THE PENNSYLVANIA STATE UNIVERSITY
SCHREYER HONORS COLLEGE

DEPARTMENTS OF SPANISH, ITALIAN, AND PORTUGUESE AND CURRICULUM AND
INSTRUCTION

Technology and L2 Interest Levels

STEPHANIE METZGER
SPRING 2016

A thesis
submitted in partial fulfillment
of the requirements
for baccalaureate degrees
in Spanish and World Languages Education
with interdisciplinary honors in Spanish and World Languages Education

Reviewed and approved* by the following:

Michelle Pasterick
Assistant Professor of Education
Thesis Supervisor

John Lipski
Director of the Program of Linguistics
Honors Adviser

Matthew Poehner
Associate Professor of Education (World Languages) and Applied Linguistics
Faculty Reader

* Signatures are on file in the Schreyer Honors College

ABSTRACT

This thesis investigates how students' interest levels are affected by technology in the classroom. This thesis predicted that if students are introduced to, and use, various modes of technology while learning a second language, then they will report higher levels of interest levels with the L2. There are two components of this project, one in a combined high school and middle school level, and one in the elementary level. In the high school and middle school level students in a Spanish 1 classroom utilize different types of technology such as Duolingo, Google Voice, Prezi, and online workbooks. Students are given surveys to see how much they enjoy these materials, and what their interest levels in Spanish is. There are control groups of classes that technology is not incorporated into, and the results test whether certain technologies have an immediate effect on their interest level with a second language. Overall, in the high school level it was found that the technologies used did increase interest levels with the L2 in amount of time spent interacting with the language outside the classroom, with programs such as Duolingo, but it did not increase the students perceived interest level.

At the elementary level, the students have a type of flipped classroom, where they engage with Spanish videos throughout the week, and once a month a Spanish teacher comes into their classroom for a Spanish lesson. This thesis compares this with a traditional after school Spanish program, to see if interest levels differs for students using technology such as the videos. This program involves over 200 students, and the surveys ask questions about their interest levels, and enjoyment of Spanish. Overall, in the elementary level it was found that the technologies used in the Spanish Divertido Program did not increase interest levels with a second language.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ACKNOWLEDGEMENTS

Chapter 1

Literature Review

Educators seek to maximize the potential of all of their students, and there are continual

approaches presented to them that claim to transform how their classrooms learn. In the 21st

century, the buzzword has been technology, and the importance of integrating it into the classroom.

New generations are now growing up with technology and information at their fingertips, and an

education without technology is increasingly viewed as a deprived one. Jim Shelton, assistant

deputy for innovation and improvement at the United States Department of Education, and Aneesh

Chopra, chief technology officer in the White House, both echoed the message that "Technology is

core and essential to the strategies we are using to reform education" (as cited in Fletcher, p 1

2009). Shelton noted that four main components of the American Recovery and Reinvestment Act

of 2009, college and career ready students, improvements in teacher effectiveness, career data

systems, and providing intensive support to low preforming schools, could not be reformed without

technology. The trend of using technology in the classroom is reflected in the huge industry it has

created. The ed-tech market totaled $8.38 billion in the 2012-2013 academic year, which is up

from $7.9 billion from just the year before (Chen, 2015). Making technology more accessible to

low income students and low preforming students has been a target of the United States

government in an aim to close the achievement gap. The Department of Education's Office of

Special Education Programs awarded $3.6 million to universities and other organizations to

promote the development and use of accessible technology, media services and educational

materials (Schaffhauser 2015). In general, when looking at the government's approach and views

on technology in the classroom, it is evident that technology is seen as a primary solution for helping students achieve their maximum potential.

Technology can have various effects on different class environments and settings. To narrow the focus, this thesis concentrates on technology and its effects on interest levels in a second language classroom. Yet, technology is a broad term, and particular types of technology are being pushed over others for use in an L2 classroom. These include various online resources, tablets and apps, interactive presentations and social media, each of which will be discussed in detail below.

Online Resources

One particular device that has been woven in many classrooms is the computer, and the accompanying use of the Internet. More specifically, one technology resource that has been made accessible to students and teachers through the Internet is online textbooks and workbooks. These resources allow students to hear pronunciation in an L2, receive extra practice, and allow students to receive immediate feedback – typically written feedback on vocab use and grammar. With the rise of eBooks, increasingly textbooks come with an online addition as well as an online workbook for students to receive immediate feedback. For example, Realidades, a Spanish language textbook, provides codes for students to open workbook activities online as they progress through the book. Critics of textbooks cite multiple studies that the range of language used in Spanish textbooks is limited in comparison to what Spanish speakers actually used (Polio 2014). The authenticity of the online material is varied for each company, but little research has been done into how these additional resources from textbooks or online workbooks engage students with the L2.

Another resource that comes from the Internet is the use of videos or online courses and their content. Online videos can provide visual cues through captions as well as an authentic materials, meaning that they were originally created for native speakers. In a study done by the University of Michigan, they found that videos in an L2 that utilized captioning increased students' attention, improved processing, reinforced previous knowledge, and helped the learners to analyze language (Winke, Gass, & Sydorenko 2015). These video tools can be used to supplement and enrich lessons, where other types of video technology are used to create a flipped classroom or a MOOC (Massive Open Online Course) learning environment.

A flipped classroom encompasses the idea that the typical lecture and homework elements of a course are reversed. Students will watch a lecture or content-relevant video before class, and during class work on exercises, projects, or discussions. Khan Academy is an example of a MOOC that has been largely known for offering hundreds of online classes for various degrees or certifications. As of February 2014, Khan Academy had over 10 million users, demonstrating a large desire for online learning. Khan Academy learning videos also contain immediate feedback with relevant subject questions for students to answer. In a study done by SRI Education, the effects of Khan Academy in school settings as a supplementary resource were measured. They found that 71% of students reported that they enjoyed using Khan Academy, and 32% agreed that they liked the subjects they were learning more since using Khan Academy. When Khan Academy was used during class time, 62% of students reported being moderately engaged and 25% highly engaged. Over the two years that the study was done, 91% of teachers said that Khan Academy increased their ability to provide students with more opportunities to practice concepts and skills they had learned in class (SRI Education 2014). It is clear that this

technological tool has high levels of reported enjoyment from students, and has increased the amount of time students have practicing skills. In this thesis, other technological tools are tested to see if they have similar impacts, but focuses on the impact on the students' interest levels and enjoyment. Furthermore, these online videos can supplement material covered in classes, and provide students with more guided practice, with the result that a large portion of students can begin to feel more engaged with the content they are learning. Students also have the ability to create their own videos to supplement in class learning. These videos can be used to document their language production over time, and it has been shown to help students confidence in speech (Weyers 1999).

Tablets and Apps

An additional device that has evolved from the computer is now increasingly appearing in classrooms: tablets and their apps. There are now hundreds of apps on iOS, Android, and Windows 8 and 10 platforms, and one in particular that has received a lot of media attention is called Duolingo. Duolingo also doubles as an online platform, where it can be accessed on a computer as well as personal devices, and offers over 40 different language courses across 23 different languages. It currently has over 100 million users, 10 million of which are active on a monthly basis. and recently raised $20 million from Kleiner Perkins Caufield & Byers, a venture capital firm in Silicon valley, to help students learn English. Founder Luis von Ahn claims that using the application for 34 hours is the equivalent of a semester-long college class. Duolingo even provides a certificate for language abilities that universities, organizations, and companies around the world are beginning to accept as a valid measure of a person's language abilities in an attempt to rival the

TOFEL (Lardinois 2014). But what does this mean for the classroom? Recently, Duolingo launched an extension of its services for classrooms. Teachers can now enroll their students in an online class, where teachers can track lessons students complete, where they are having problems, and how much time they dedicate to the activities and lessons. From the lessons students have covered, teachers can use a classroom tailored "Power Practice" game, that reviews what students have been learning through Duolingo.

Interactive Practice

Further more to engage students throughout the lesson and gain assessment data, teachers are beginning to use clickers or cellphone applications to receive polling data throughout the lesson. In a case study done by Walcir Cardoso from Concordia University, the use of clickers during presentations in the foreign language classroom was studied. They found that students enjoy having clickers in the classroom, and that the clickers increase participation and general enjoyment of the class, contribute to learning, foster interaction, and allows learners to self-asses and compare their performance with that of their peers (TESL Ontario, 2010). When clickers are not available, online websites such as Kahoot – a question answering game that has all students log their responses in the quickest time, allow students to participate and answer questions from cellphones or from their computers.

Social Media

One of the main ways students engage and communicate in their world today is through social media. The incorporation of social media technology in the classroom is being advocated as one of the ways to promote the American Council on the Teaching of Foreign Language's (ACTFL) standards focused on communication (1.1, 1.2, and 1.3). Twitter, Instagram, Facebook, and various

other social media sources allow for authentic and realistic interactions with other native speakers of an L2 and members of the targeted culture. In a study done by Iowa State University, the researchers used a social media agent, Skype, to foster interactions between a nonnative and native speaker of an L2, but found that non-native speaker to non-native speaker interactions proved most fruitful for L2 growth (Dalton, 2015). With this in mind, social media can be used to foster these non-native/non-native and non-native/native speaker interactions, in a more meaningful context. For example, it can be used to foster community building, self-expression, and interaction with others in situations that involve the L2. Karpati (2009) argued that social media can be a tool which can help educators facilitate a collaborative learning environment that puts students at the center of the learning experience. In these environments, teachers are still able to be the guide of knowledge and information sharing, and these social media tools can provide authentic language education settings because they are by nature learner-centered, active and collaborative.

Various studies report an increase in motivation to learn an L2 with the incorporation of social media. A study in 2010 by Clark and Grub, reports increased motivation for L2 learning as a result of the use of social media in a classroom. A study done by McBride (2009) concluded that daily engagement with Facebook was a motivating factor for students in their foreign language experiences. In 2009, Blattner and Fiori studied how Facebook could encourage student relationships and provide more immediate individualized opportunities for students to interact and collaborate with peers, instructors and native speakers of a variety of foreign languages. They found that these meaningful interactions can lead to a sense of community and impact the development of socio-pragmatic competence in language learners. In sum, social media has shown to be a valuable tool in the L2 classroom because of its ability to foster community and meaningful interactions and to increase motivation for learning an L2.

Conclusion

Increasingly, studies show that technology without strong pedagogy behind it is useless, and can even be detrimental as a tool in learning processes. A research team at the University of Washington found that every hour babies spent watching Baby Einstein videos, correlated with six to eight fewer new vocabulary words learned than babies who never watched the videos. The most detrimental effect was on babies 8 to 16 months old, where these children scored about 10% lower on language skills than infants who had not watched the videos (Park 2007). While these babies where not focused on learning an L2, their language abilities suffered as a result of a poor use of technology, and a misunderstanding of language as a social construct. The poor use of technology was the lack of human interaction that supplemented the learning in these videos, and the time taken away from babies interacting with people in-person. Language cannot fully be learned through an online course or video, there needs to be face-to-face interaction.

In sum, technology is a tool that has been increasingly pushed in the L2 classroom, and can help to maximize students' L2 abilities. The focus of this thesis is to see if technological tools, specifically applications, interactive practice, and video resources actually improve students' interest levels if used in alignment with students' learning objectives. Where there as been significant research on how technology impacts students' scores and time spent practicing specific content, this thesis seeks to focus more on the student, and how technology increases their personal interest level in the language.

Chapter 2

Background

Elementary and High School Programs

This research took place in the Bald Eagle Area and State College Area School Districts across elementary through high school levels. The first part of this research consisted of surveying elementary students' involved in Spanish programs at their schools. In the Bald Eagle Area School District, an elementary foreign language program began at the start of the 2010-11 school year. The Bald Eagle School District is a suburban district located in Centre County, Pennsylvania. The district serves 16,751 residents and is the largest of the four school districts in Centre County. In 2010 the per pupil spending was $13,139.38 and the district received more than $12,295,655 in state funding in the 2009-10 school year. With a $30,000 budget for video lessons and digital equipment, Angela Smith, a high school Spanish teacher was given the reigns to begin this flipped classroom program for the four elementary schools within the district. These four elementary schools are Windgate, Port Matilda, Howard, and Mountain Top Elementary. At Windgate there are nine classes that take part in the Español Divertido (Fun Spanish) Program, at Port Matilda and Howard there are three classes, and at Mountain Top there are four classes. These videos are created for grades 3-6, and Ms.Smith rotates around the four schools to teach in-person lessons. When Ms. Smith is not present, students watch the Spanish video lessons with their primary teacher and utilize a workbook to practice their Spanish when Senorita Smith is not present.

The videos are created by high school students that have taken Spanish from the Bald Eagle High School. Ms. Smith works with the students to create scripts that follow the story of a super hero, Hombre Super Incredíble, who fights an evil villain with the power of Spanish. This program essentially is a flipped classroom, where the students watch videos throughout the week, and twice a month they have a Spanish class session with Ms. Smith. The videos are approximately 5-10 minutes long and follow a story line that continues over seasons as they graduate each grade. This program started in 2010-2011 with 19 videos. In the following year, another 19 videos were created to further advance the students who started in third grade, with another level of Spanish videos for fourth grade. In the 2012-2013 year, another series of 18 videos was completed for a fifth grade level. In the 2013-2014 school year feedback and evaluation of the program took place by sending out surveys to the teachers participating. Based on this feedback, the years 2014-2015 have been used to make improvements and re-do the series of videos, and their booklets, which will be in use for the 2016-2017 school year.

The Lemont Elementary Spanish program is an afterschool program organized and taught by World Language Education student teachers in training at Penn State University. Lemont Elementary is part of the State College Area School District, and in the 2015-2016 year had approximately 190 students. This language program is spilt into French and Spanish, and students from first to fourth grade have the option to choose which language they would like to study. In this afterschool program, the students meet twice a week after school for an hour and 45 minutes. The program covers the basics of each language, including introductions, the alphabet, numbers, and food vocabulary through various activities taught by three student teachers from the Penn State World Languages Education program. These classes are taught in-person, and do not utilize video technology to help students learn the L2. All of these students have elected to be in the program,

and for the year year in which this research was carried out (2015), there were 17 students in this program.

In the High School Spanish 1 classes, 29 students were surveyed from two classes taught by the same teacher. Period 4/5 had 13 students surveyed, and Period 11 had 16 students surveyed. Period 11 was the control group, as lessons from Period 4/5 contained integrated technology in ways that period 11 did not over the course of six weeks. Both groups of students were given the survey and were told they did not need to put their name on it, and that this would not affect their grades. The questions were then read aloud to the students, and they completed the survey individually at the end of a class period. When logging the data from the surveys, the first answer that appears on the survey (Very low), for questions asking about their level of interest or ability level, was given the numerical value of one and the following answers were given increasing values up to five (very high). The question asking students to rank their preferred ways of learning new information was logged as the first answer being a 1 (Reading a textbook), through 4, (Working in pairs or small groups), and then separated into four columns of first, second, third, and fourth preferred method. (Appendix B 1.3).

Purpose the Study

The purpose of this study was to investigate and examine the interest levels of students in L2 classrooms with various types of technology. Through analysis of student surveys and tracking of online application usage, this study aimed to shed light on technologies and their impact on students' interest level with the L2 they are learning – particularly Spanish. This thesis focuses on interest levels in order to gain a better perspective on how to best reach students, and personally engage them in the language learning classroom. The main question focused on in this

thesis is how do particularly technologies in the classroom impact the students' perceived

interest levels with learning the language.

Chapter 3

Methodology

For the Bald Eagle Area Spanish Elementary program, students were asked at the beginning of the class period to complete a survey. In total, 176 students were surveyed: 50 third grade students, 59 fourth grade students, and 67 fifth grade students.

The Lemont program was the control group, as there was no technology or flipped classroom environment with this language learning. This program had 17 students who were all surveyed about their experience in the program. The survey had the same questions as the Bald Eagle survey, but was altered to account for the different language option they were participating in (Spanish or French) and asked for their grade and school. In total, 2 first grade students, 3 second grade students, 10 third grade students, 2 fourth grade students, were surveyed from the Lemont program. On their second to last day in the program, the students were asked to fill out a survey about their language learning experience in the program. The questions were read aloud to the students to provide extra support, and the students were told that they did not need to identify themselves or put their name on the survey. Furthermore, the students were reminded that there were no wrong answers, and that this would not affect their grade or participation in the program. When logging the data from the surveys, the first answer that appears on the survey (Not at all), was given the numerical value of one and the following answers were given increasing values up to four (A lot) (Appendix A 1.1 for complete survey). In the Spanish Divertido Program at the Bald Eagle, the same procedure was followed for giving out the surveys. The only difference

was that these surveys were given in the students' own classrooms, before their Spanish lesson. When the surveys were collected, they were then separated by grade and the students were assigned a letter and number to record the responses as data in excel.

For the open-ended question on the elementary program survey, students' responses were classified into eight different categories. Answers to the question, "Why are you learning Spanish" fell under the categories of under college/future, personal enjoyment, communication, travel, force/no choice, culture, personal relationship, and other. The first college/future category contains answers that focus on students viewing Spanish as a way to get into a college, a good grade, or a good job. The second category, personal enjoyment, contains answers that convey a sense of personal enjoyment or interest in Spanish. Thirdly, the category communication focuses on answers that view Spanish as a way to communicate or speak with others. The fourth category, travel, focuses on answers that relate to using Spanish as a means to visit or go to other places. The fifth category, force/no choice, relates to students who express that they have to be there, or didn't have an option. The sixth category, cultures, contains answers that express an interest in learning another's culture with the language. The seventh category, personal relation, contains answers that relate to wanting to learn Spanish because someone they are immediately familiar with knows Spanish. Finally, the last category, other, contains answers that either didn't respond to the question, or that did not fit clearly into the other categories.

To gather data through surveys, a Likert-scale was used in order to gather a wider variety of answers about interest levels, and to measure the students' opinions and perceptions of a second language and the learning process of an L2. These types of scales in surveys are ideal for feelings

and opinion measurement, which was why the questions on the survey reflected this format since the focus is measuring students' feelings and interest levels towards a second language. The open ended question about the purpose of Spanish was used to gauge their own motivations for learning Spanish, and without any bias, allows the students to give their unique answer – as this question is less cut and dry.

Chapter 4

Elementary Data

In the following chapter, only data will be presented with a following chapter that contains the analysis for the data. To refer back to the elementary survey given to obtain these answers, refer back to Appendix 1.1.

Question 1: How much do you like learning Spanish?

In the Bald Eagle Spanish Divertido (BESD) Program 50% of the students responded to the first question with "a lot". 34% of students responded with "average", 10% responded with "a little", and 6% responded with "not at all". In the Lemont Spanish program, 76% of students responded to the question with "a lot". 18% responded with "average", and 6% responded with "a little". No students in the Lemont program responded with "not at all".

Table 1: Question 1, All Grades

How much do you like learning Spanish?	Not at all	A little	Average	A lot	Total
All Grades SD	10	18	60	88	176
All Grades L	0	1	3	13	17

When looking at the grade levels individually, 60% of the SD third grade students surveyed responded to the question with "a lot", 32% of the third graders responded with "average", 6% responded with "a little", and 2% responded with "not at all". In the Lemont Spanish program, 80% of the third grade students surveyed responded to this question with "a lot", 10% of the third grade students responded with "average", and 10% responded with "a little". No students responded with "not at all".

Table 2: Question 1, 3rd Grade

How much do you like learning Spanish?	Not at all	A little	Average	A lot
3rd Grade SD	1	3	16	30
3rd Grade L	0	1	1	8

When looking at fourth grade students, 46% responded to the question with "a lot", 32% responded with "average", 12% responded with "a little", and "10% responded with "not at all". In the Lemont Program, 50% of fourth grade students responded to the question, "How much do you like learning Spanish/French?" with "a lot", 50% responded with "average", and no students responded with "a little" or "not at all".

Table 3: Question 1, 4th Grade

How much do you like learning Spanish?	Not at all	A little	Average	A lot
4th Grade SD	6	7	19	27
4th Grade L	0	0	1	1

Forty-six percent of the SD fifth grade students responded to the question with "a lot", 37% responded with "average", 12% responded with "a little", and "5% responded with "not at all". No fifth grade students participated in the Lemont Spanish program.

Table 4: Question 1, 5th Grade

How much do you like learning Spanish?	Not at all	A little	Average	A lot
5th Grade SD	3	8	25	31

In the Lemont Spanish program 100% of the first grade students responded to the question with "a lot". 66% of the second grade students responded with "a lot", and 33% responded with "average. First and second grade are not a part of the BESD program.

Table 5: Elementary Responses: Question 1, 1ˢᵗ and 2ⁿᵈ Grade

How much do you like learning Spanish?	Not at all	A little	Average	A lot
1st Grade L	0	0	0	2
2nd Grade L	0	0	1	2

Question 2: How much would you like to learn other language from other cultures?

In the BESD Program 50% of the students responded to the second question with "a lot", 27% of students responded with "average", 15% responded with "a little", and 7% responded with "not at all". In the Lemont Spanish program, 31% of students responded to the question with "a lot", 50% responded with "average", and 12% responded with "a little". Finally, 6% of students in the Lemont program responded with "not at all". There was one student in the Lemont program who did not respond to this question, which accounts for the total number of answers for Lemont being less than previous questions.

Table 6: Question 2, All Grades

How much would you like to learn other languages from other cultures?	Not at all	A little	Average	A lot
All Grades SD	13	27	48	88
All Grades L	1	2	8	5

In the BESD Program, 64% of the third grade students responded with "a lot", 26% of students responded with "average", 6% responded with "a little", and 4% responded with "not at all". In the Lemont Spanish program, 40% of students responded to the question with "a lot". 40% responded with "average", and 10% responded with "a little". Finally, 10% of students in the Lemont program responded with "not at all".

Table 7: Question 2, 3rd Grade

How much would you like to learn other languages from other cultures?	Not at all	A little	Average	A lot
3rd Grade SD	2	3	13	32
3rd Grade L	1	1	4	4

In the BESD Program 44% of the fourth grade students responded to the question with "a lot", 25% of students responded with "average", 22% responded with "a little", and 8% responded with "not at all". In the Lemont Spanish program, 100% of the students responded with "average".

Table 8: Question 2, 4th Grade

How much would you like to learn other languages from other cultures?	Not at all	A little	Average	A lot
4th Grade SD	5	13	15	26
4th Grade L	0	0	3	0

In the BESD Program 45% of the fifth grade students responded to the question, "how much would you like to learn other languages from other cultures", with "a lot". 30% of students responded with "average", 16% responded with "a little", and 9% responded with "not at all". Again, there were no fifth grade students were enrolled in the Lemont Spanish program.

Table 9: Question 2, 5th Grade

How much would you like to learn other languages from other cultures?	Not at all	A little	Average	A lot
5th Grade SD	6	11	20	30

In the Lemont Spanish Program 100% of the first grade students responded with "average". In the second grade, 33% responded with "a little", 33% responded with "average", and 33% responded with "a lot". There were no first or second graders enrolled in the BESD Program.

How much would you like to learn other languages from other cultures?	Not at all	A little	Average	A lot
1st Grade L	0	1	0	0
2nd Grade L	0	1	1	1

Question 3: Why are you learning Spanish?

In the BESD Program 15% of students responded to the third question with an answer pertaining to college or their future. Twenty-seven percent responded with an answer relating to personal enjoyment, 32% responded with an answer relating to communication, 12% responded with an answer related to travel, 5% responded with an answer relating to having no choice, 2% responded with an answer related to culture, 1% responded with an answer relating to a personal relationship, and 15% had an answer under the other category. In the Lemont Spanish Program, none of students had a response that related to college or the future, 59% of students responded with an answer related to personal enjoyment, no students had a response relating to communication, 11% of students responded with an answer related to traveling and 11% of students responded with an answer relating to having no choice. No students had a response relating to culture and no students had an answer in the other category. Finally, 3% of students in the Lemont Spanish program had an answer relating to having a personal relationship.

Table 11: Question 3, All Grades

Why are you learning Spanish?	College /Future	Enjoyment	Communication	Travel	Force/ No Choice	Culture	Personal Relationship	Other
All Grades SD	12	48	56	21	8	3	2	26
All Grades L	0	10	0	2	2	0	3	0

In the BESD Program 8% of third grade students responded with an answer pertaining to college or their future, 42% responded with an answer relating to personal enjoyment, 32% responded with an answer relating to communication, none responded with an answer related to travel, 4% responded with an answer relating to having no choice, 2% responded with an answer related to culture, 2% responded with an answer relating to a personal relationship, and 10% had an answer under the Other category. In the Lemont Spanish Program, no students had a response that related to college or the future, 60% of students responded with an answer related to personal enjoyment, no students had a response relating to communication, 10% of students responded with an answer related to traveling and none of students responded with an answer relating to having no choice. None of students had a response relating to culture and none of students had an answer in the other category. Finally, 30% of students in the Lemont Spanish program had an answer relating to having a personal relationship.

Table 12: Question 3, 3rd Grade

Why are you learning Spanish?	College /Future	Enjoyment	Commun ication	Travel	Force/ No Choice	Culture	Personal Relationship	Other
3rd Grade SD	4	21	16	0	2	1	1	5
3rd Grade L	0	6	0	1	0	0	3	0

In the BESD Program 5% of fourth grade students responded with an answer pertaining to college or their future, 32% responded with an answer relating to personal enjoyment, 24% responded with an answer relating to communication, 15% responded with an answer related to travel, 3% responded with an answer relating to having no choice, 2% responded with an answer related to culture, 2% responded with an answer relating to a personal relationship, and 17% had an answer under the other category. In the Lemont Spanish Program, none of students had a

response that related to college or the future, 50% of students responded with an answer related to personal enjoyment, none of students had a response relating to communication, none of students responded with an answer related to traveling and 50% of students responded with an answer relating to having no choice. None of students had a response relating to culture and none of students had an answer in the other category and none of students in the Lemont Spanish program had an answer relating to having a personal relationship.

Table 13: Question 3, 4th Grade

Why are you learning Spanish?	College /Future	Enjoyment	Commun ication	Travel	Force/ No Choice	Culture	Personal Relationship	Other
4th Grade SD	3	19	14	9	2	1	1	10
4th Grade L	0	1	0	0	1	0	0	0

In the BESD Program 7% of fifth grade students responded with an answer pertaining to college or their future, 11% responded with an answer relating to personal enjoyment, 38% responded with an answer relating to communication, 17% responded with an answer related to travel, 6% responded with an answer relating to having no choice, 1% responded with an answer related to culture, none responded with an answer relating to a personal relationship, and 16% had an answer under the other category. In the Lemont Spanish Program there are no 5th grade students.

Table 14: Question 3, 5th Grade

Why are you learning Spanish?	College /Future	Enjoyment	Commun ication	Travel	Force/ No Choice	Culture	Personal Relationship	Other
5th Grade SD	5	8	26	12	4	1	0	11

In the BESD Program there are no first or second graders. In the Lemont Spanish Program, none of 1st grade students had a response that related to college or the future, 50% of students

responded with an answer related to personal enjoyment, none of students had a response

relating to communication, none of students responded with an answer related to traveling and

50% of students responded with an answer relating to having no choice. none of students had a

response relating to culture and none of students had an answer in the other category and none of

students in the Lemont Spanish program had an answer relating to having a personal

relationship. In the Lemont Spanish Program, none of 2nd grade students had a response that

related to college or the future, 66% of students responded with an answer related to personal

enjoyment, none of students had a response relating to communication, 33% of students

responded with an answer related to traveling and none of students responded with an answer

relating to having no choice. None of students had a response relating to culture and none of

students had an answer in the other category and none of students in the Lemont Spanish

program had an answer relating to having a personal relationship.

Table 15: Question 3, 1st and 2nd Grade

Why are you learning Spanish?	College /Future	Enjoyment	Commun ication	Travel	Force/ No Choice	Culture	Personal Relationship	Other
1st Grade L	0	1	0	0	1	0	0	0
2nd Grade L	0	2	0	1	0	0	0	0

Question 4: Would you want to take Spanish in Middle School?

In the BESD Program 33% of students responded to the fourth question with yes, 45% responded

with maybe, and 22% responded with no. In the Lemont Program, 35% responded with yes, 47%

responded with maybe, and 18% responded with no.

Table 16: Question 4, All Grades

Would you want to take Spanish (or French) in Middle School?	Yes	Maybe	No	Total

All Grades SD	58	79	39	176
All Grades L	6	8	3	17

In the BESD Program 42% of third grade students responded to the question with yes, 42% responded with maybe, and 16% responded with no. In the Lemont Program, 50% responded with yes, 40% responded with maybe, and 10% responded with no.

Table 17: Question 4, 3rd Grade

Would you want to take Spanish (or French) in Middle School?	Yes	Maybe	No	Total
3rd Grade SD	21	21	8	50
3rd Grade L	5	4	1	10

In the BESD Program 32% of fourth grade students responded to the question, "Would you want to take Spanish (or French) in Middle School", with yes. 42% responded with maybe, and 25% responded with no. In the Lemont Program, 0% responded with yes, 100% responded with maybe, and 0% responded with no.

Table 18: Question 4, 4th Grade

Would you want to take Spanish (or French) in Middle School?	Yes	Maybe	No	Total
4th Grade SD	19	25	15	59
4th Grade L	0	2	0	2

In the BESD Program 27% of fifth grade students responded to the question, "Would you want to take Spanish (or French) in Middle School", with yes, 49% responded with maybe, and 24% responded with no. In the Lemont Spanish Program, there were no 5th graders.

Table 19: Question 4, 5th Grade

Would you want to take Spanish (or French) in Middle School?	Yes	Maybe	No	Total
5th Grade SD	18	33	16	67

In the BESD Program there were no 1st and 2nd grade students. In the Lemont Spanish Program, 0% of 1st graders responded to the question, "Would you want to take Spanish (or French) in Middle School", with yes, 50% responded with maybe, and 50% responded with no. In the Lemont Spanish Program, 33% of 2nd grade students responded with yes, 33% responded with maybe, and 33% responded with no.

Table 20: Question 4, 1st and 2nd Grade

Would you want to take Spanish (or French) in Middle School?	Yes	Maybe	No	Total
1st Grade L	0	1	1	2
2nd Grade L	1	1	1	3

Teacher Feedback

In addition to surveying the students, the teachers in 2013-2014 were surveyed about the Spanish Divertido program. Their feedback is summarized in Table 21, and the survey they received can be viewed in Appendix A 1.2. This feedback is included in order to give a broader perspective on how this technology focused program can be improving, in the views of the teachers, to improve interest levels from the students. In general, this feedback sheds light on the positives and negatives about a flipped classroom environment from the teachers perspective rather than the students. Comments typically applauded the skits, music, and fun plot with puppets and superheroes that came with the video program. Areas for improvement where noted in wanting more time with the Spanish teacher in the classroom, more written practices, and the general quality of the sound of the videos was noted as needing improvement. These improvements are currently underway as the series is being redone for the 2017-2018 school year.

Table 21: 3rd to 4th Grade: Spanish Divertido Program Feedback

Needs Improvement	Satisfactory
3rd Grade	**3rd Grade**
Spanish teacher wanted more often.	Love program; especially extra skits
Email appreciated to remind when coming	
Guideline of where to be and when appreciated to help with accountability and structure.	18 lessons liked
Pronunciation Guide requested	
More resources: paper and pencil activities, once a month	Like availability of lessons on the server
Sound quality is questionable; Some disks not working	
	4th Grade
4th Grade	Students use: Adios, counting, simple vocabulary
Computer and overhead sound is muffled, weak	
Need sound {Why not wire projectors for sound?}	
Need extra speakers	Like simplicity of program; no assessment
Students not producing vocabulary unless prompted	
Some negative parental/community feedback: society at large, English only, [none this year though]	Students like: sister skits, puppets, and superheroes
Time is an issue: Less lessons might be an option but depends on the class	
Puppet Shows are too fast for students to follow	**5th Grade**
Booklet: Student Spanish Journal that is optional for students to follow along and interact with words, not to be made mandatory	Teacher/parent hears a lot of outside use including songs and conversation
5th Grade	

Writing follow-up appreciated: i.e. matching, fun sheets [for reinforcement]	Students look forward to watching videos
Copy of songs on a disk for sing-along [our own school-house rock]	
Teachers initiate word usage; not students	
Would Spanish be able to be incorporated in an open house? PTO meetings?	
Videos made available on website so that students can "make-up" or review previous lessons? [make-ups not convenient]	
Sound quality is lacking: a lot of background noise, puppet shows hard to hear	
Spanish teacher appreciated more often. Recommended: twice a month?	

Chapter 5

High School Data

Of the Bald Eagle High School Spanish 1 classes that were used for this data, one class utilized technology while the other class was the control and did not change their methods of learning an L2. High school students were additionally chosen to survey to provide a broader scope of how technology engages and builds interest in a language with all age levels, because the teaching of a second language can occur at any grade level. The class that did not utilize technology in the L2 classroom will be referred to as the control class, and the class that used technology will be referred to as the variable classroom. The control class instead of technology utilized activities

from the textbook. The variable classroom had 14 students, and the control classroom had 17 students. These surveys were given after a period of 12 weeks teaching with both courses, and were designed to elicit more information about how the students perceived Spanish, and what their feelings and interest levels about it were.

Question 1: What is your interest level in learning Spanish?

When the classes were surveyed they were asked to rate their interest level on one of the five options, "very low" (1), "low" (2), "neutral" (3), "high" (4), or "very high" (5). When the variable group responded to the first question, no students responded with "very low". Two students, or 14%, responded with "low" and eight students, or 57%, responded with "neutral". Furthermore, four students, or 29%, responded with "high". No students from the variable group responded with "very high
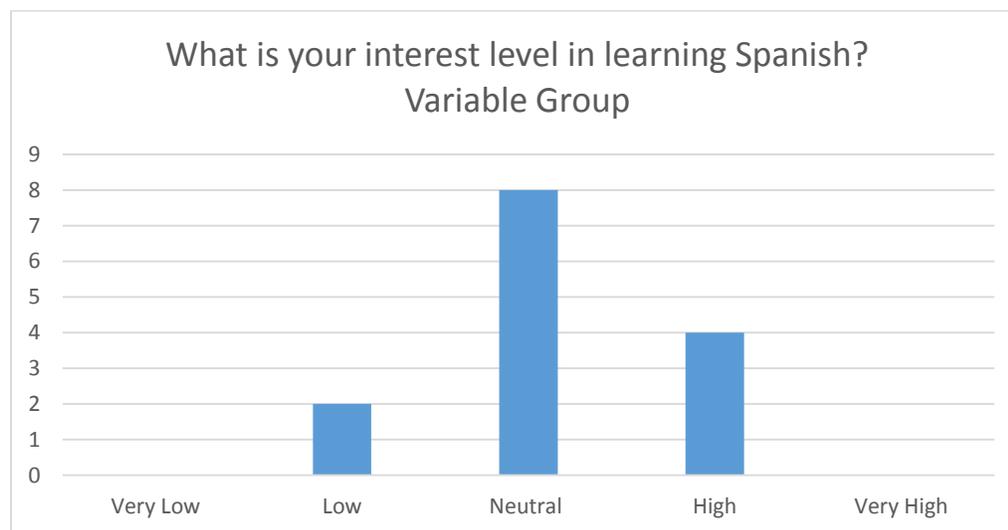

Figure 1: Question 1, Variable Group

When the control group responded to the first question one student, or 6%, responded with "very low", two students, or 12%, responded with "low" and nine students, or 53%, responded with "neutral". Furthermore, four students, or 24%, responded with "high". Finally, one student, or 6%, from the control group responded with "very high".
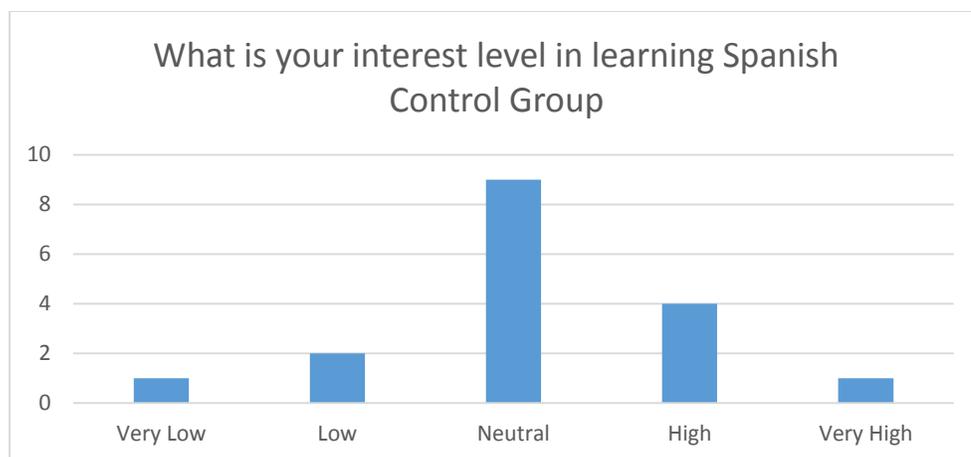

Figure 2: Question 1, Control Group

Question 2: What is your interest level in learning more about other cultures?

When the classes were surveyed they again were asked to rate their interest level on one of the five options, "very low" (1), "low" (2), "neutral" (3), "high" (4), or "very high" (5). When the variable group responded, no students responded with "very low", one student, or 7%, responded with "low" and nine students, or 64%, responded with "neutral". Furthermore, four students, or 29%, responded with "high". No students from the variable group responded with "very high".

What is your interest in learning more about other cultures?
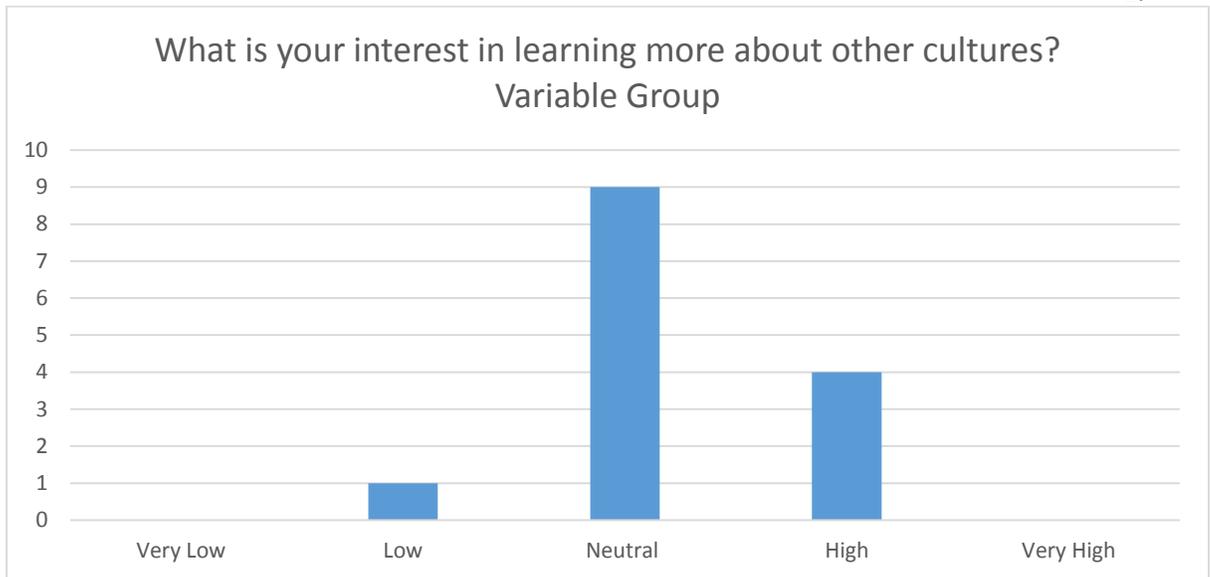**Variable Group**

Figure 3: Question 2, Variable Group

When the control group responded, no students responded with "very low", two students, or 12%, responded with "low" and eight students, or 47%, responded with "neutral". Furthermore, six students, or 35%, responded with "high". Finally, one student, or 6%, from the control group responded with "very high".

What is your interest in learning more about other cultures?
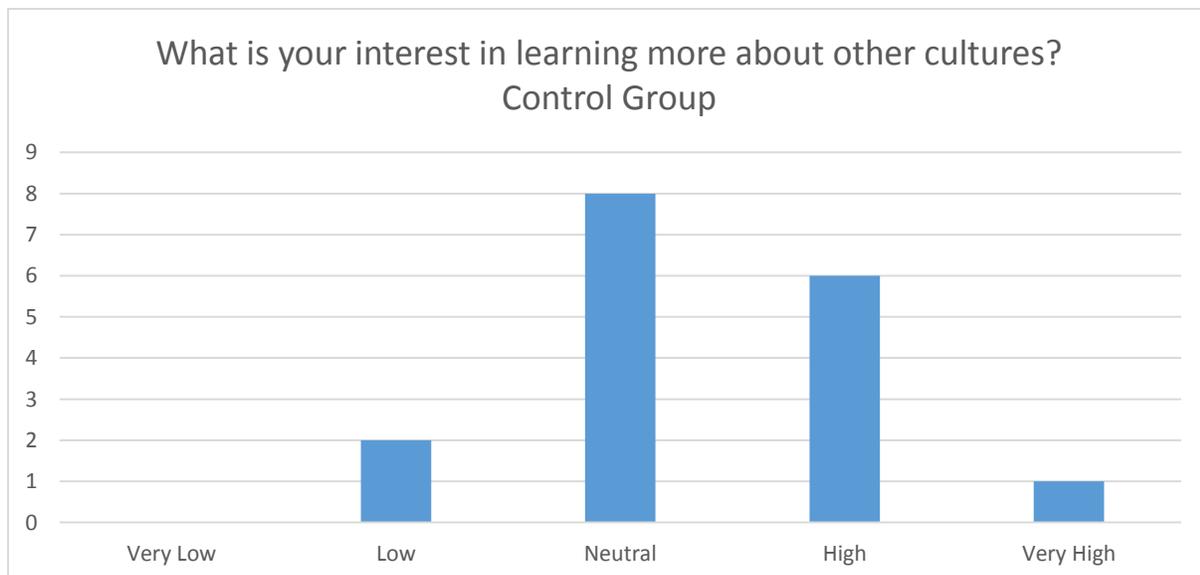**Control Group**

Figure 4: Question 2, Control Group

Question 3: What is the purpose of learning Spanish?

In the variable group, six students, or 43%, responded with an answer pertaining to college or their future, one student, or 7%, responded with an answer relating to personal enjoyment, two students, or 14%, responded with an answer relating to communication, no students responded with an answer related to travel or an answer relating to having no choice, one student, or 7%, responded with an answer related to culture, no students responded with an answer relating to a personal relationship, and four students, or 29%, had an answer under the other category.
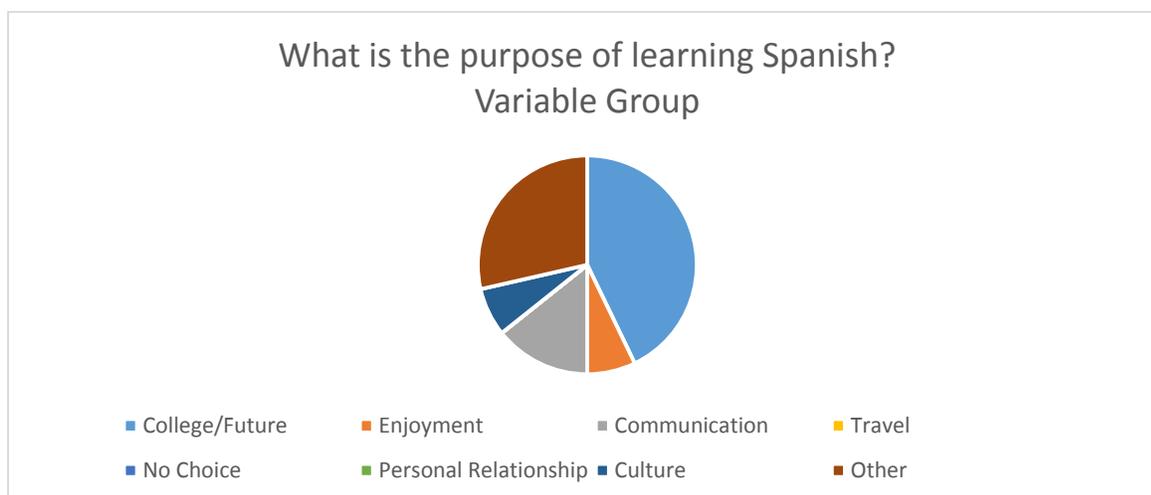

Figure 5: Question 3, Variable Group

In the control group, eight students, or 47% responded with an answer pertaining to college or their future, no students responded with an answer relating to personal enjoyment, four students, or 24%, responded with an answer relating to communication, one student, or 6%, responded with an answer related to travel, no students responded with an answer relating to having no choice or with an answer relating to a personal relationship, three students, or 18%, responded

with an answer related to culture, and one student, or 6%, had an answer under the other
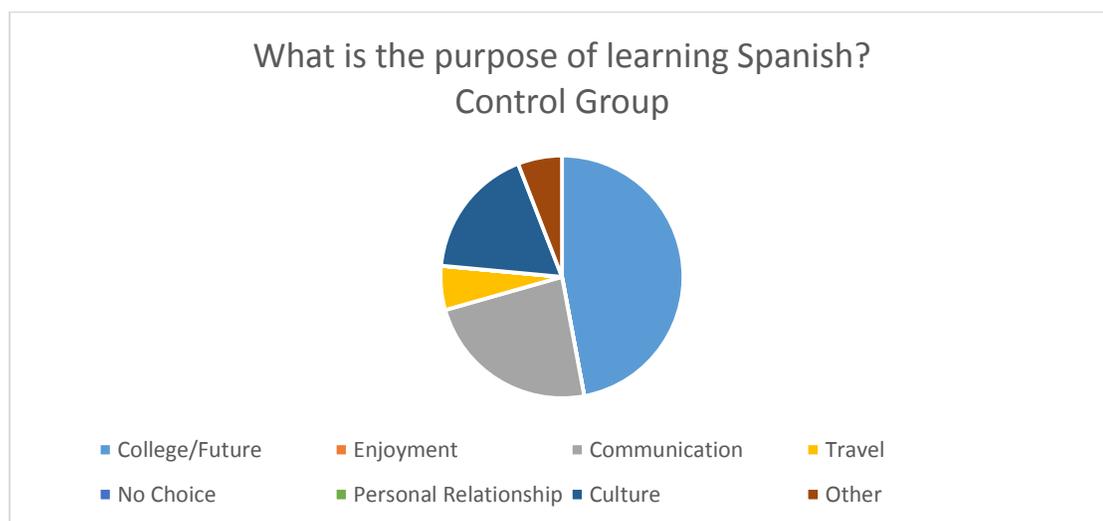
category.

Figure 6: Question 3, Control Group

Question 4: What is your preferred way on learning?

When the variable group was asked what their preferred ways of learning were students were

given four options. Option 1 was "reading a textbook, self guided study". Option 2 was "Using

technology, websites, videos, and application". Option 3 was "listening and taking notes –

teacher-student interaction". Option 4 was "working in pairs or small groups – peer discussion

and discovery". In the variable group, one student, or 7%, chose option 1 as their first preferred

way of learning new information in Spanish, four students, or 29%, chose option 2. Finally, nine

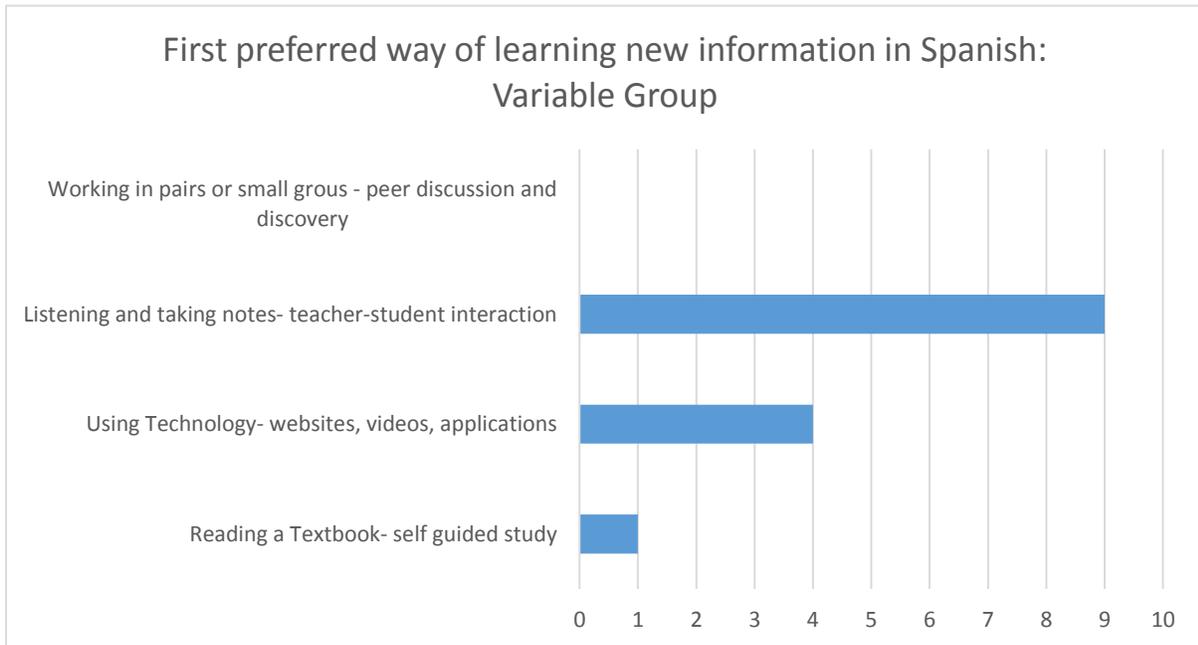students, or 64%, chose option 3, while no students chose option 4.

Figure 7: Question 4, Variable Group

In the control group, students were given the same question and option. Two of the students, or 12%, chose option 1 as their first preferred way of learning new information in Spanish. Six students, or 35%, chose option 2. Additionally, seven students, or 41%, chose option 3 and two students, or 12%, chose option 4.
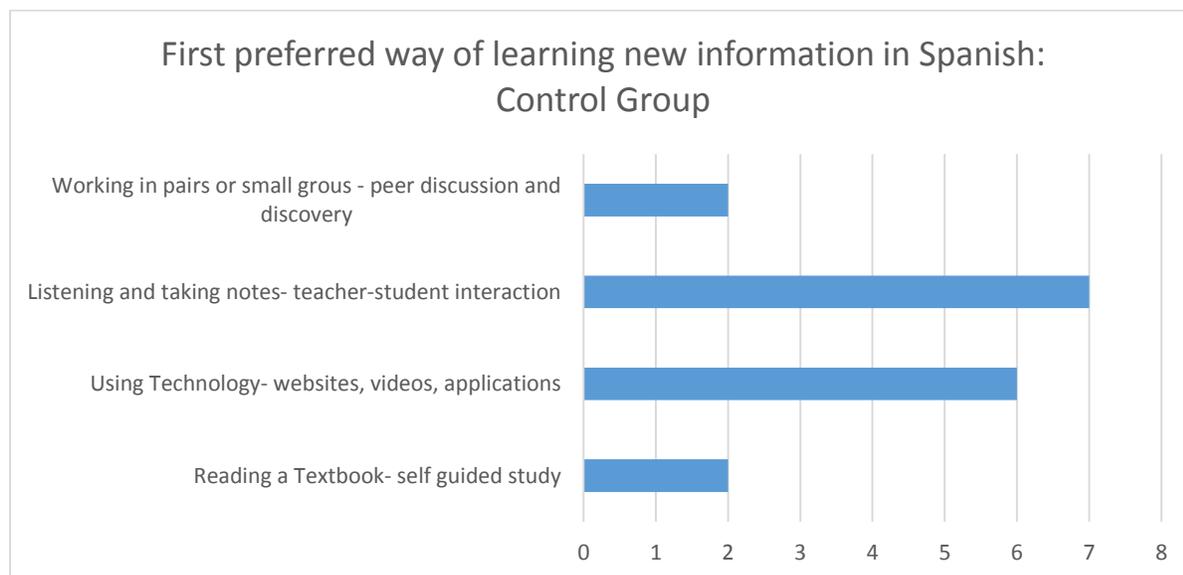
First preferred way of learning new information in Spanish: Control Group

Figure 8: Question 4, Control Group

Students were asked to rank their preferred ways of learning, in order to see what role in the ranking technology played in their interest levels with learning Spanish. In the variable group, four of the students, or 29%, chose option 1 as their second preferred way of learning new information in Spanish, three students, or 21%, chose option 2. Additionally, three students, or 21%, chose option 3 and four students, or 29%, chose option 4.
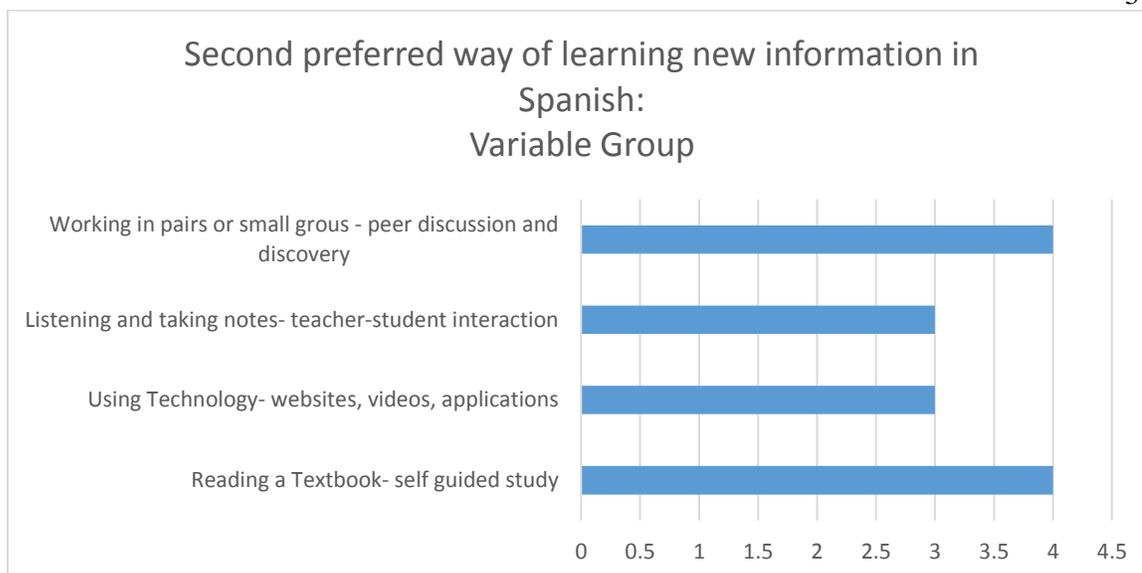
Figure 9: Question 5, Variable Group

In the control group, five of the students, or 29%, chose option 1 as their second preferred way of learning new information in Spanish, four students, or 24%, chose option 2. Additionally, 3 students, or 18%, chose option 3 and 5 students, or 29%, chose option 4.
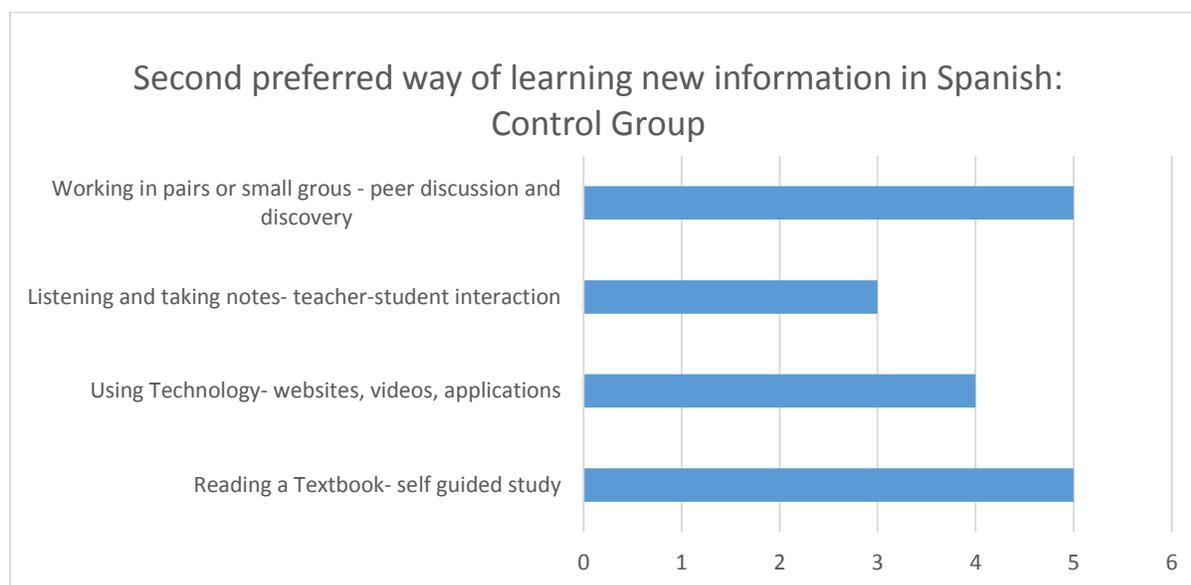

Figure 10: Question 5, Control Group

In the variable group, three students, or 21%, chose option 1 as their third preferred way of learning new information in Spanish and two students, or 14%, chose option 2. Finally, one student, or 7%, chose option 3, while right students, or 57% chose option 4.

Figure 11: Question 6, Variable Group

In the control group, two students, or 12%, chose option 1 as their third preferred way of learning new information in Spanish and four students, or 24%, chose option 2. Finally, six students, or 35%, chose option 3, while five students, or 29% chose option 4.

Figure 12: Question 6, Control Group

In the variable group, six students, or 42%, chose option 1 as their fourth preferred way of learning new information in Spanish and five students, or 36%, chose option 2. Furthermore, one student, or 7%, chose option 3, while two students, or 14% chose option 4.
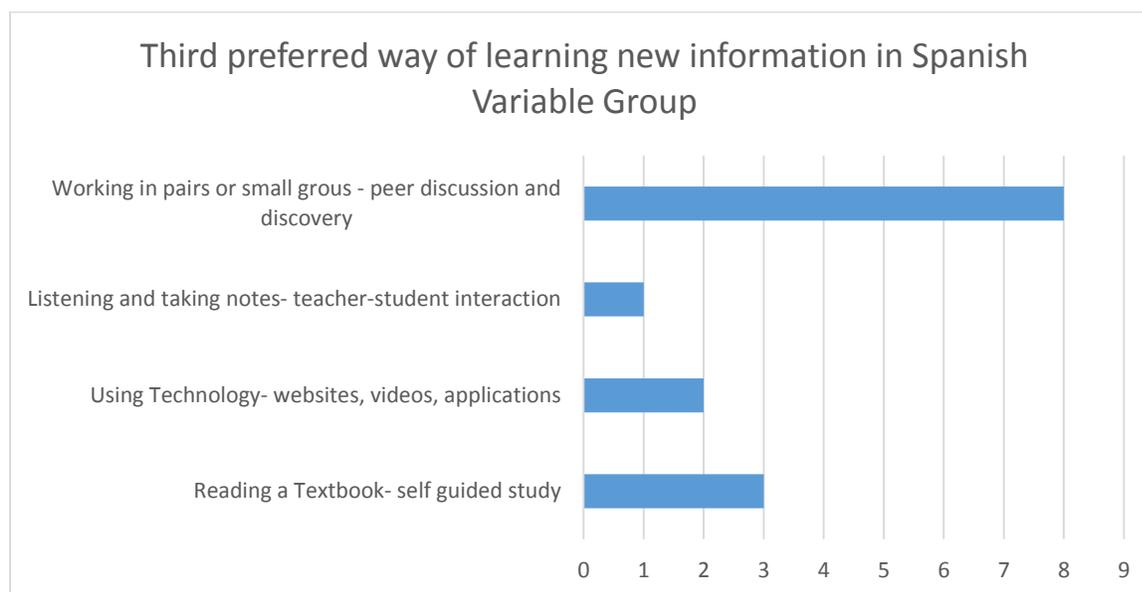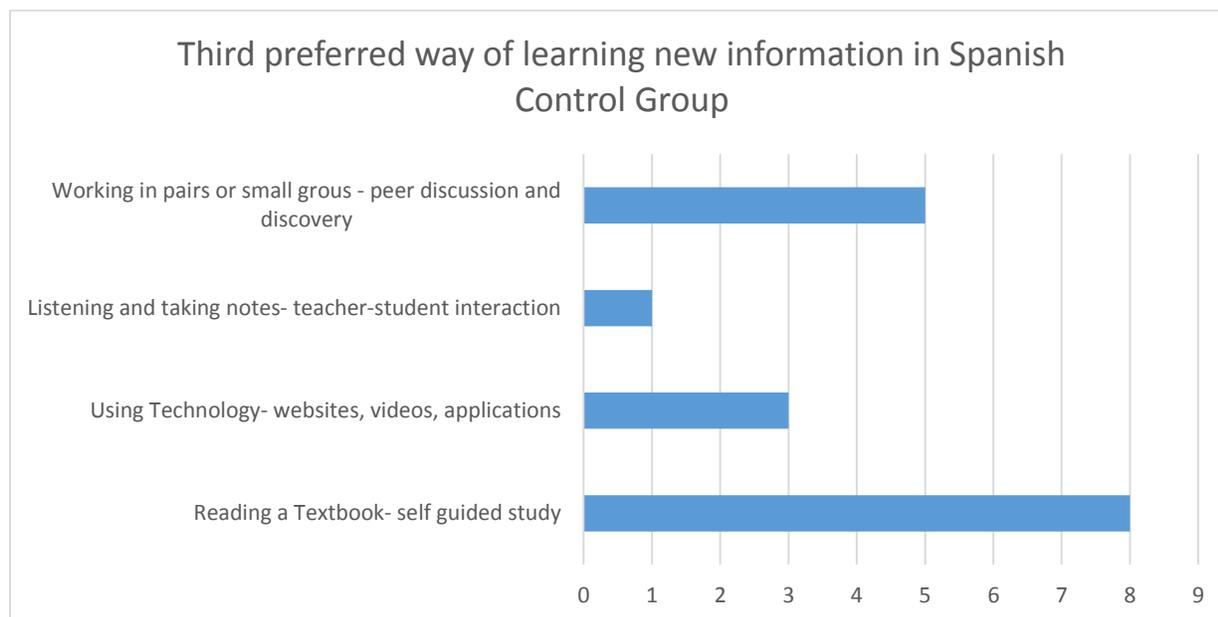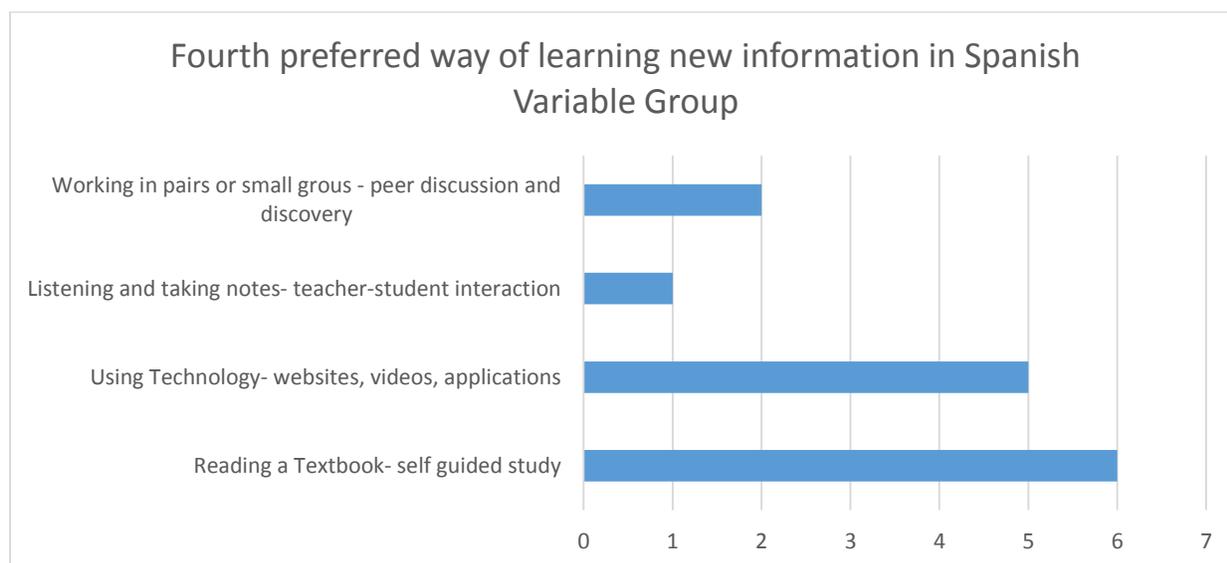

Figure 13: Question 7, Variable Group

In the control group, eight students, or 47%, chose option 1 as their fourth preferred way of learning new information in Spanish and three students, or 18%, chose option 2. Furthermore, one student, or 6%, chose option 3, while five students, or 29% chose option 4.
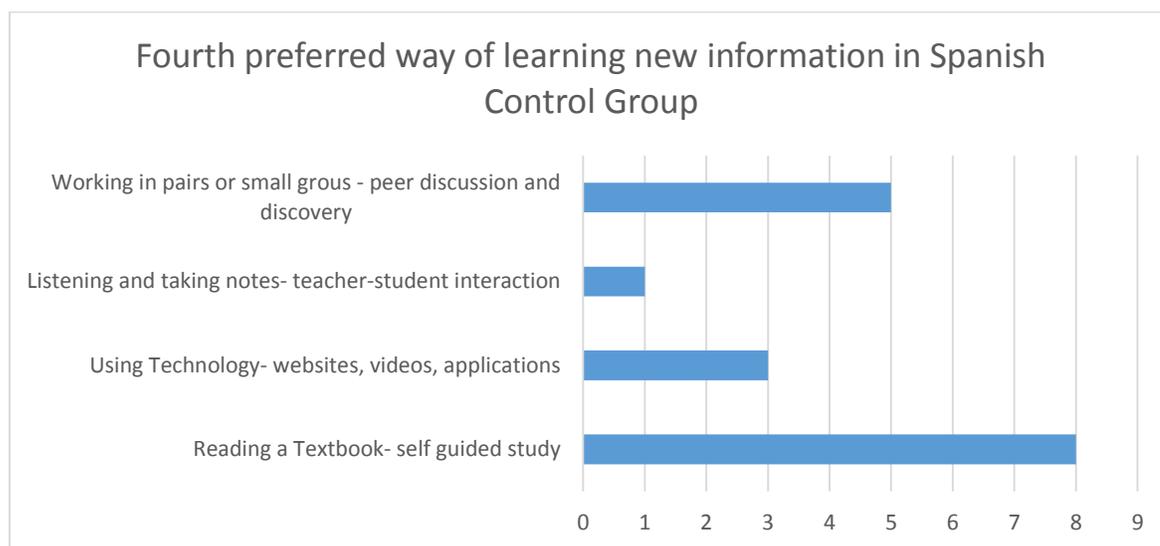
Duolingo

In the variable group, students were introduced to an application and website called Duolingo. This application allows students to start with the very basics and work their way up through the levels and topics. During part of a computer lesson, students were given time to set up the account, and practice using the website. Students were only introduced to the program in one computer lesson, and had half of another class period to use it. The website allows for students to practice using activities such as constructing sentences, speaking practice with microphones, listening comprehension, and reading practice in the format of a game. This game varied speaking, writing, listening, and reading practice, and gave students three lives to get through a

set of questions relating to a particular topic. After this introduction, students' activity and progress on the site was measured for 1 month.

The highest number of lessons completed was 41, and the lowest amount of lessons completed was 0. The average amount of lessons students completed was 8.5, and the average amount of days' students spent on the website or application was 2.56 days. When speaking in terms of days, this means the number of days students logged on to the application. Twenty-five percent of the students were active for six days on the application, 19% of the students were active for three days on the application, 25% of the students were active for 2 days, 38% of the students were active for one day, and 6% of the students were not active or did not complete any lessons.
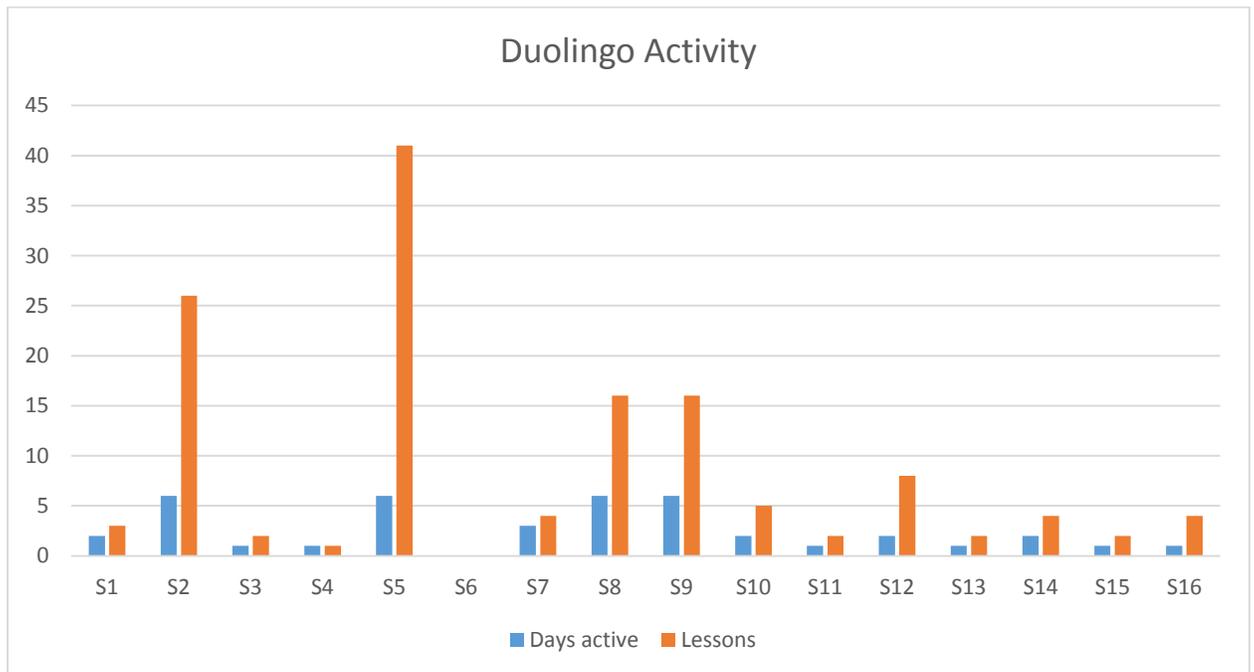

Figure 15: Duolingo Activity

Chapter 6

Analysis and Discussion

Now that all of the data has been presented, this chapter will provide an analysis of that data and demonstrate what was learned about student interest level in the language classroom as a results of the use of these technologies. The questions from these surveys sought to gauge the interest levels of students with a second language in relation to the use of technology that was used in their classroom contexts. Specifically, the data from the elementary and high school programs will be discussed and how the results from these surveys can be used in the second language classroom.

Elementary Program

When looking at the data from the elementary program to measure levels of interest with the L2, it is interesting to compare the responses from the control group – the language lessons that were solely taught in-person at Lemont – versus the responses from the variable group with the flipped classroom and video technology. When asked how much they enjoy learning Spanish, the 76% of the Lemont program students responded with "a lot" compared to 50% of the Spanish Divertido Program. The program shaped around in-person lessons has more students responding with higher levels of personal enjoyment with the L2, compared to the program that incorporates a flipped classroom and video technology into the L2 learning. This data indicates that technology in the form of a flipped classroom does not bring about higher interest levels at the elementary levels, and in fact traditional in-person lessons bring higher interest levels.

When further prompted about their interests in learning another language or about another culture, 50% of the students from the Spanish Divertido program responded with "a lot" whereas 31% Lemont students responded with "a lot". The program shaped around a flipped classroom and video technology has more students responding with higher levels of interest in learning languages or about other cultures than compared to the in-person lessons at the Lemont program.

In the Spanish Divertido Program the third question question, "Why are you learning Spanish", 15% responded with an answer pertaining to college or their future. In comparison, in the Lemont program 0% of students had an answer pertaining to college or their future. This presents an interesting presentation of why students are engaging with an L2, where it seems that the students who have been learning the language through video technology have a significant portion of responses relating to the language being useful for them in the future and an idea that they will need it in the future – whether it is for education, a job, or another future endeavor. Students learning the L2 in-person with the Lemont after-school program did not give any responses relating to learning Spanish for their futures.

27% of students in the Bald Eagle program responded with an answer relating to personal enjoyment, whereas in the Lemont program 59% of students responded with an answer relating to personal enjoyment. This shows a representation of the students' reasons for learning and engaging with an L2, and demonstrates that the in-person traditional method of teaching an L2 correlates with more students reporting a personal enjoyment of the L2 than students in a program that utilizes flipped classroom technology.

32% of students in the Bald Eagle program responded with an answer relating to communication, whereas in the Lemont program 0% of students had a response relating to communication. These responses typically had an element of a want to communicate with people who speak the L2, and a desire to participate in communicating with the language. Students in the Bald Eagle program showed an interest with the L2 for this purpose, where the Lemont students did not give any responses relating to learning Spanish for communicating with others.

Furthermore, 12% of students from the Bald Eagle program responded with an answer related to travel. In comparison, 11% of students from the Lemont program responded with an answer relating to travel.

Five percent of students from the Bald Eagle program responded with an answer relating to having no choice in taking Spanish, where 11% of students from the Lemont program responded similarly.

Two percent from the Bald Eagle program responded with an answer related to culture, whereas no students from the Lemont program had an answer relating to culture. These answers generally dealt with the desire to want to learn more about Spanish speaking cultures, and as a way to understand different perspectives. Additionally, 1% of students from the Bald Eagle program responded with an answer relating to a personal relationship, whereas 3% Lemont did. Answers pertaining to a personal relationship often had to deal with a family member knowing the language, which was why they were learning this particular L2.

In the final category, "other" 15% of Bald Eagle students had a response that could not be categorized as it either did not answer the question or provided a response that didn't relate to the question. 0% of the responses from Lemont fell under this category. An example of such a response that was categorized as other was "to learn Spanish" – which just repeated the question in an answer format.

High School Program

In general, the variable group that spent time utilizing multiple technologies in the classroom showed no significant differences in interest levels with Spanish. While percentages of interest levels varied slightly from the control to variable group, there was no significant difference to account for the use, or lack of, technology in the L2 classroom. Similarly, students' responses to their interest in learning more about other cultures and engaging with the L2 in this aspect, were very similar. Both groups generally responded neutrally, that they were either interested or uninterested in learning more about other cultures and languages.

It is interesting to note that almost half the students in both groups are engaging with and taking a second language for a reason pertaining to their future, typically for college credits and admission. The use of technology in the variable group's classroom did not show significant correlation with a change in their reasons for engaging with the L2.

Duolingo

The interest level with Duolingo is seen without an immediate incentive from the classroom. That is, all the time and lessons completed on the application were done by the free will of the

students, and of their own motivation. With an incentive put in place, it would be interesting to study if this type of learning method has direct effects on their Spanish development. With these results, it can be seen that outside interest with the language was evident, when students were given a technological resource to do so. The ease of access of the application, whether it was on the phone or on a computer based website, allowed many students to remark that it helped them "brush up" on their Spanish over the weekend before exams. Utilizing the technologies, they already use, and providing them with another resource to practice and develop their Spanish, showed that all students, except one, had logged onto the application at one point to interact with the L2.

When students responded about preferred ways they enjoyed learning an L2, the variable group showed a weaker preference for learning a new language through technology, yet showed a significant interest level with the Duolingo without incentives to interact with it. Meaning there was no classroom assignment, reward, or motivation to complete the activity coming from the teacher or class. Completion of Duolingo was a choice of the students' outside of the classroom. Additionally, the use of Google Voice as homework assignments seemed to have negligible effects on their preference for learning an L2 with technology. Interestingly enough, both the control and variable group listed listening and taking notes as their preferred way of learning. Since this is a common teaching practice, the familiarity with this practice may have prompted a higher preference for this learning method over utilizing technology, such as Duolingo or Google Voice.

Application to Language Education

Within the high school study, the results show promising implications for getting students involved with learning a new language. Students that typically would rate technology as their least preferred way of learning a new language on average used it for at least 2.5 days and completed 8.5 lessons, with students even in the excess of completing 41 lessons. For generations that continue to grow up with technology and are more comfortable with gaining their information from technological resources, this may showcase a promising opportunity that students are more willing to try and even engage with a new language in a technological format – even if they do not consider it their favorite way of learning.

Within the elementary program, there was a general trend in the research that showed in-person lessons correlated with answers relating more to engaging with a language for personal enjoyment. While the flipped classroom elementary program did have an in-person element to it, once a month, in the teacher observations from the classrooms participating, it was a common note that teachers would have liked more in-person time in their classrooms. When considering language classrooms, it is important then to consider how much in-person time is sacrificed for technology to be introduced, or implemented in a flipped classroom type of setting. The time spent teaching through video, while still providing valuable content, correlates with a lower rate of personal enjoyment with learning the language.

There was also another interesting correlation dealing with the reasons for engaging with the L2. The Spanish Divertido Program, that included the technology in the classroom, had a large percentage of students respond that they were learning Spanish for their future, whether that

related to a job or more often college. In the Lemont elementary program no students gave any responses that dealt with learning the language for their futures. While it may not mean that flipped classrooms, or language classrooms utilizing technology, will change students' perceptions and motivations for learning, it's something to consider that the format of these language lessons may impact the students reasons for engaging with the L2.

ACTFL currently emphasizes the importance of encouraging language learning students to communicate, and it is clear within the research that the students from the Spanish Divertido Program clearly connect the language to communication, and a smaller percent connect the language learning to culture. No students in the Lemont program had responses relating to culture or communication, two of ACTFLs focal points in their standards. In this regard, the research in this study shows that video and flipped classroom technology can be effective in promoting interest levels with the L2 because of a desire to communicate and interact with culture. This provides another possible avenue for teachers to utilize the ACTFL standards in their classroom, and to help students engage with the L2 through communication and culture.

Challenges of the Study

When conducting the research, various challenges arose throughout the study which could not be controlled or adjusted. They were as follows:

1.The control group for the elementary program was smaller than anticipated, with only 17 students in the after school program. The students were spread out across the age groups, and made for a smaller control group than desired. A larger group would have been more comparable as the Spanish Divertido Program had over 100 students surveyed.

2. Correlation does not mean causation, and this study only seeks to point out correlations between interest levels levels of learners with the L2 and technology used in the classroom.

3. Choosing the technologies to be studied and used in the classroom for the high school level proved to be difficult, as there were many different possibilities. In the end, Duolingo and Google Voice were chosen because the frequency in which the technology was used could be monitored and because they targeted different modes of communication.

4. With longer descriptive responses to the purpose of learning Spanish, a challenge arose in neatly categorizing student responses. The Other category generally encompasses the answers that don't directly respond to the question, for example, "to learn Spanish".

5. In the Lemont Elementary Program students generally elected to be there, or their parents choose to put them there. Whereas in the elementary program at Bald Eagle, it was a required part of their curriculum. This could be a factor in interest levels that cannot be controlled for between the two programs.

Recommendations for Further Research

Further research into the effects of technology with L2 interest levels with larger groups of students would help to add to the validly and depth of this data. Continuing this experiment and survey with the subsequent years of both of these L2 programs would provide a more stable and reliable control group versus a variable group, to help eliminate data being skewed by particular changes in the groups of students that come through the program.

While a flipped classroom was studied in this particular elementary program, further research into the effects of a flipped classroom in a high school or middle school environment would provide insights on whether age could be a factor in the level of interest with the technology and L2 in the classroom.

In regards to the research and work done with Duolingo, it would be interesting to see the effects and results on quiz and exam scores with an extended period of use with the application. Only interest level were measured with this study, but research delving into the effects of Duolingo on achievement in the L2 classroom would be another way to extended this study.

Appendix A

Surveys

1.1 Language Program Survey, French Copy

Grade _____

School _____

1. How much do you like learning French?

1	2	3	4
O	O	O	O
Not at all	A little	Average	A lot

2. How much would you like to learn other languages from other cultures?

1	2	3	4
O	O	O	O
Not at all	A little	Sort of	A lot

3. Why are you learning French?

4. Would you want to take French in Middle School?

1	2	3
O	O	O
Yes	Maybe	No

1.2 Bald Eagle District Elementary School Teacher Feedback Summary

The survey they received Elementary Spanish Teacher Feedback Form

Teachers,

We are continuing to improve our Elementary Spanish Programs (K-2 and 3-5) and would greatly appreciate your feedback on your experience and students' reactions.

Thanks,

Elementary Foreign Language Committee

Please place your comments in the form below: Please think of as many aspects as you can, for example, student response , students' application of Spanish in everyday use, student retention, parent response, ease of use, Spanish teacher rotating schedule, video quality, video length, reinforcement, and anything else that you can think of.

Needs Improvement	Satisfactory	Exceeds Expectations

Appendix B

High School Program

1.3 Bald Eagle High School Spanish 1 Survey

1. What is your level of interest in learning Spanish?

Very low	Low	Neutral	High	Very High
○	○	○	○	○

2. What is your interest in learning more about other cultures?

Very low	Low	Neutral	High	Very High
○	○	○	○	○

3. What is the purpose of learning Spanish?

4. Rank the order of your preferred ways of learning new information in Spanish

Reading a textbook - self-guided study

Using Technology - websites, videos, applications

Listening and taking notes - teacher-student interaction

Working in pairs or small groups - peer discussion and discovery

BIBLIOGRAPHY

Ahn, L. (2011). Massive-scale online collaboration (video). TEDxCMU.

Ahn, L., & Dabbish, L. (2004). Labeling images with a computer game. CHI04 –
Proceedings of the SIGCHI
Conference on Human Factors in Computing Systems, 319-326.

Ahn, L., Blum, M., Hopper, N. J., & Langford, J. (2003). CAPTCHA: Using Hard AI
Problems for Security.

Advances in Cryptology — EUROCRYPT 2003. Lecture Notes in Computer Science,
2656, 294-311.

Ahn, L., Maurer, B., McMillen, C., Abraham, D., & Blum, M. (2008). reCAPTCHA:
Human-Based Character Recognition via Web Security Measures. Science, 321(5895),
1465-1468.

Bardovi-Harlig, K., & Stringer, D. (2010). Variables in Second Language Attrition.
Advancing the State of the Art. Studies in Second Language Acquisition, 2010(32), 1-45.

Bennett, G. R. (2010). Using Corpora in the Language Learning Classroom: Corpus
Linguistics for Teachers.

International Journal of English Linguistics Vol. 3, No. 1; 2013
25 Ann Arbor: University of Michigan Press.

Blattner, G., and Fiori, M. (2009) 'Facebook in the language classroom: Promises and
possibilities', International Journal of Instructional Technology and Distance Learning,
6 (1), 17–28.

Campbell, S. (2002). Translation in the context of EFL – The FifthMacroskill? TEFLIN,
13, 1.

Duolingo. (2012, November 13). Duolingo on the go. Our iPhone App is here! Duoblog.

Chen, Angela. "The Ever-Growing Ed-Tech Market." *The Atlantic* 6 Nov. 2015. Print.

Clark, C., and Gruba, P. (2010) 'The use of social networking sites for foreign language learning: An autoethnographic study of Live Mocha', Proceedings ascilite Sydney: 164-173.

Dalton, Mallory L. "Social networking and second language acquisition: Exploiting Skype™ Chat for the purpose of investigating interaction in L2 English learning." *Iowa State University*. N.p., 2011. Web. 19 Nov. 2015.

Esselink, B. (2001). Localisation and Translation. In H. Somers (Ed.), Computers and Translation: A Translator's Guide (pp. 67-86). Amsterdam/Philadelphia: John Benjamins.

European Commission. (2012). Crowdsourcing translation. Studies on translation and multilingualism.

Farber, D. (2012, November 12). Duolingo brings free language learning to the iPhone. CNET News.

Farr, C. (2012, September 19). Duolingo, a free translation and language-learning site, picks up $15M. VB Deals.

Fletcher, Geoffrey H. "Obama Administration: Technology at the Heart of Education Reform." *The Journal*. N.p., 29 June 2009. Web. 8 Nov. 2015.

Hale, S., & Campbell, S. (2002). The interaction between text difficulty and translation accuracy. Babel, 48(1),

Howe, J. (2008). Crowdsourcing: Why the Power of the Crowd is Driving the Future of Business. New York: Crown Publishing.

Jimenez-Crespo, M. A. (2009). The evaluation of pragmatic and functionalist aspects in localization: Towards a holistic approach to Quality Assurance. The Journal of Internationalisation and Localisation, I, 60-92.

Lardinois, Frederic. "Duolingo Launches Its Certification Program To Take On TOEFL." *Tech Crunch*. N.p., 23 July 2014. Web. 8 Nov. 2015.

Karpati, A. (2009) 'Web 2 technologies for net native language learners: a "social CALL"', ReCALL, 21 (2): 139-156.

Kaye, P. (2009). Translation activities in the language classroom. Teaching English.

Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching (2nd ed.) Oxford: Oxford University Press.

Mesipuu, M. (2010). Translation Crowdsourcing – an Insight into Hows and Whys (at the Example of Facebook and Skype). Master's Thesis, Tallin University.

McBride, K. (2009) 'Social networking sites in foreign language classes: Opportunities for re-creation', in Lomicka, L., and Lord, G. (eds.), The next generation: Social networking and online collaboration in foreign language learning. San Marcos, TX: CALICO: 35–58

Ostler, N. (2010). The Last Lingua Franca: English Until the Return of Babel. New Tork: Walker & Company.

Richards, J. C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching (2nd ed.). Cambridge, New York: Cambridge University Press.

Park, Alice. "Baby Einsteins: Not So Smart After All." *TIME* 6 Aug. 2007. Web. 8 Nov. 2015.

Polio, Charlene. "Using authentic materials in the beginning language classroom." *Clear News* 18.1 (2014): 1-7. Web. 20 Nov. 2015.

Semgupta, S. (2012, June 19). A Start-Up Bets on Human Translators Over Machines. The New York Times.

Siegler, M. (2011, April 12). Meet Duolingo, Google's Next Acquisition Target; Learn A Language, Help The Web. TedCrunch.

Simmons, R. J. (2010). Luis von Ahn. ReCAPTCHA, Games with a Purpose. XRDS, 17(2), 49.
Schaffhauser, Dian. "ED Grants $3.6 Million for Accessible Tech." *The Journal*. N.p., 2 Nov. 2015. Web. 8 Nov. 2015.

"Research on the Use of Khan Academy in Schools." *SRI Education*. Bill and Melinda Gates Foundation, Mar. 2014. Web. 9 Nov. 2015.

Winke, Paula, Susan Gass, and Tetyana Sydorenko. "The Effects of Captioning Videos Used for Foreign Language Listening Activities." *Language Learning & Technology* (2010): 65-86. Web. 14 Nov. 2015.

Weyers, J. (1999). The effect of authentic video on communicative competence. Modern Language Journal, 83(3), 339-3

Academic Vita of Stephanie Metzger
stephaniehmetzger@gmail.com

Education
Major(s) and Minor(s): Spanish, World Language Education; Spanish Option
International Relations, ESL Certificate
Honors: Spanish

Thesis Title: Technology and Interest levels in the L2 Classroom
Thesis Supervisor: Michelle Pasterick

Teaching Experience:

Student Teacher, Spanish K-12 – Windgate, PA   October-April 2016
- Developed and implemented units, daily lesson plans, assessments, and learning goals in accordance with ACTFL standards, for elementary, middle, and high school levels of Spanish
- Differentiated lessons and activities to accommodate all levels of students

Hogar Escuela de Niñas Dona Chucha –Dominican Republic   January-May 2015
Elementary and Middle School English Teacher
- Created and differentiated lessons plans for at-risk students of varying language abilities across elementary and middle school ages
- Developed homework, exams, worksheets, and games targeted to basic level English learners while teaching in Spanish

Elementary Spanish Program – Lemont, PA   August-January 2015
1st grade Spanish Teacher
- Co-taught and developed Spanish lessons for an after school language program
- Researched the effects of differentiating materials for students' learning styles
- Critically examined teaching methods, review videos, and collaborated with peers

GlocalADE – Vara Blanca, Costa Rica   May-August 2013
K-12 English as a Foreign Language Teacher
- Taught English and Computers in elementary, middle, and high school level classrooms; taught adult learners English in tutoring sessions at night
- Developed three separate English language course plans targeting different ability levels
- Led students in extracurricular English job training at Poas Volcano, to become tour guides through the United Nations.

Relevant Experience:

ESL Tutor –Penn State University September 2013-January2016
- Assisted international students with improving their English speaking, writing, reading, and grammar skills
- Shared cultural perspectives and language twice a week through Penn State's Intensive English Communication Program, Global Connections, and private tutoring

Penn State Global Programs – State College, PA August 2015
International Student Orientation Leader
- Guided international students through their transition to Penn State and the United States over a period of 2 weeks through lessons on cultural adaption, classes, and government regulations

Covenant Church – Doylestown, PA May-August 2015
Student Ministry Intern
- Created and led a series of discussion-based lessons for groups of 30+ students, 2 lessons plans a week, for middle and high school students
- Planned and facilitated recreational events throughout the summer with over 100+ students attending

Extracurricular:

Presidential Leadership Academy – Penn State January 2012- May 2016
- One of 30 students selected each year from the Penn State student body, with the focus of developing leadership and critical thinking skills
- Attended classes with the President of the University and Dean of the Schreyer Honors College, kept an updated reflective blog, attended leadership trips and workshops

Spanish Club President – Penn State January 2013-January 2016
- Restarted the club with a new executive board, agenda, and grew to 120 members
- Facilitated and led a weekly meeting with activities to learn about Spanish culture, practice Spanish language, and develop fundraising events for the organization
- Organized and promoted the club through social media sites

The Virginia Todd Executive Internship Program June- August 2014
- Received $5,000 funding to support internship in the private sector with Esteé Lauder Companies, that provided high-quality career development

Ballroom Dance Club Vice President – Penn State September 2012- May 2014
- Organized yearly dance competitions, professional dance workshops, dance lessons and events and communicated all events to over 500 members