunities the three selected technologies allow for production. Additionally, they facilitate the principles of social constructivism described by Adam (2006) emphasizing the role of learners as active co-constructors of meaning and knowledge while they engage in tasks that have implicit worth and which can be carried out both in and out of the classroom.

A final pedagogical implication is related to Web 2.0 themselves and the way they are implemented. Several participants reported feeling anxious about technology use. They suggested introducing each technology individually and allotting time for learners to become familiar with it before using it for graded assignments. Additionally, instructors should guarantee that there is technical support for learners who are not proficient with technology. Planning of activities is essential. Every step of the first activity using a Web 2.0 technology should be

planned in detail and learners should be guided and supported throughout the process. Improvisation may impact negatively the way learners perceive and use these tools.

Limitations

In a mixed methods study like this one, there are limitations associated with both quantitative and qualitative data. The quantitative part of the study was based on a small sample size and its results may not be generalizable to other populations of learners using the three selected technologies to learn Spanish as a foreign language. The number of professors who volunteered to use such technologies in their class was limited and consequently, the number of participants was low. Thus, the number of students who had used the technologies for 32 weeks was only 18, and only 26 participants had used the three technologies for 32 weeks. Additionally, extraneous variables such as the role of the professor, previous Spanish instruction, and knowledge on the three selected were not controlled.

There is a limitation in the risk of generalizing the findings of the qualitative findings. The qualitative component of the study intended to explore and identify how the three selected technologies impacted the participants' achievement based on their accounts of the experience and perceptions of the process. This research did not attempt to make any generalizations but rather to present the participants' perceptions on how the three selected technologies had impacted their learning process and achievement. The results of this study are limited to 17 students of Spanish as a foreign language in a liberal arts college. Studies with students in different tertiary institutions may yield other results.

A final limitation lies in the instrument used to measure the participants' levels of achievement in the four basic skills. Spanish professors who taught the elementary and

intermediate classes voiced their concern about the STAMP exam in faculty meetings. They

considered that it was not clear what the test expects of students, particularly in the productive

skills. They expressed, for example, that test graders may not be able to correctly assess

important productive skills such as writing a coherent and cohesive blog entry or essay,

participating in a conversation according to levels of formality, or giving a well-prepared and

delivered presentation. Writing skills are measured based on paragraphs that learners are

required to write and speaking skills through short monologs. These types of activities do not

allow learners to demonstrate important components of the language skills such as paralinguistic

language, negotiating the meaning of new words, choosing levels of formality according to the

interlocutor.

Recommendations for Future Studies and Concluding Remarks

The findings from this study point to several avenues for future research. First of all,

since quantitative findings only revealed a statistically significant difference in the writing skills

of the participants who had used the three technologies for 16 weeks and the control group,

further studies that quantitatively establish what components of writing in a foreign language are

impacted would contribute to further understanding of how Web 2.0 technologies and their

contributions to the development of writing skills. Additionally, these studies will need to

control for variable that in this study were not considered such as previous knowledge of the

technologies or proficiency in the target language.

Future research is needed to establish if Web 2.0 technologies such as blogs, Google

Docs, and YouTube can impact the levels of achievement in reading, listening, and speaking.

This study revealed that there was some difference between the groups but that such difference

was not significant. Further studies can explore what features of Web 2.0 technologies contribute to higher levels of achievement in reading, listening, and speaking and how to use them more efficiently.

Motivation as a contributing factor in second language acquisition has been extensively researched (Dörnyei, & Ushioda, 2013; Gardner, 1982). Researchers could investigate how the interactions learners have, via Web 2.0 technologies, with other more proficient speakers of the target language impact their desire to learn it. Additionally, they could explore the role of corrective and positive feedback from instructors, peers, and other more proficient users of the language impact learners' motivation.

Several participants in this study expressed how the use of Web 2.0 technologies had impacted both positive and negatively their levels of anxiety. Although anxiety has been studied in second and foreign language learning, there is the need to study it in the context of Web 2.0 technologies. Using such technologies can add to the anxiety usually present when learning a second or foreign language but as reported by participants in this study, it may also contribute to lower levels due to an increased practice in the target language. Future studies can explore how using Web 2.0 technologies can impact anxiety, particularly for the speaking skill.

This study added to the existing research by establishing that there was a difference in the levels of achievement of learners who used the three selected technologies and participants who did not, even if such difference was only significant in the writing skill. Participants reported gains in their mastery of grammar structures, knowledge of vocabulary, writing skills, fluency when speaking, and lower levels of anxiety which corroborates previous findings (Arslan, & Şahin-Kızıl, 2010; Lin, Li, Hung, & Huang, 2014; Murray, & Hourigan, 2008; Palombo, 2011).

I also established that Web 2.0 technologies are perceived as great tools for feedback in foreign language teaching. Learners noted the importance of immediate feedback from their instructor which was facilitated by Google Docs. Additionally, they reported corrective feedback from more proficient users of the language contributed to their learning process and to their level of achievement.

Two key constructs, motivation, and anxiety, were also revealed as impacted by the three selected technologies. Participants expressed that having an audience beyond their instructor motivated them to produce language with higher levels of accuracy. Similarly, they commented on the value of constant practice in and out of the classroom to reduce anxiety, particularly when speaking spontaneously.

In sum, this study has established the potential Web 2.0 technologies have to impact the achievement of foreign language learners. There is a need for future studies that complement these finding, particularly through quantitative methods that establish a correlation between the use of such technologies and higher gains in the proficiency of language learners.

References

Abell, N. (2013). Walking their walk, talking their talk: Coaching with Google Docs to promote better student writing. *English in Texas*, *43*(1).

Adams, P. (2006). Exploring social constructivism: Theories and practicalities. *Education*, *34*(3), 243-257.

Alm, A. (2009). Blogging for self-determination with L2 learner journals. In M. Thomas (Ed.), *Handbook of research on web 2.0 and second language learning* (pp. 202-222). Hershey, PA: Information Science Reference.

Andersen, P. (2007). What is Web 2.0? Ideas, technologies and implications for education, *Bristol: JISC*, *1*(1), 1-64.

Arslan, R. S. (2014). Integrating feedback into prospective English Language Teachers' writing process via blogs and portfolios. *TOJET: The Turkish Online Journal of Educational Technology*, *13*(1), 131-150.

Arslan, R. Ş., & Şahin-Kızıl, A. (2010). How can the use of blog software facilitate the writing process of English language learners? *Computer Assisted Language Learning*, *23*(3), 183-197.

Asoodar, M., Atai, M. R., Vaezi, S., & Marandi, S. S. (2014). Examining effectiveness of communities of practice in online English for academic purposes (EAP) assessment in virtual classes. *Computers & Education*, *70*, 291-300.

Avant, LLC. (2015). Avant STAM 4S proficiency assessments. Retrieved from http://avantassessment.com/stamp4s.html

Aydin, S. (2014). The use of blogs in learning English as a foreign language. *Mevlana International Journal of Education, 4*(1), 244-259.

Baten, L., Bouckaert, N., & Kan, Y. (2009). The use of communities in a virtual learning environment. In M. Thomas (Ed.), *Handbook of research on web 2.0 and second language learning* (pp. 137-155). Hershey, PA: Information Science Reference.

Blau, I., & Caspi, A. (2009). What type of collaboration helps? Psychological ownership, perceived learning and outcome quality of collaboration using Google Docs. In *Proceedings of the Chais conference on instructional technologies research* (Vol. 12).

Blake, R. J. (2013). *Brave new digital classroom: Technology and foreign language learning* (2nd ed.). Washington DC: Georgetown University Press.

Bloch, J. (2007). Abdullah's blogging: A generation 1.5 student enters the blogosphere. *Language Learning & Technology*, *11*(2), 128-141.

Brinkmann, S. (2013). *Qualitative interviewing*. New York, NY: Oxford University Press.

Brook, J. (2011). The affordances of YouTube for language learning and teaching. *Hawaii Pacific University TESOL Working Paper Series,* 9(1), 2.

Carney, N. (2009). Blogging in foreign language education. In M. Thomas (Ed.). *Handbook of research on Web 2.0 and second language learning* (pp. 292-312). Hershey, PA: IGI Global.

Castañeda, D. A. (2011). The effects of instruction enhanced by video/photo blogs and wikis on learning the distinctions of the Spanish preterit and imperfect. *Foreign Language Annals*, *44*(4), 692-711.

Chen, K. T. C. (2012). Blog-based peer reviewing in EFL writing classrooms for Chinese speakers. *Computers and Composition*, *29*(4), 280-291.

Chen, J. S. (2011). A Critical reflection on integrating informational technology into EFL curriculum: An EFL teacher's inquiry. *US-China Education Review, 1*(4), 464-470.

Chu, S. K. W., Kennedy, D., & Mak, Y. K. (2009). MediaWiki and Google Docs as online collaboration tools for group project co-construction. *Proceedings of the 2009 International Conference on Knowledge Management* (pp. 1-14).

Ciftci, H., & Kocoglu, Z. (2012). Effects of peer e-feedback on Turkish EFL students' writing performance. *Journal of Educational Computing Research, 46*(1), 61-84.

Coertze, L. (2011). *An investigation of ESL students' reading engagement and language output in selected online environments*. Retrieved from ProQuest Dissertations & Theses Full Text. (UMI No. 1499405)

Collins, A., & Halverson, R. (2009). Rethinking education in the age of technology. *The Digital Revolution and Schooling in America.* New York, NY: Teachers College Press.

Creswell, J. W. (2014). *A concise introduction to mixed methods research*. Washington, DC: Sage.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2013). *Strategies of qualitative inquiry.* Washington, DC: Sage.

Dippold, D. (2009). Peer feedback through blogs: Student and teacher perceptions in an advanced German class. *ReCALL*, *21*(01), 18-36.

Dörnyei, Z., & Ushioda, E. (2013). *Teaching and researching: Motivation*. Routledge.

Eckerth, J. (2009). *Negotiated interaction in the L2 classroom: Language teaching*. Cambridge, UK: Cambridge University Press.

Furman, N., Goldberg, D., & Lusin, N. (2010, December). Enrollments in languages other than

    English in United States institutions of higher education, Fall 2009. In *Modern Language*

    Association. Modern Language Association. 26 Broadway 3rd Floor, New York, NY

    10004-1789.

Gallagher, J. (2010). "As Y'all Know": Blog as Bridge. *Teaching English in the Two Year*

    College, *37*(3), 286-294.

Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes*

    and motivation. London, England: Edward Arnold.

Gass, S. M. (2013). *Second language acquisition: An introductory course*. New York, NY:

    Routledge.

Gass, S. M., & Mackey, A. (2014). Input, interaction, and output in second language acquisition.

    In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition: An*

    introduction (pp. 180-206). New York, NY: Routledge.

Ghani, R. A., & Ahmat, M. A. (2014). Blogs in language learning: An analysis of learners'

    corrective feedback. *Middle-East Journal of Scientific Research: Language for*

    Communication and Learning, 20, 122-127.

Gebhard, M., Shin, D. S., & Seger, W. (2013). Blogging and emergent L2 literacy development

    in an urban elementary school: A functional perspective. *CALICO Journal, 28*(2), 278-

    307.

Golonka, E. M., Bowles, A. R., Frank, V. M., Richardson, D. L., & Freynik, S. (2014).

    Technologies for foreign language learning: a review of technology types and their

    effectiveness. *Computer Assisted Language Learning, 27*(1), 70-105.

Guth, S., & Petrucco, C. (2009). Social software and language acquisition. In P. L. Torres & R. V. Marriott (Eds.), *Handbook of Research on E-learning Methodologies for Language Acquisition* (pp. 424-442). Hersey, PA: Information Science Reference.

Hauck, M. (2007). Critical success factors in a TRIDEM exchange. *ReCALL*, *19*(02), 202-223.

Hsu, Y. C., Ching, Y. H., & Grabowski, B. L. (2014). Web 2.0 applications and practices for learning through collaboration. In *Handbook of research on educational communications and technology* (pp. 747-758). New York, NY: Springer.

Hung, S. (2011). Pedagogical applications of vlogs: An investigation into ESP learners' perceptions. *British Journal of Educational Technology, 42*(5), 736-746.

Iwashita, N. (2003). Negative feedback and positive evidence in task-based interaction: Differential effects on L2 development. *Studies in Second Language Acquisition, 25*, 1-36.

Hsu, H. Y. (2009). Preparing teachers to teach literacy in responsive ways that capitalize on students' cultural and linguistic backgrounds through weblog technology. *Multicultural Education & Technology Journal*, *3*(3), 168-181.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.

Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. New York, NY: Longman.

Kelsen, B. (2009). Teaching EFL to the iGeneration: A survey of using YouTube as supplementary material with college EFL students in Taiwan. *Call-EJ Online*, *10*(2).

Kun, L., Bado, N., Smith, J., & Moore, D. (2013). Blogging for teaching and learning: An examination of experience, attitudes, and levels of thinking. *Contemporary Educational Technology, 4*, 172-186.

Kuo, L. L. (2009). *The effects of YouTube listening/viewing activities on Taiwanese EFL learners' listening comprehension*. Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3374318).

Lee, L. (2009). Promoting intercultural exchanges with blogs and podcasting: A study of Spanish-American telecollaboration. *Computer Assisted Language Learning, 22*(5), 425-443.

Leeman, J. (2003). Recasts and second language development: Beyond negative evidence. *Studies in Second language Acquisition, 25*, 37-63.

Leiva, B, & Esteves, L. (2009). Effectiveness of blogging to practice reading at a freshman EFL program. *Reading*, *9*(2), 100-117.

Lin, M. H., Groom, N., & Lin, C. Y. (2013). Blog-assisted learning in the ESL writing classroom: A phenomenological analysis. *Educational Technology & Society*, *16*(3), 130-139.

Lin, M. H., Li, J. J., Hung, P. Y., & Huang, H. W. (2014). Blogging a journal: Changing students' writing skills and perceptions. *ELT Journal, 68*(4), 422-431.

Lo, Y. (2012). *What is the participant learning experience like using YouTube to study a foreign language?* Retrieved from ProQuest Dissertations & Theses database. (UMI No. 3546245)

Long, M. H. (1983). Native speaker/non-native speaker conversation and the negotiation of comprehensible input1. *Applied linguistics*, *4*(2), 126-141.

Lou, S. J., Wu, S. C., Shih, R. C., & Tseng, K. H. (2010). Adoption of blogging by a Chinese language composition class in a vocational high school in Taiwan. *Australasian Journal of Educational Technology*, *26*(6), 898-916.

Martínez, C. de A. (2012). Developing metacognition at a distance: Sharing students' learning

      strategies on a reflective blog. *Computer Assisted Language Learning, 25*(2), 199- 212.

Magnuson, M. (2012). *Construction and reflection: Using Web 2.0 to foster engagement with*

      technology for information literacy instruction. Retrieved from ProQuest Dissertations &

      Theses database. (UMI No. 3520737)

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San

      Francisco: Jossey-Bass.

Morse, J. (1991). Approaches to qualitative-quantitative methodological triangulation. *Nursing*

      Research, 40, 120-123.

Miyazoe, T., & Anderson, T. (2010). Learning outcomes and students' perceptions of online

      writing: Simultaneous implementation of a forum, blog, and wiki in an EFL blended

      learning setting. *System*, *38*(2), 185-199.

Melin, C., & Laun, J. (2007). Going contemporary in the intermediate-advanced curriculum. *Die*

      Unterrichtspraxis/Teaching German, 40(1), 1-8.

Mitchell, R., & Myles, F. (2013). *Second language learning theories.* New York, NY:

      Routledge.

Moon, D., & Lim, D. (2013). *Using weblogs for foreign language learning: Promises and*

      challenges. Retrieved from http://www.idosi.org/mejsr/mejsr20(lcl)14/19.pdf

Motteram, G., & Brown, S. (2009). A context-based approach to Web 2.0 and language

      education. In M. Thomas (Ed.), *Handbook of research on Web 2.0 and second language*

      learning (pp. 119-136). Hershey, PA: Information Science Reference.

Murray, L., & Hourigan, T. (2008). Blogs for specific purposes: Expressivist or sociocognitivist

      approach? *Recall-Hull Then Cambridge*, *20*(1), 82.

Novakovich, J. (2016). Fostering critical thinking and reflection through blog-mediated peer

feedback. *Journal of Computer Assisted Learning*, *32*(1), 16-30.

O'Reilly, T. (2005). What is Web 2.0. Retrieved from

http://www.oreilly.com/pub/a/web2/archive/what-is-web-20.html

Palombo, M. S. (2011). *Teaching persuasive writing with a class blog: An exploratory study in*

an urban sixth grade classroom. Retrieved from ProQuest Dissertations & Theses

database. (MI 48106)

Pegram, M. (2009). Communicative networking and linguistic mashups on Web 2.0. In M.

Thomas (Ed.), *Handbook of research on web 2.0 and second language learning* (pp. 20-

41). Hershey, PA: Information Science Reference.

Petersen, K. B. (2014). Virtual communities of practice in web-based second language learning:

Fiction or reality? *GSTF Journal on Education (JEd)*, *1*(2).

Pica, T. (2007). Task-based teaching and learning. In B. Spolsky & F. Hult (Eds.), *Handbook of*

Educational Linguistics (pp. 525-538). Malden, MA: Wiley-Blackwell.

Pufahl, I., & Rhodes, N. C. (2011). Foreign language instruction in US schools: Results of a

national survey of elementary and secondary schools. *Foreign Language Annals*, *44*(2),

258-288.

Roland, C. (2010). Preparing art teachers to teach in a new digital landscape. *Art Education,*

63(1), 17-24.

Rüschoff, B. (2009). Output-oriented language learning with digital media. In M. Thomas (Ed.),

Handbook of research on web 2.0 and second language learning (pp. 20-41). Hershey,

PA: Information Science Reference.

Rubin, H. (8). & Rubin, I.S. (2005). *Qualitative interviewing: The art of hearing data*. Thousand

    Oaks, CA: Sage.

Saad, K., Soufi, N., & O'Day Nicholas, M. (2015). Blogs as a way to enhance EFL reading

    classes in a Lebanese tertiary institution. *Teaching English with Technology, 1,* 31-47.

Savas, P. (2013). Thematic blogs: Tools to increase interaction, collaboration and autonomy

    among pre-service foreign language teachers. *Journal of Interactive Learning Research,*

    24(2), 191-209.

Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education*

    and the social sciences. New York, NY: Teachers College Press.

Schreiber, L. M., & Valle, B. E. (2013). Social constructivist teaching strategies in the small

    group classroom. *Small Group Research, 1*(1), 1-17.

Schmidt, R. (2010). Attention, awareness, and individual differences in language learning. In W.

    M. Chan, S. Chi, K. N.Cin, J. Istanto, M. Nagami, J. W. Sew, T. Suthiwan, & I. Walker,

    Proceedings of ClaSIC (pp. 721-737). Singapore: National University of Singapore.

Shihab, M. M. (2008). *Web 2.0 tools improve teaching and collaboration in high school English*

    language classes. Retrieved from ProQuest Dissertations and Theses database. (UMI No

    3344829)

Shih-Hsien, Y. (2009). Using blogs to enhance critical reflection and community of practice.

    Journal of Education Technology & Society, *12*(2), 11-21.

Sippel, L., & Jackson, C. N. (2015). Teacher vs. Peer oral corrective feedback in the German

    language classroom. *Foreign Language Annals, 48*(4), 688-705.

Stevenson, M., & Hedberg, J. G. (2013). Learning and design with online real-time

    collaboration. *Educational Media International*, *50*(2), 120-134.

Sun, Y. C. (2010a). Extensive writing in foreign-language classrooms: A blogging approach. *Innovations in Education and Teaching International, 47*(3), 327-339.

Sun, Y. C. (2012). Examining the effectiveness of extensive speaking practice via voice blogs in a foreign language learning context. *CALICO Journal*, *29*(3), 494-506.

Sun, Y. C., & Yang, F. Y. (2015). I help, therefore, I learn: Service learning on Web 2.0 in an EFL speaking class. *Computer Assisted Language Learning, 28*(3), 202-219.

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. *Input in second language acquisition*, *15*, 165-179.

Swain, M., & Lapkin, S. (1995). Problems in output and the cognitive processes they generate: A step towards second language learning. *Applied linguistics*, *16*(3), 371-391.

Trajtemberg, C., & Yiakoumetti, A. (2011). Weblogs: A tool for EFL interaction, expression, and self-evaluation. *ELT Journal*, 65(4), 447- 463.

Thorne, S. L., & Payne, J. S. (2005). Evolutionary trajectories, internet-mediated expression, and language education. *CALICO Journal, 22*(3), 371-397.

Turner III, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report*, *15*(3), 754- 762.

U.S. Department of Education. (2010). Education and the language gap: Secretary Arne constructivist interpretation. *The Internet and Higher Education*, *10*(1), 15-25.

Vygotsky, L. (1978). Interaction between learning and development. *Readings on the Development of Children*, *23*(3), 34-41.

Van Beuningen, C. G., De Jong, N. H., & Kuiken, F. (2012). Evidence on the effectiveness of comprehensive error correction in second language writing. *Language Learning*, *62*(1), 1-41.

VanPatten, B., & Benati, A. G. (2015). *Key terms in second language acquisition*. New York, NY: Bloomsbury.

Vurdien, R. (2013). Enhancing writing skills through blogging in an advanced English as a foreign language class in Spain. *Computer Assisted Language Learning, 26*(2), 126-143.

Wang, S., & Vásquez, C. (2012). Web 2.0 and second language learning: What does the research tell us? *CALICO Journal*, *29*(3), 412-430.

Warren, C. A. B., & Karner, T. X. (2010). *Discovering qualitative methods: Field research, interviews, and analysis*. New York, NY: Oxford University Press.

Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language Education in Asia*, *2*(1), 113-119.

Webb, A. (2007). Digital texts and the new literacies. *English Journal, 97*(1), 83-88.

West, K. C. (2008). Weblogs and literary response: Socially situated identities and hybrid social languages in English class blogs. *Journal of Adolescent & Adult Literacy, 51*(7), 588-598.

Winke, P., Gass, S., & Sydorenko, T. (2010). The effects of captioning videos used for foreign language listening activities. *Language Learning & Technology*, *14*(1), 65-86.

Witte, S. (2007). "That's online writing, not boring school writing": Writing with blogs and the Talkback project. *Journal of Adolescent & Adult Literacy, 51*(2), 92-96.

Woo, Y., & Reeves, T. C. (2007). Meaningful interaction in web-based learning: A social constructivist interpretation. *The Internet and Higher Education*, *10*(1), 15-25.

Yang, S.H. (2009). Using blogs to enhance critical reflection and community of practice. *Educational Technology & Society, 12*(2), 11–21.

Yin, R. K. (2009). *Case study research: Design and methods*. Los Angeles, CA: Sage.

Zhang, H., Song, W., Shen, S., & Huang, R. (2014). The effects of blog-mediated peer feedback on learners' motivation, collaboration, and course satisfaction in a second language writing course. *Australasian Journal of Educational Technology*, *30*(6).

Zelick, S. A. (2013). *The perception of web 2.0 technologies on teaching and learning in higher education: A case study*. Retrieved from ProQuest Dissertation and Theses database. (UMI No. 3564331)

Zheng, B., Lawrence, J., Warschauer, M., & Lin, C. H. (2015). Middle school students' writing and feedback in a cloud-based classroom environment. *Technology, Knowledge and Learning*, *20*(2), 201-229.

Appendices

Appendix A: Course Syllabus Sample

CARLSON COLLEGE

SPA 201 SYLLABUS

Spanish 201 is the third stage of Carlson's Elementary Spanish sequence. The main goals of this course are to improve oral communication skills, expand comprehension skills, and increase reading and writing skills through reading and writing activities, and a review of grammar. Specifically, students will be able to talk about the Hispanic culture using the appropriate vocabulary and tenses. Students will also develop skills that are not only related to the language itself but to the use of language in society such as interviewing, researching, writing reports and presenting the findings to an audience using the appropriate technology tools. Emphasis will be placed on the learner's ability to use the language in real life situations and for real communication purposes.

Required texts and materials
Identidades Third Edition
by Elizabeth Guzmán,
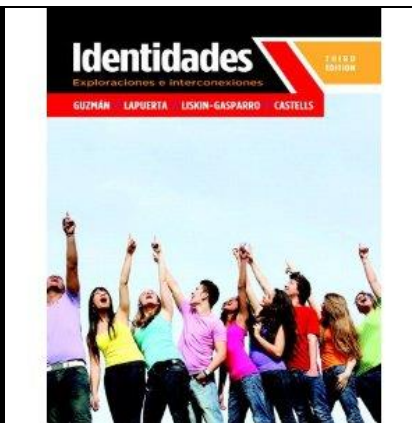**Paloma Lapuerta,**
Judith E. Liskin-Gasparro, and
Matilde Olivella de Castells.
Student Activities Manual

Literature Book: According to the student's choice.
Laptop
Headphones

Teaching Philosophy

I am a language professor with over 20 years of experience in the teaching of English and Spanish as second and foreign languages. I have also taught Spanish to heritage speakers. My experience includes teaching children, high school students, college students and adults. I have worked in Colombia and the United States and in different states in this country. These various experiences, added to my own learning experience, have shaped me into a particular professor. I believe that learning a language is an ongoing process and that learners should be provided with as many learning experiences as possible. I believe that tests are one more learning opportunity and therefore you will be allowed to retake tests and quizzes, make corrections to your writing assignments, and present your topics again, whenever you feel the grade awarded does not truly represent your potential.
I believe that the success of a language class depends on both the professor and the learners. Therefore, I encourage my students to voice their opinions about the syllabus, suggest changes, and express their feelings about activities that they perceive do not contribute to their learning process.
I encourage students to create language that represent their own ideas, to take the class as an arena to let other know who they are. I do not like language produced without context or content. Therefore, I encourage my students to write and talk about topics that are relevant and familiar to them and their classmates. Respect for ideas is therefore vital in my classes. You are highly encouraged to voice your

Appendix A: (continued)

opinion and to take advantage of every opportunity to write and create sentences that show your knowledge and ideas about the world.

Grading Criteria

Speaking Activities	Two presentations based on a written research paper and other speaking projects	20 %
Manual Chapters	Every chapter in your manual has listening activities, completion activities, writing activities and speaking activities.	20 %
Essays	Two essays written about a chosen research topic	10 %
Blog	You will create a blog, make comments on two classmates' blogs, and reply to your classmates' comments.	15 %
Classes with the T.A.	Attendance, active participation, and completion of activities	5 %
Language Proficiency Test	You will take the STAMP proficiency test and your grade on the test will be based on your grade for this section.	10 %
Chapter Tests and quizzes	At the end of every chapter, you will take a comprehensive test. Pop quizzes on certain topics will be included too.	20 %

Grading Scale

A (4.0) = 100-94 C+ (2.3) = 79-78
A- (3.7) = 93-90 C (2.0) = 77-74
B+ (3.3) = 89-88 C- (1.7) = 73-70
B (3.0) = 87-84 D+ (1.3) = 69-68
B- (2.7) = 83-80 D (1.0) = 67-65 (lowest passing grade)

COURSE REQUIREMENT

You will need to take the Spanish proficiency test (STAMP) towards the end of the semester on a selected day. The exam takes 2.5 hours and you will not need to study for it since the purpose of this test is to establish your language proficiency in general. The department will notify you about the available days to take it.

Assignments in detail

Speaking Activities:

You will need to set up a YouTube account. This account must be only for school related activities and cannot include personal videos. You can set any video as UNLISTED so that only people you authorize can watch it. All the speaking activities done for this class must be uploaded. Once you upload the activity, you are responsible for listening to it by yourself, with a classmate, a tutor, or a friend who is competent in Spanish. You will make comments about what you said and what you meant to say following the code "this is what I say…} this is what I meant to say". For example: El colegio de Carlson …} la Universidad de Carlson.
Once you have completed the activity, I will watch the video and provide you with my feedback. Errors that I identify and which should be noticed by you based on the vocabulary and structures covered in the class or on previous Spanish classes will count against your grade (-.2 for every error I identify). Mistakes made but identified by you will not count against your grade.

Appendix A: (continued)

You will be responsible for sending me your Channel Link by Sunday, January 18th.

You will also be assigned speaking activities or projects to be done in pairs or in groups of there. Details about them will be provided during the semester.

Manual Chapters:

Every chapter includes completion and writing activities. You must complete the activities and correct your answers against the answer key on your Google Doc. You can purchase the answer key at the school book store. Corrections must be made in a different color. You will receive a grade but you are encouraged to make corrections and reply to my grade comment so that I can grade it again.
Every chapter in the manual comes with speaking activities that you must do. Read the questions and answer them without pausing the recording. All the chapter activities must be in one single video. Once you upload the video, you need to listen to yourself and leave a comment with the errors you identify.

Essay:

You are expected to write two essays. Every essay must have a different topic and a different writing style. You must adhere to the AP style and your essay should not be more than 2 pages or less than 1.5 pages.
You will need to cite at least five sources and include a reference list. Wikepedia cannot be used as a reputable source in academia, therefore it will not be allowed.
You are expected to incorporate the vocabulary and grammar covered in the class. You will need to turn in your essay at least two classes before your presentation so that you can receive feedback on the language before presenting.

The essays research questions:

1. ¿Cómo han contribuido los latinos a la cultura y economía de los Estados Unidos?
2. ¿En qué consiste la riqueza de la literatura y la cultura en el mundo hispano?
3. ¿Cuál es una leyenda del mundo hispano?
4. ¿Cómo son la arquitectura y el arte expresiones culturales que muestran la diversidad en la cultura hispana?
5. ¿La tecnología, amigo o enemigo de las comunidades indígenas en América Latina?
6. ¿Cuál es el origen y la evolución de la comida de los países hispanos?
7. ¿Son las relaciones humanas en el mundo hispano diferentes de las estadounidenses?
8. ¿Están amenazados los recursos naturales de los países hispanos?
9. ¿Qué futuro le espera a América Latina?
10. Other topics are possible after having the idea approved by me.

Presentations:

Once you have written your essay, you are expected to prepare a presentation using the software Prezi. Your presentation must include only titles, images and key words. You will present your research essay to the class using between 5- 8 minutes. You will include audio or video to explain your ideas. You are expected to dress appropriately for the occasion and to have rehearsed the presentation. No reading will

Appendix A: (continued)

be allowed and if you do, you will be asked to stop presenting. You will receive feedback from your classmates and your professor, you are expected to read the comments and reflect on them. You have the option to write a reflection paper based on the common comments and submit it for extra credit on the presentation grade should you need it.

Blog:
You will develop a blog during the semester. You will be expected to highlight the grammar and vocabulary that we cover in the chapter during the weeks before the entry due date. We will use the software WordPress. Please familiarize yourself with the program by watching any tutorial online or on Moodle. You will be expected to make to comments to entries that do not have many comments. If you encounter that it has more than four comments, you will need to review another entry. You will also reply the comments. Every entry (5 total) will be at least 250 words. Every comment must be 100 words and every reply 50 words. Once the time allotted to make comments are reply is over, you will need to print your entry, the comments you made, and your replies and make corrections using a different color. The rubric will be available for you to grade your work and then I will grade it too. You will find the topics for the entry at the end of the syllabus.

Chapter tests and quizzes

At the end of every chapter or every other chapter, there will be a comprehensive test. You will be evaluated on your cultural knowledge, vocabulary, grammar structures, and listening, reading, writing and speaking skills.

I reserve the right to give unannounced quizzes when I deem it necessary.

Literature Books

You and three classmates will read one of the selected books below. You will receive an invitation to share a Google Doc. You will need to write your name for the book that you find the most interesting. If there are four people, you will need to select another one.

Course Policies

Class Participation and Attendance
This class will be taught mostly in Spanish. It is also a very intensive course that will be required daily assignments. Make sure that you will able to keep up.

The learning goals set for this course demand verbal, face to face interaction in the target language and active engagement in the learning process. Therefore, attendance is required. In addition to regular classes, students are required to attend two AT sessions per week.
Each student is allowed four absences total (2 for class and 2 for AT sessions) without grade penalty.
Your final grade will be reduced by3 points for each additional absence.
You must notify your professor before being absent or right after the absence occurs.
If you are representing Carlson College in an athletic or academic event you need to inform me of your schedule conflicts in advance and make arrangement to not fall behind.

Appendix A: (continued)

Late Assignments
You are expected to complete all readings, viewings, grammar exercises, and other assignments before the beginning of class time on the day stipulated in the syllabus. Any late submissions must be notified via email.

Any late submissions for 80% are due not later than two classes after the assignment is due and so are corrections.

Makeup Exams
Except in extenuating circumstances, there will be no make up exams. Exceptions will only apply in case of verifiable hardship.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Full accommodations are the legal right of students with all kinds of disabilities, whether learning disabilities or physical disabilities. I am happy to provide these accommodations. If you are a student with a learning disability documented by Carlson College who might need accommodations, please identify yourself to me so that I can learn from you as early as possible how to best work with your learning style. Accommodations are not retroactive, that is why I encourage you to contact me within the first week or two of class. Students with other disabilities are also encouraged to self-identify if there is any way in which I can make accommodations that will enhance your learning experience. All such discussions will be fully confidential unless you otherwise stipulate.

HONOR CODE GUIDELINES SPECIFIC TO THIS COURSE

As a general rule, students are expected to complete all assignments in a way that shows their true ability to function in Spanish. When working for this class, you may use dictionaries (electronic and paper). You may use electronic conjugators as a last resource and for compositions only (not for completing grammar-based assignments). You are encouraged to make a constructive use of the spell checking functions of your word processor (for example, using the spell check in conjunction with the track changes option, so you can be aware of the choices you made). You may not use any kind of automatic translator. In addition, you must not have anybody other than myself proofread or edit your work for the course.

RESOURCES ON CAMPUS RELATED TO THIS COURSE

The Writing Center
The Writing Center is another free and highly useful service on campus, also located in Roisters B039 (Sunday- Thursday 2-4pm and 8-11pm), and they have specialized tutoring for writing in Spanish, French, and German, and also for writing in English as a second language.
http://sites.davidson.edu/ctl/students/tutoring/writing/

The following is a description of the objectives and tentative activities for every meeting. I reserve the right to make changes deemed appropriate during the semester due to unforeseen circumstances or need for further work on specific objectives.

Appendix A: (continued)

	OBJETIVOS	ACTIVIDADES
ENERO		
Lunes 12	Responder preguntas acerca del programa de español 201. Realizar un video conociendo a las personas de la clase. Contestar preguntas sobre el profesor de la clase. Hacer comentarios sobre el lenguaje de los compañeros y el propio.	Ver video sobre el profesor Realizar grabación de los videos hablando con los compañeros. *Tarea: Editar el video, subirlo al canal, hacer comentarios sobre el lenguaje de los compañeros y el suyo. Traer preguntas sobre el programa.*
Miércoles 14	**Capítulo 1** Identificar características y hechos sobre las comunidades hispanas Describir a la gente y sus actividades Comparar y contrastar las costumbres y creencias de las personas	Sesión de preguntas sobre el programa y la evaluación. *Vista panorámica, A leer: Vocabulario en contexto* Tarea: *Ejercicios 01 al 06 en el manual*
Viernes 16	**Capítulo 1 (continúa)**	Revisar la tarea 01 al 06 Aclaración y expansión Ejercicio de escritura Tarea: *Hacer ejercicio 1-11 en el libro de texto y tenerlo listo para la próxima clase. Hacer los ejercicios 07 al 16 en el manual. Recordar que los ejercicios de escritura se hacen en otra hoja y los orales deben estar en su canal de YouTube.*
Lunes 19	**No hay clase**	Día de Martín Luther King, Jr.
Miércoes 21	**Capítulo 1 (último día)**	Revisar la tarea: 1:11 en el libro, 07 al 16 en el manual. Aclaración y expansión Tarea: *Entrada del blog número se debe publicar el domingo antes de la media noche.*
Viernes 23	**Capítulo 2** Narrar en el pasado Discutir las variedades lingüísticas y el uso del idioma Describir eventos, gente y objetos en el pasado	Vista panorámica Hacer A leer Vocabulario en contexto Tarea: *Hacer comentarios en los blogs de los compañeros. Contestar los comentarios.*
Lunes 26	**Capítulo 2 (continúa)**	A leer El español, una lengua universal Tarea:

		Hacer ejercicio 2-01, 2-06 en el manual.
Miércoles 28	**Capítulo 2 (continúa)**	Revisar la tarea *Aclaración y expansión: El pretérito y el imperfecto* Tarea: *Hacer ejercicio 2-07, 2-16 en el manual.*
Viernes 30	**Capítulo 2 (último día)**	Aclaración y expansión: El pretérito y el imperfecto Tarea: *Hacer ejercicio 2-31, 2-39 en el manual.* *Tomar el examen de los capítulos 1 y 2*
FEBRERO		
Lunes 2	**Capítulo 3** Hablar de leyendas y tradiciones Narrar en el pasado Analizar el pasado y el presente Cultural	Revisar la tarea Presentación 1 empieza (dos estudiantes deben presentar) Vista panorámica Hacer A leer Vocabulario en contexto Tarea: *Hacer ejercicio 3-01, 3-06 en el manual.* *Hacer comentarios en los blogs de los compañeros.*
Miércoles 4	**Capítulo 3 (continúa)**	Revisar la tarea Aclaración y expansión: El pretérito y el imperfecto, algunos verbos irregulares Tarea: *Hacer ejercicio 3-07, 3-16 en el manual.* *Traer la rúbrica para la entrada número 1 el viernes.*
Viernes 6	**Capítulo 3 (continúa)**	Revisar la tarea Aclaración y expansión: El pretérito y el imperfecto, algunos verbos irregulares *Entrada del blog número dos se debe publicar el domingo antes de la media noche.*
Lunes 9	**Capítulo 3 (último día)**	Presentación 1 continúa esta semana Revisar la tarea Aclaración y expansión: El presente perfecto Tarea: *Hacer ejercicio 3-32, 3-38 en el manual.*
Miércoles 11	**Capítulo 4** Describir los orígenes, propósitos, y	Vista panorámica Hacer A leer

	características de productos culturales Expresar preferencias y gustos Hablar de expresiones artísticas	Vocabulario en contexto Tarea: *Hacer ejercicio 4-01, 4-06 en el manual.* *Hacer comentarios en los blogs de los compañeros.*
Viernes 13	**Capítulo 4 (continúa)**	Revisar la tarea Hacer *A leer* Tarea: *Hacer ejercicio 4-07, 4-17 en el manual.* *Hacer comentarios en los blogs de los compañeros.*
Lunes 16	**Capítulo 4 (continúa)**	Presentación 1 continúa Revisar la tarea Aclaración y expansión: Se impersonal, Tarea: *Hacer ejercicio 4-33, 4-40 en el manual.* *Hacer comentarios en los blogs de los compañeros. Responder los comentarios.*
Miércoles 18	**Capítulo 4 (último día)**	Revisar la tarea Aclaración y expansión: pronombres de objeto directo e indirecto Tarea: *Traer la rúbrica para la entrada número 2 para el viernes.* *Tomar el examen de los capítulos 3 y 4*
Viernes 20	**Capítulo 5** Reaccionar y comentar opiniones sobre la tecnología, los deportes y otras actividades de diversión Describir e interpretar comportamientos Expresar deseos, esperanzas, emociones, y consejo	Revisar la tarea *Vista panorámica* *A leer* Tarea: *Hacer ejercicio 5-01, 5-06 en el manual.* *Entrada del blog número tres se debe publicar el domingo antes de la media noche.*
Lunes 23	**Capítulo 5 (continúa)**	Presentación 1 termina Revisar la tarea *Aclaración y expansión: Sustantivos de objeto directo/indirectos y sus pronombres* Tarea: *Hacer comentarios en el blog.* *Hacer ejercicio 5-07, 5-19 en el manual.*
Miércoles 27	**Capítulo 5 (continúa)**	Revisar la tarea *A leer* *Vocabulario en contexto*

		Tarea: *Hacer ejercicio 5-25, 5-27 en el manual.*
Viernes 28	**Capítulo 5 (continúa)**	Revisar la tarea *A leer* Tarea: *Hacer ejercicio 5-28, 5-32 en el manual.*

Marzo		
Lunes 2 **Miércoles 3** **Viernes 5**	**VACACIONES DE PRIMAVERA/ SPRING BREAK**	
Lunes 9	**Capítulo 5 (último día)**	Revisar la tarea *Aclaración y expansión: Presente del subjuntivo para expresar deseo, esperanza, emoción y consejo.* Tarea: *Hacer ejercicio 5-33, 5-39 en el manual.*
Miércoles 11	**Capítulo 6** Dar y seguir instrucciones Evitar repetir cuando se reacciona o se comenta algún asunto Solicitar cosas respetuosamente	Presentación 2 empieza Revisar la tarea *Vista panorámica* *A leer* Tarea: *Hacer ejercicio 6-01, 6-08 en el manual.* *Traer la rúbrica para la entrada número 3 el lunes.*
Viernes 13	**Capítulo 6 (continúa)**	Revisar la tarea *A leer* *Aclaración y expansión: Los pronombres de los objetos directos e indirectos* Tarea: *Hacer ejercicio 6-09, 6-18 en el manual.* *Entrada del blog número cuatro se debe publicar el domingo antes de la media noche.*
Lunes 16	**Capítulo 6 (continúa)**	Presentación 2 continúa Revisar la tarea *A leer* *Vocabulario en contexto* *El chocolate* Tarea: *Hacer ejercicio 6-24, 6-32 en el manual.* *Hacer comentarios en los blogs*

Miércoles 18	**Capítulo 6 (continúa)**	Revisar la tarea Aclaración y expansión: Los comandos Tarea: *Hacer ejercicio 6-33, 6-37 en el manual.*
Viernes 20	**Capítulo 6 (último día)**	Revisar la tarea *Aclaración y expansión: Los comandos* Tarea: *Hacer ejercicio 6-38, 6-42 en el manual.* *Tomar el examen de los capítulos 5 y 6*
Lunes 23	**Capítulo 7** Analizar y discutir las relaciones humanas Describir e interpretar los comportamientos humanos Expresar opinión, duda, y preocupación sobre las relaciones humanas	Presentación 2 continúa Revisar la tarea Discusión sobre los libros de lectura literaria *Aclaración y expansión: Los verbos reflexivos y los pronombres* Tarea: *Hacer 7-11 al 7-19 en el manual. Hacer comentarios en los blogs y contestarlos.*
Miércoles 25	**Capítulo 7 (continúa)**	Revisar la tarea Discusión sobre los libros de lectura literaria Tarea: *Responder los comentarios del blog.*
Viernes 27	**Capítulo 7 (continúa)**	Revisar la tarea Discusión sobre los libros de lectura literaria *Aclaración y expansión: El presente del subjuntivo con expresiones de duda y negación.* Tarea: *Traer la rúbrica para la entrada número 4 el lunes.* *Hacer los ejercicios 07-32- 07-37* *Entrada del blog número cinco se debe publicar el domingo antes de la media noche.*
Lunes 30	**Capítulo 7 (último día)**	Revisar la tarea *Aclaración y expansión: El presente del subjuntivo con expresiones de duda y negación.* Tarea: *Hacer los ejercicios 07-38- 07-42* *Tomar el examen del capítulo 7* *Empezar a hacer comentarios en la entrada cinco del blog.*
Abril		

Miércoles 1	**Capítulo 8** Analizar condiciones sociales y políticas del pasado y el presente Reportar y discutir cambios sociales Apoyar y oponerse a puntos de vista sobre asuntos sociales y políticos	Revisar la tarea *Vista panorámica* *A leer* *Vocabulario en contexto* Tarea: *Hacer los ejercicios 08-01- 08-03*
Viernes 3	**Capítulo 8 (continúa)**	Presentación 2 termina Revisar la tarea *A leer* *Los esclavos y los indígenas* *Aclaración y Expansión: Expresiones negativas e indefinidas.* Tarea: *Hacer los ejercicios 08-04 - 08-09 y 08-10 al 08-13 y hacer 08-18* *Hacer los comentarios en el blog*
Lunes 6	Descanso de Pascua/ Easter Break	
Miércoles 8	**Capítulo 8 (continúa)**	Revisar la tarea *A leer* *Vocabulario en contexto* *El despegue económico de América Latina* Tarea: *Hacer los ejercicios 08-23 - 08-29*
Viernes 10	**Capítulo 8 (continúa)**	Revisar la tarea *Aclaración y Expansión: Cláusulas adjetivas en el indicativo y el subjuntivo* Tarea: *Hacer los ejercicios 08-33 - 08-40* *Responder los comentarios en el blog*
Lunes 13	**Capítulo 8 (último día)**	Revisar la tarea *Aclaración y Expansión: Cláusulas adjetivas en el indicativo y el subjuntivo* Tarea: *Traer la rúbrica para la entrada número 5.* *Tomar el examen del capítulo 8*
Miércoles 15	**Capítulo 9** Hacer reportes escritos y verbales sobre la geografía y el medio ambiente Discutir las causas y efectos de los problemas actuales del medio	*Vista panorámica* *A leer* *Vocabulario en contexto* Tarea:

	ambiente Expresar propósito y conjetura Hablar sobre consecuencias futuras de situaciones presentes	*Hacer los ejercicios 09-01- 09-10*
Viernes 17	**Capítulo 9 (continúa)**	Revisar la tarea *A leer* *El calentamiento global, motivo de alarma* *Aclaración y Expansión: El futuro y el condicional* Tarea: *Hacer los ejercicios 09-11- 09-21*
Lunes 20	**Capítulo 9 (continúa)**	Revisar la tarea *A leer* *Vocabulario en contexto* *La Amazonía en peligro* Tarea: *Hacer los ejercicios 09-27, al 09-34*
Miércoles 22	**Capítulo 9 (último día)**	Revisar la tarea *Aclaración y Expansión: Cláusulas adverbiales en el indicativo y el subjuntivo* Tarea: *Hacer los ejercicios 09-35, al 09-42* *Tomar el examen del capítulo 9*
Viernes 24	**Capítulo 10** Hablar de asuntos y valores actuales Dar opiniones sobre temas controversiales	*Vista panorámica* *A leer* *Vocabulario en contexto* Tarea: *Hacer los ejercicios 10-01, al 10-10*
Lunes 27	**Capítulo 10 (continúa)**	Revisar la tarea *A leer* *Ventajas e inconvenientes de la globalización* *Aclaración y Expansión: El imperfecto del subjuntivo* Tarea: *Hacer los ejercicios 10-11, al 10-18*
Miércoles 29	**Capítulo 10 (continúa)**	Revisar la tarea *Aclaración y Expansión: Condiciones hipotéticas usando el imperfecto del subjuntivo y el condicional* Tarea: *Hacer los ejercicios 10-27, al 10-32*
Mayo		

Viernes 1	**Capítulo 10 (continúa)**	Revisar la tarea *Aclaración y Expansión: Condiciones hipotéticas usando el imperfecto del subjuntivo y el condicional* Tarea: *Hacer los ejercicios 10-33, al 10-40*
Lunes 4	**Capítulo 10 (último día)**	Revisar la tarea *Tomar el examen del capítulo 10*
Miércoles 6	Último día de clase (opcional)	

Appendix A: (continued)

EL BLOG EN DETALLE

You will create a blog that has 5 entries, and will also make a comment on two of your classmates' blogs. The entry will follow each of the topics described below and will be 250 words minimum. You will highlight the vocabulary and target grammar of the chapter being studied either during the time you write the entry or in previous chapters. Make sure to use two codes and keep them throughout the blog. The comments for your classmates will be at least 100 words and will refer to the content of the posting and at least one reference to the language used.

Example:

Me divertí y aprendí mucho leyendo sobre la persona que seleccionaste para tu biografía. Esta persona tuvo una vida muy difícil pero pudo llegar muy lejos y hacer mucho por los hispanos. Fue la primera vez que leí sobre esta persona y por eso aprendí mucho. Me gustaron las fotos porque me ayudaron a entender el texto mejor. No entendí varias palabras que usaste. Me gustó mucho el uso de los verbos en pasado pero tienes que poner más cuidado a los verbos irregulares. Yo también tengo problema recordando esos verbos pero cuando los escribo frecuentemente es más fácil. Te felicito por un trabajo tan completo e interesante.

You will reply every comment made with at least 50 words.

Entry 1: Mi cultura y yo (this must be done by every student):

You will write an entry to talk about your origin, your parents' origins and your ethnicity. You will describe how your family came to this country or how they identify themselves. You can talk about the language(s) spoken in your family and you may want to include what you have learned to say in that language. You may want to talk about how you became interested in Spanish and what aspects of this culture you find the most intriguing or problematic.

Option 2: El español y sus expresiones artísticas:

You will research about a Hispanic writer, painter, film maker, actor, singer who has lived in Latin America or Spain (people being famous and living in the US will not be accepted). You will write a short

biography for that person, talk about his/her ancestry, his/her origins, early life, etc. Then you will choose one of his/her works describe it and state your opinion on this expression of art.

Option 3: Una leyenda/ tradición interesante:

You will research and write about an interesting legend or tradition in Latin American. You will describe its origins and how it affects people's way of living in the Hispanic world. You will state what you think about it and whether there is something similar in the American culture.

Option 4: Los deportes en el mundo hispano:

You will write about a sport that is popular in Latin America or Spain. You will talk about its history, the country or countries where that sport is popular and compare it with the same sport or a similar one in popularity in the United States. You will select a player who you think is one of the best and write a short

Appendix A: (continued)

biography that includes his/her achievements. You need to make clear why you think that person is one of the best ones.

Option 5: La comida de un país donde se habla español:

Food in Latin America varies considerably from one country to another. You will select a country, research about its typical dishes, their origin and the role of the country's geography in its cuisine.

Option 6: Las tribus indígenas en el mundo hispano:

You will choose a Native American tribe in the territories where Spanish is spoken. You will research about this tribe, the traditions and contributions to the country's culture. You are encouraged to look for tribes that are not as known as the Aztecs, the Incas or the Mayas.

Appendix B: Student Personal Google Doc Sample

PRIMAVERA DEL 2015
201

Notas 4/27
Adjective clause is a dependent clause that describes the noun in the main clause. The noun in the main clause is the antecedent.

Los latinos tiene una economía que es emergente
(antecedent)   (adjective clause)

Quieren un gobierno que sea honesto
(antecedent)   (adjective clause)

The adjective clause must have the subjunctive if the antecedent is a person or thing that does not exist or we don't know if it exists (indefinite antecedent)

No hay nadie que pueda arreglar todos los problemas.
(does not exist)   (subjunctive)

Necesitamos un candidato que controle mejor la economía.
(indefinite)   (subjunctive)

The adjective clause must have the indicative if the antecedent is a person or thing that definitely exists or is certain.

Conozco a alguien que puede hablar de economía del español.
(cierto)   (indicative)

When the "sentence" is a question, we don't know if the antecedent exists or not, therefore the adjective clause must have the subjunctive.

Conoces a alguien que hable de política en clase?
(no es cierto)   (subjunctive)

Remember that the main clause will NEVER have a verb in the subjunctive.

No hay nadie que quiera hablar de política en esta clase.

Notas 4/22
Talking about countries, never use haber visitado (solo una persona o un lugar con personas)
Instead: Ha ido, ha estado
Constructing sentences with si
Real de presente:
Si hay petroleo, la economia es/ será fuerte.
No real de presente:
Si fuera alto, you jugaria basquetbol.
(subjuntivo en pasado)

Notas de clase 4/20

buen = adverb
bueno = adjective
Having a good/bad time: pasarla bien/mal

Video para Capítulo 8 (Sophie y Meredith):
https://youtu.be/OL1m1Wy3oWl

Actividades de habla Capt. 8

Los errores que yo identifiqué	Los errores que el profe identificó
es verdad… }es la verdad ayuda legal… }asistencia de un abogado de oficio que la gente hablan… }hablen encontran restaurantes… }encuentren universidad comunidad… }el colegio un país que no sé… }un país extranjero vaya a comer algo… }iría a comer algo que haceremos… }que haríamos immerse… }sumergir buscar trabajo… }buscar un trabajo haceré… }haría Also I need to stop saying "es verdad" so much	Davidson (the pronunciation is incorrect. You must pronounce it as /deibison/ puedan } pueden si estare} si estuviera en un país hispano que no conociera haceremos } haremos /hariamos si una persona ES refugiado, no tiene mucha opciones de acuerdo, jajajaja

CAPÍTULO 8

Lunes 13 de abril		
8-33 1. pelean ✓ 2. quiera 3. guarantice 4. permita ✓ 5. puede ✓	8-34 1. existe ✓ 2. valore ✓ 3. rechacen ✓ 4. tenga ✓ 5. acepte ✓ 6. proteja ✓	8-35 1. c ✓ 2. a ✓ 3. b ✓ 4. a ✓
8-36 1. puedan ✓	8-37 1. dené	8-38 1. ~~tengan~~ tiene

2. sea ✓ 3. son ✓ 4. saben ✓ 5. incluye	2. esté ✓ 3. pague ✓ 4. coincidan 5. permitan ✓ 6. se dedican ✓	2. enseñen 3. habla ✓ 4. sea ✓ 5. permitan 6. ofrecen ✓
8-39 1. son ✓ 2. cause ✓ 3. debate ✓ 4. tengan ✓ 5. ~~sea~~ son		

Notas de clase 4/13:

Major: cuál es su carrera (mi carrera es/ quiero que mi carrera sea español)

Minor: cuál es su electiva

Don't greet people by saying "hola"

Location is always ESTAR

Make sure nouns agree: abogada, parte favorito

Razón is feminine

Weather: hace frío, no es frío

"lo" is not the pronoun for it: only use it to replace a masculine object.

never happens alone at the beginning of a sentence ("lo es frío")

Viernes 10 de abril		
8-23 1. b ✓ 2. a ✓ 3. b ✓ 4. c ✓ 5. ~~b~~ a 6. ~~a~~ c	8-24 1. e ✓ 2. f ✓ 3. b ✓ 4. a ✓ 5. g ✓ 6. d ✓ 7. c ✓	8-25 1. c ✓ 2. b ✓ 3. a ✓ 4. c ✓ 5. b ✓
8-27 1. ~~b~~ d 2. a ✓ 3. c ✓ 4. g ✓ 5. ~~d~~ b 6. h ✓ 7. f ✓	8-29 1. a ✓ 2. b ✓ 3. ~~a~~ b 4. b ✓ 5. c ✓ 6. c ✓ 7. a ✓	Garrett, eres una escritora muy clara e interesante! Tu entrada es muy informativa y tiene un foco muy claro. Estoy de acuerdo contigo que las clases de español deben ser más conversacionales como la clase de su Profesora Baker. ¿Usaban sus clases en la escuela secundaria más o menos conversación que esta clase de 201? También

Appendix C: Class Board Google Doc Sample

PRIMAVERA DEL 2015 - TABLERO DE CLASE
201

Ejercicio 8-24 p. 223

Nombre	Oración	Pregunta	Nombre
Profe	Somos la mejor clase de español que hay en Davidson.	¿A qué cree que se deba el éxito de la clase?	Mike
Garrett	Hay estudiantes de Davidson que están listos paraa concluir este semestre.	¿Tú eres una de estas estudiantes?	Matt
Charlotte	Podemos recibir una educación que sea útil en el futuro.		
Donal	Necesitamos unos candidatos que respeten en la constitución	¿Piensas que hay un candidato ahora que respete la constitución?	Sophie W
Hannah	Necesitamos un candidato que tenga mucha experiencia.	¿Quién te parece es el candidato más calificado?	Meredith
Katie	Queremos una escuela que tenga muchas oportunidades.	¿Tú crees que hay otras escuelas que tengan más oportunidades que nosotros?	Tezeta
Sophie W	Hay estudiantes en este clase que quieren continuar con el español.	Piensas que muchos estudiantes quieren continuar con el español?	Hannah
Matt	Somos una comunidad que trabaja muy duro.	¿Crees que necesitamos más diversion?	Noah
Kristen	Queremos unos candidatos que escuchen las necesidades de la gente.	¿Cuáles las características más importantes, en adición a la habilidad escuchar, de un candidato?	Sophie J
Cam	Queremos una comunidad que trabaje muy duro	¿Piensas que sobre una ambiente que tenga mucho trabajo?	Katie
Jojo	Necesitamos un candidato que	¿Qué tipo de morales tú crees	Kristen

Appendix D: Blog Entry Rubric

RÚBRICA PARA LA EVALUACIÓN DE LAS ENTRADAS DEL BLOG

Apellido _____ Nombre _____ Clase: _____ Entrada No. _____ Nota total: _____/50 puntos

ASPECTO	PUNTOS POSIBLES	PUNTOS OBTENIDOS Yo	PUNTOS OBTENIDOS Profe	COMENTARIOS
Presentación: La entrada tiene una presentación apropiada con por lo menos dos imágenes que incluyen subtítulos que las explican y con una gramática y vocabulario bien usados. La entrada tiene el número de palabras requerido (250). Se hizo la publicación antes de la fecha límite.	10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
Cohesión: Las oraciones fluyen gracias al uso apropiado de la gramática. Los pronombres y conjugaciones verbales corresponden correctamente. No hay falta de tildes que puedan cambiar el significado de las palabras. Se usan las preposiciones correctamente.	10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
Coherencia: La entrada fluye lógicamente. Los párrafos tienen una oración temática y oraciones de apoyo. Cada párrafo corresponde a un tema. Todos los temas son parte del tema de la entrada. Las citas usadas apoyan las ideas correctamente.	5	1 2 3 4 5	1 2 3 4 5	
Comentarios: Hay dos comentarios que tienen el número de palabras requerido (100). No hay errores de gramática o vocabulario que impidan la comprensión.	10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
Respuestas a los comentarios: Cada comentario tiene una respuesta clara (50 palabras) y los errores de gramática o vocabulario han sido identificados y corregidos.	5	1 2 3 4 5	1 2 3 4 5	estudiante 1 _____ estudiante 2 _____ Otros estudiantes: _____
Análisis: Esta rúbrica está acompañada de una copia impresa de la entrada donde el estudiante ha hecho correcciones a mano o en computador que son claramente visibles para todos los errores cometidos.	10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	

Appendix E: Blog Entry Sample

Blog Span 201- Sophie

SPAN 102 SOPHIE JOHNSON

MIS EXPERIENCIAS CON CLASES DE ESPAÑOL Y MÁS

APRIL 3, 2015 | SOPHIE JOHNSON | 6 COMMENTS

Mis Experiencias con Clases de Español y Más

Empecé a estudiar español al principio de mi primer año en la escuela secundaria. Tomé español todos mis años y tuve tres profesores en total. Cada profesor fue diferente y a veces, mis experiencias eran confusas porque sus métodos de enseñanza eran diferentes. Mi primera profesora era de los Estados Unidos y ella enseñaba vocabulario y gramática. La clase era muy divertida, pero no aprendía mucho. Mi profesora de español en mi segundo año fue similar a mi primera profesora. En esta clase, nuestra tarea era escribir conjugaciones — yo odiaba esto . Durante mi tercer año, yo tuve a la primera profesora y la clase no fue memorable. Finalmente, durante mi último año de español en la escuela secundaria, tomé clase con un profesor de Colombia. Me gustó este profesor mucho y mi español mejoró también bastante. Pero, en general, mi instrucción de español en la escuela secundaria fue muy desorganizada y no se centró en conversación, sólo en gramática, vocabulario y memorización.

Después de graduarme de la secundaria, comencé mi viaje en   Ahora, he completado casi mi primer año en   y ha sido una gran experiencia hasta ahora. Este año escolar, he tomado la introducción a la danza, la escritura, la introducción a la antropología, español 102, la antropología del África contemporánea, historia y filosofía de la educación, matemáticas y español 201. Me ha gustado todo de mis profesores en   Todos mis profesores han sido muy inteligentes, interesantes y agradables. Adicionalmente, he tenido una gran experiencia de aprender español en   Siento que he mejorado mis habilidades en español y que he adquirido una mejor comprensión de otras culturas. En mis clases de español he aprendido sobre vocabulario, habilidades de conversación, escritura, habilidades auditivas y sobre diversas culturas. Para los nuevos estudiantes de español en   yo recomiendo que ellos escuchen en clase, tomen notas, y traten de hablar durante la clase. Es muy importante que todos los

Appendix E: (continued)

estudiantes intenten hacer lo mejor en la clase de español para que puedan aprender lo más posible.

Ahora, al final de este semestre, estoy planeando las clases tomaré el próximo semestre. Voy a tomar más clases en antropología y educación. Posiblemente, yo voy a tomar clases en sociología e inglés, pero estoy segura. Me gusta el español mucho pero, no voy a tomar más clases en español el próximo semestre. En otros términos, hay muchas más clases que quiero tomar y no hay espacio suficiente en mi agenda para español. Me gusta el español y estoy contenta con lo que he aprendido, pero voy a explorar otros cursos y campos de estudio.

Esta es una fotografía de mi escuela secundaria. Me gustó la escuela mucha pero a veces mis clases de español estaban desorganizados.

Esta es una fotografía de   *Me gusta mucho y mis clases de español han estado muy bien.*

Appendix E: (continued)

Esta es una fotografía de mi clase de español 201.
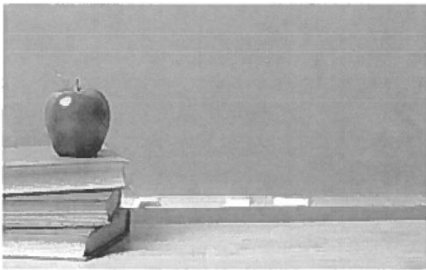
En mi futuro, voy a ir más clases en educación.
Posiblemente, obtendré una carrera en la educación.

6 THOUGHTS ON "MIS EXPERIENCIAS CON CLASES DE ESPAÑOL Y MÁS"

Meredith

APRIL 10, 2015 AT 3:16 AM

Sophie, me gusto mucho esta entrada de su blog! Su manera de escribir es muy impresionante. Me parece fascinante que tuviste tres profesores de español durante sus años en la secundaria. ¿Era muy grande su escuela secundaria? Estoy con acuerdo con tú que es muy importante para los profesores de español tener un foco en la conversación, incluso en los niveles básicos.

Estoy feliz que has disfrutado sus clases en[..! Es muy importante que los estudiantes se interesan en sus clases. ¿En que asignatura quieres tener un especialidad?

Su usa de la lengua era muy avanzada y me impresionó los ejemplos de la lengua como los

Appendix E: (continued)

frases "sociología e inglés," una distinción muy difícil para reconocer. ¡Buen trabajo y gracias, Sophie!

★ **Sophie**
APRIL 12, 2015 AT 7:38 PM
¡Hola Meredith!

Gracias por su comentario y sus felicitaciones en mi blog – eres muy amble. Para responder a su pregunta, me gustó mi escuela secundaria mucha pero el departamento de idiomas, especialmente la sección de español, era muy desorganizado. Pienso el departamento ha mejorado con tiempo. Para responder a su segunda pregunta, quiero a estudiar educación y posiblemente, antropología.

¡Hasta Luego!
Sophie

Garrett
APRIL 13, 2015 AT 3:35 PM

Buenas días, Sophie. Siempre me gusta leer tus entradas. Creo que la mayoría de nosotros tenemos una experiencia similar con las clases de español en nuestras escuelas secundarias. Aunque, no sentimos que no aprendamos mucho, un base en la gramática y el vocabulario es necesario. Mi última profesora en mi escuela secundaria fue la mejor también. Debe haber una progresión a la conversación en español más temprano en escuela en lugar del enfoque en la gramática, el vocabulario, y las conjugaciones. Estoy de acuerdo que hemos adquirido una mejor comprensión de otras culturas. Me gusta mucho el aprendizaje de otras culturas especialmente en los países hispanos. Puedo ver un futuro en educación para tí. ¿Qué tipo de educación te interesa? ¡No creo que no vayas a tener más clases en español! Espero que puedas encontrar tiempo en tu agenda para una clase. Tu oratoria y escritura son muy buenas. Sería una lástima desperdiciar tu talento en español.

★ **Sophie**
APRIL 14, 2015 AT 3:44 AM
¡Hola Garrett!
Gracias por su comentario y sus felicitaciones — eres muy amble. Para responder a su

158

Appendix E: (continued)

pregunta, espero que pueda a enseñar niños pequeños, posiblemente las edades cuatro al diez. Y sí, es una lástima que no pueda encontrar tiempo a continuar con español pero necesito a estudiar temas que me gusta mucho.

¡Hasta Luego!

Sophie

Profe

APRIL 17, 2015 AT 3:00 AM

Usted tiene mucho potencial y cualquiera que sea su carrera, lo hará muy bien. Me alegra saber que explorará el campo de la educación porque hay mucha necesidad de buenos profesores. ¿Qué área le gustaría?

★ Sophie

APRIL 19, 2015 AT 5:07 PM

Buenas días Profe,

Gracias por su comentario y su vota de confianza en mi potencial carrera. Espero que pueda enseñar niños más joven porque me gusta este tiempo en la vida de niños porque ellos son muy enérgicos y curiosos. Potencialmente, voy a enseñarles a leer, a escribir, y a portarse bien.

Gracias,

Sophie

Appendix F: Chapter Speaking Activity Sample

Segunda Fase 1. Ojalá que el clima esté agradable 2. Ojalá que todos bailen a las canciones. 3. Ojalá que mi amiga tenga felicidades durante la fiesta.	7. ✓ 8. ✓ 9. x ✓ 10. ✓ 11. x ✓ 12. ✓

Actividades de habla: http://youtu.be/ ▬▬▬
07-09, 07-12, 07-42

Los errores que yo noté	Los errores que el profe notó
la sociedad } sociedad	el razon } la razon gente } la gente no piense }
matmaticas } matemáticas	
sink = lavabo	bebo el cafe } bebo cafe
socio } sucio	de educacion } de la educacion
survey = la encuesta la encuesta para los compañeros de cuarto	todos } todas mis clases
	sucio } sucia
el razon } la razon	que soy } de lo que soy yo
gente } la gente	ser honesto } sean honestos
no piense } no pienso	a evitar } para evitar problemas
bebo el cafe } bebo cafe	el otro con el otro } los dos /las dos
de educacion } de la educacion	
todos } todas mis clases	
sucio } sucia	
que soy } de lo que soy yo	
ser honesto } sean honestos	
a evitar } para evitar problemas	

Appendix G: Speaking Project Sample

Skip navigation

Upload

El día de San Valentín por Katie y Charlotte

Charlotte

Subscribe   0

19 views

Add to   Share   More   0   0

Published on Feb 17, 2015

Category   People & Blogs
License   Standard YouTube License

ALL COMMENTS (5)

Share your thoughts

Top comments ▾

Charlotte   2 months ago
Las correcciones:
La día de San Valentín} El día de San Valentín (Cada tiempo)
Claudio tres} Claudio la tercera
De el imperio de romano} Del impero romano
Que quieren} Que querían
Encarcelador} Carcelero
Read more
Reply ·

Garrett   2 months ago
Hola, Katie y Charlotte. Me gustó mucho su video. ¡Su creatividad fue muy impresionante! La historia que yo encontré es similar. Charlotte dijo que Claudio III encarceló San Valentín y yo encontré que después San Valentín fue carcelero, Claudio III decapitó a él. Que triste, pero San Valentín aún existe en la cultura moderna... con una cabeza o no jajaja. ¿Charlotte, en todos los lugares en los que ha vivido, fue el día de San Valentine celebrado? Cuando se dice, "Claudio III," se dice "Claudio la tercera" para que significa "3rd." Ustedes hacen muchas de
Reply ·

Charlotte   2 months ago
¡Gracias para tu comentario, Garrett! Tu broma sobre San Valentín es muy comicó jajaja pero también es un poco triste que él decapitó... En todos lugares que yo he vivido, hay las celebraciones similares al día de San Valentín. Pero en general, más de los comunidades que yo he vivido celebran el día de San Valentín.
Reply ·

Up Next   Autoplay

Aquí No Hay Quien Viva 4x13 Erase un dia de San Valentin
by Fer Izb
497,406 views

Odio El Dia de San Valentin 2009 Peliculas Completas en Español
by Jeanne Covillon
15,247 views

Francis - Ira en el día de San Valentin
by Gaming Subs
34,554 views

Actividades 5.05, 5.09, 5.19, y 5.32 con KT
by Charlotte
6 views

MI SORPRESA DE SAN VALENTIN! (02/14/14)
by heyitspriguel
1,257,406 views

Actividades 3-05, 3-29, 3-36, 3-38
by Charlotte
8 views

Actividades 4.08, 4.17, y 4.40 con Katie
by Charlotte
2 views

Historias de San Valentín Dia de los enamorados Pelicula
by Hawaii DL
4,539 views

Caillou 7x16 El Día De San Valentín De Caillou
by Caillou Español
1,123,300 views

Los Padrinos Mágicos - El día de san valentín
by TreehouseDirect - Lat.Am
42,672 views

La CQ Dia de san Valentin
by nascur curas
5,977 views

GTA V ONLINE: EL DIA DE SAN VALENTIN
by VEGETTA777
2,877,612 views

Actividades 3-05, 3-29, 3-36, 3-38 con Katie - Toma 2
by Charlotte
No views

Especial SAN VALENTIN | Con mi Novia | JULIAN SERRANO
by JulianSerrano7
783,548 views

Kazzabe Agrupacion - Feliz Dia De San Valentin
by Conce Peñafiel

Appendix G: (continued)

31,328 views

Sophie   1 month ago

¡Qué gran vídeo! La edición fue increíble. No tengo ni idea de cómo hacer un vídeo así.
El micrófono es una buena adición. ¿Qué hizo durante el Día de San Valentín? ¿Algo especial?
Me gusta la idea que Valentino puede ser sobre amigos también. ¿Qué piensa?¡Gracias por su
vídeo!

Reply ·

katie   2 months ago

Las correcciones:
la sobre} sobre
masiva tarjetas)masiva de las tarjetas
para ser aquí)por estar aquí

Reply ·

06.09, 06.18, 06.43
by Charlotte
3 views

VECINOS 2006 - Temp 01 - Cap 28 - Día de San Valentín
by CLASICOTVSLRC
98,353 views

El Día De San Valentín
by HolaSoyGerman.
9,602,834 views

cupido dia de San Valentin
by Xammar Montaño Ramos
1,063,133 views

PLANETA VEGETTA: UN DIA DE SAN VALENTIN #8
by VEGETTA777
2,414,191 views

SHOW MORE

Language: English ▾   Country: Worldwide ▾   Safety: Off ▾   History   Help

About   Press   Copyright   Creators   Advertise   Developers   +YouTube
Terms   Privacy   Policy & Safety   Send feedback   Try something new!

Appendix H: Protocol Questions

Semi-structured Interview:

1. How do you think using Web 2.0 technologies such as blogs, Google Docs and Youtube contributed to your language learning process?

2. Which of these technologies did you find the most helpful? Why?

3. What activities and why contributed to your learning process?

4. What skill do you think benefited the most with the use of these technologies?

5. What drawbacks did you find in the use of these technologies?

6. How did writing a blog help you develop your reading and writing skills?

7. How did using Google Docs help you develop your reading and writing skills?

8. How did using YouTube help you develop your listening and speaking skills?

Appendix I: Invitation to Participate in the Study email.

Dear Student

I am conducting a study on the impact of the use of Web 2.0 technologies in the learning of Spanish as a foreign language. You are cordially invited to participate in the study because either during the 2014 Fall, or 2015 Spring you took an elementary and/or intermediate Spanish class that used Web 2.0 technologies. If you are interested in participating in this study, please reply this email and we will arrange a meeting to discuss the study in more detail and provide you with an informed consent for you to sign should you decide to participate. I really thank you for your time.

Looking forward to hearing from you

Eulises Avellaneda

Eulises Avellaneda
Second Language Acquisition and Instructional Technology
Doctoral Candidate
Elementary and Intermediate Spanish Visiting Professor
Hispanic Studies Department

Appendix J: Examples and analysis of participants' written production

Long term Use of technology participant's written production

At the beginning of the 102 class.

Hola! Steph estud~~ian~~ en Davidson por tres años antes -- --- ~~fue~~ a --- NBA. Los Warriors son --- ~~en~~ California. ---- Mi ------ mayor hermano --- gusta~~n~~ que ju~~ego~~ baloncesto con Stephen Curry. Stephen y mi hermano son amigos hoy. Gracias por el comentario.

Learner does not show control of verb conjugations. There are problems with basic language structures such as noun- adjective collocation. Basic vocabulary use and confusion between the verbs ser and estar. Learner made 12 linguistic mistakes.

At the middle of the 102 class.

S~~i~~, me gusta el equipo FC Barca, y también me gusta Messi, pero Messi no es mi favorito. Mi jugador favorito es Zlatan Ibrahimovic de Sweden. Yo nunca visite un partido de FC Barca, pero yo quiero ir al partido en el futuro. S~~i~~, he jugado fútbol cuando yo ~~fue~~ joven. ¡Usted-- vaya a Barcelona en el futuro! Gracias por su comentario.
Hasta luego,

Learner is able to create sentences using more complex tenses such as present perfect and past tense. Learner is able to express likes, desires and uses commands to give suggestions. There are some mistakes but they do not impede comprehension of the ideas.

At the end of the 201 class.

Hola Ava! Yo entiendo que te preocup~~as~~ sobre l~~os~~ adicciones, y este es una gran problema en los ~~estados~~ ~~unidos~~. Sin embargo, la marihuana es una droga que ~~es no~~ adictiv~~o~~. En mi opinión, la marihuana debería ser legal para el uso médico y para el uso recreativo. La legalización de la marihuana permitirá que el gobierno de los ~~estados~~ ~~unidos~~ ~~a~~ regular-- la droga. Con la regulación, menos personas encontrar~~en~~ otras drogas que han encontrado en las calles en el pasado co~~n~~ la marihuana. Gracias por su comentario

Learner is able to express deep, complex thoughts using tenses such as the conditional to talk about future hypothetical situations. He/she is able to disagree and express a different point of view. Interestingly, learner still makes mistakes in agreement between subject and adjectives in gender and number.

Appendix K: Examples and analysis of participants' verbal production

Long term Use of technology participant's verbal production

At the beginning of the 102 class.

Hola! Me llamo _____. Yo soy de Charlotte. Yo tiene… tengo 19 años. Yo juego baloncesto por la universidad. También me gusta jugar video juego con mis amigos. También me gusta ir a la playa con mi familia y mi novia. Me gusta hablar con mi novia y con mis amigos… yo… tengo un perro. Mi perro -- llama Mat. Yo tengo un hermano y un hermano. Mi hermano --- llama Will. Mi hermana --- llama Becky. Mi padre y padre -- llaman Beth and Ernie. [long pause] yo hablo con mi familia todos --- días. Mi padre es un abogado. Mi madre es mi madre. Mi heramana es un… una profesora y mi hermano es un entrenador. Adios.

The learner is able to produce basic sentences. They include vocabulary about family and occupations. He/she also expresses likes. There are several mistakes both in grammar and vocabulary. There text lacks coherence and cohesion due to limited grammar and vocabulary. There is influence of the first language but the learner is able to communicate his ideas and his pronunciation does not affect comprehension.

At the end of the 102 class.

En mi entrevista con Estaban me gusté hablar con un hablante nativo porque fue muy relevante pero fue difícil. Yo entendía mucho pero algo no entendió todo… yo entendí algo pero no todo. Me gusta escuchar sobre el Ecuador, la país de origen de Esteban y los viajes de Estaban. Es muy interesante que él ha visitado el mismo número de estados que mi. Yo quiero visitar Ecuador en el futuro porque de la entrevista y porque los cosas que ha escuchado de Ecuador. Me gusta mucho hablar con Esteban y yo quiero hacer más entrevistas con hablantes nativos y pienso que es muy positivo para mi hablar. Gracias.

The learner shows a more developed and coherent speech. He/she is able to use different tenses. There are still issues with the past tenses. The vocabulary has increased significantly and the there is evidence of self-monitoring since the learner is able to notice when he/she makes certain mistakes. Past tense is still developing but he/she is able to express his ideas and opinions.

At the end of the 201 class.

Hola. En mi entrevista con María yo aprendí mucho sobre las diferencias y similitudes entre los EE.UU. y Colombia. Es muy María asistía… asistió a una escuela secundaria que es muy similar a la escuela que yo asistí. Mi escuela también tiene estudiantes de pre-escolar a grado doce y también hubo muchos extranjeros. Yo sé que muchos de mis compañeros quisieron venir a esta universidad porque eran amigos con estudiantes como María. Yo aprendí que también que normalmente es difícil para estudiantes quien asiste… no no no … quien asisten a escuelas públicas venir a los EE. UU. Sin embargo, María asistió a una escuela que es mucho más fácil

venir a los EE.UU. Las personas son la diferencia más grande entre los EE. UU. y Colombia. Este hecho es de esperar .

Learner is able to express complex ideas and compare and contrast cultures differences using the target language. There is evidence of good mastery of complex tenses. The speaker is able to notice his/her mistakes more and the corrections are mostly appropriate. The speech is more coherent and he/she uses connectors commonly used by native speakers. He/she is able to draw conclusions and express using the correct grammar and vocabulary.

Appendix L: IRB Letter of Approval

RESEARCH INTEGRITY AND COMPLIANCE
Institutional Review Boards, FWA No. 00001669
12901 Bruce B. Downs Blvd., MDC035 ● Tampa, FL 33612-4799
(813) 974-5638 ● FAX (813) 974-7091

1/21/2016

Eulises Avellaneda

Teaching and Learning

4202 E. Fowler Avenue Tampa, FL
33620

RE: **Expedited Approval for Initial Review**
IRB#: Pro00023814
Title: Improving Foreign Language College Achievement through the Infusion of Web 2.0 Technologies: A
        Mixed Method Case Study

Study Approval Period: 1/20/2016 to 1/20/2017

Dear Mr. Avellaneda:

On 1/20/2016, the Institutional Review Board (IRB) reviewed and **APPROVED** the above application
and all documents contained within, including those outlined below.

Approved Item(s):
Protocol Document(s):
Web2.0protocol

Consent/Assent Document(s)*:
SB Adult Minimal Risk (2).pdf.pdf

*Please use only the official IRB stamped informed consent/assent document(s) found under the "Attachments" tab. Please note, these consent/assent document(s) are only valid during the approval period indicated at the top of the form(s).

It was the determination of the IRB that your study qualified for expedited review which includes activities that (1) present no more than minimal risk to human subjects, and (2) involve only procedures listed in one or more of the categories outlined below. The IRB may review research through the expedited review procedure authorized by 45CFR46.110 and 21 CFR 56.110. The research proposed in this study is categorized under the following expedited review category:

(5) Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis).

(6) Collection of data from voice, video, digital, or image recordings made for research purposes.

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

As the principal investigator of this study, it is your responsibility to conduct this study in accordance with IRB policies and procedures and as approved by the IRB. Any changes to the approved research must be submitted to the IRB for review and approval via an amendment. Additionally, all unanticipated problems must be reported to the USF IRB within five (5) calendar days.

We appreciate your dedication to the ethical conduct of human subject research at the University of South Florida and your continued commitment to human research protections. If you have any questions regarding this matter, please call 813-974-5638.

Sincerely,

John Schinka, Ph.D., Chairperson

USF Institutional Review Board

About the Author

Eulises Avellaneda received his MA degree in The Teaching of Languages (TESOL and Spanish) from the University of Southern Mississippi and his BA in Philology and Languages (English) from La Universidad Nacional de Colombia. He taught English as foreign language for several years in Bogotá, Colombia before moving to the United States to pursue his graduate studies. He taught Spanish as a foreign language, and English as a second language at various institutions and in several states. He taught Spanish to heritage speakers and English as a second language to adults at Miami Dade and Broward Colleges.

While studying for his doctoral degree in the Second Language Acquisition and Instructional Technology (SLA/IT) program at USF, he also taught ESOL courses to pre and in-service teachers, English as a second language at Ana G. Méndez University in Tampa and became senior instructor at INTO USF. More recently he has taught Spanish as a foreign language at prestigious tertiary colleges and universities in North Carolina.

During his doctoral studies, Eulises has presented at various conferences in the United States, England, and Colombia. This summer, he will present about his research findings at conference in Graz, Austria and San Sebastian, Spain. He has published in a peer reviewed journal about heritage speakers of Spanish and continues to develop his research agenda that includes the use of instructional technologies and heritage speakers of Spanish.