How Blogs Support Collaborative Learning and Student Engagement in Language Learning

Jami R. Higashi-Lee
University of Hawai'i at Manoa
Honolulu, Hawai'i
U.S.A.
jami7@hawaii.edu

Abstract: For years I've observed my students' exceptional ability to learn and produce language skills (listening, speaking, reading and writing) individually. However, they struggle to integrate these skills cohesively to produce Spanish in a real-world context. From years of observing this along with the immersion of technology tools into the 21st century curriculum, I conducted an action research project with my Spanish 4 students. For students to improve on how individual language skills function cohesively, my goals were to focus on embedding the art of blogging to increase student engagement, self-confidence, and awareness of real-world language use. The strategy was to develop a collaborative partner project in which students would present their ideas via written, audio, and visual blogs, and would then provide positive feedback and constructive criticism to their peers for adaptation of their original ideas. The culminating project was a 5-minute trailer for an up and coming telenovela (Spanish soap opera). Studies have shown that blogging helps to foster learner interdependence, interactive blogs increase collaborative learning and positive attitudes, and peer feedback directs students to reflect and understand their language output. This paper will discuss the design of this project and the steps carried out in its development. As a result, collaborative work through blogging fostered students' creativity to display their knowledge of purposeful language use. Lessons learned will further shape and drive future instruction on the interdependence of all language skills.

Introduction

After teaching Spanish language and culture for the past 17 years, 15 of them in Hawai'i with little exposure to native speakers, one of my biggest challenges was convincing my students the importance of learning and utilizing Spanish beyond the walls of my classroom. Unless they planned to attend college on the mainland, their exposure to its real-life usage was limited to what I could provide for them in class. The immersion of technology tools into the 21st century curriculum gave students a chance to present their learning to a wider audience, helping to support the significance of language learning.

I experienced first hand as a learner and instructor how reading, writing, listening, and speaking functioned as individual language skills, but saw the difficulty in utilizing them in sync with one another to make this knowledge purposeful. At times I had students ambivalent to test out their speaking ability with fear of making mistakes, and sometimes insisted on writing it down first so they could visually see the structure before they read it aloud. They viewed most activities as targeting only one individual skill. My students had little issues working with textbook knowledge (individual grammatical concepts to formulate individual sentences), but they did have difficulty grasping how they functioned cohesively for a number of reasons: a lack of proficiency with other language skills, a lack of self-confidence to take risks and make mistakes, a mindset of individualism to learning languages, and a lack of time and purposeful exposure to process language development.

In order to bridge these gaps between textbook knowledge and real world language use, the focus of my action research project was to study the use of blogging to support collaborative learning and student engagement for high school Spanish 4 students in Hawai'i. Individual success and the pressure to figure concepts out on one's own was one of the inaccurate realities and setbacks of language learning. Students felt a sense of false ownership and had unrealistic expectations that the language they produced in any form needed to be perfect or they failed. The truth was that taking risks, making mistakes, and working collaboratively was the key to learning another language. My targeted research questions were the following:

1. How does collaborative work through blogging give students more self-confidence to utilize their language skills?
2. How does blogging positively affect student engagement in language learning?
3. How does blogging develop individual language skills to function cohesively in a purposeful manner?

Literature Review

Literature review shows that Action Research can play a critical role in the improvement of curriculum due to its cyclical approach based upon reflection with the key being collaboration (Rankin, 1999). Rankin (1999) also indicates that the approach is only Action Research if it is collaborative and that both critical observation and change of environment is carried out by the teacher. Action Research is further emphasized with its focus being improvement of skills in a cyclical process with five interrelated steps: identifying the problem, gathering data, interpreting data, acting on evidence, evaluating results, and following the next steps (Bassou, 2016).

The approach of blogging according to Bhattacharya (2010) helps to augment learner autonomy and fosters learner interdependence. The findings of this research also indicated that students became more aware of interaction within a virtual space through the blogging process (2010). In their attempt to explore authentic blogging, Freeman and Brett (2012) focused in on some key factors in support of this including frequency of writing, topic resonance, and timeliness of entries. Hsiu-Chen Hsu (2016) reported her

findings on v-logs from her group of 30 English Language Learners in Taiwan indicating that there is much success in incorporating video logs (vlogs) into a language classroom as it holds greater potential for L2 speaking complexity. A study on video blogging to improve student performance and perception in oral presentations was conducted and findings proved that there was an overall improvement. However, there was some concern that a wider audience sometimes increased student anxiety (Huang and Hung, 2015).

Irie and Steward (2012) took a different spin on the effect of feedback through video journaling, with there being a lesser dependence on the teacher through self-assessment of feedback. Video journaling helped the students to reflect and understand their language output and focus on the necessary changes. In assessing the effects of interactive blogging, Chang and Yang (2012) found that interactive blogs increased positive attitudes toward academic achievement, a motivating factor being the ability to learn from each other. Technology tools used in the foreign language classroom in a collaborative learning environment help to increase student performance in the target language through promotion of creativity and communication (Domalewska, 2014).

In an attempt to consider the two contrasting sides of technology integration into language learning and teaching, Chun, Kern & Smith (2016) pointed out that to teach language without some form of technology would create an artificial learning environment. Their challenge was through changing the (writing instrument) tool, you can change the possibilities of communication. Although much of traditional language learning has been classroom-based, the availability of technology (including blogs), internet, and the media helps to provide greater opportunities for meaningful and authentic language use (Richards, 2015). A number of studies have covered the improvements made by bloggers in language skills because they learn from one another in terms of ideas, language grammar and structure, and organization of ideas (Amir, 2010).

Project Design & Development

Participants My project was designed to benefit all world language students. I identified my Spanish 4 class to be my locus of control as I had taught all 10 of them in their previous three years of language so I was familiar with their individual abilities, challenges, and strengths. I opted for an action research project in alignment with its fundamental role in the improvement of curriculum through its cyclical approach and five interrelated steps: identifying the problem, gathering data, interpreting data, acting on evidence, evaluating results, and following the next steps (Bassou, 2016).

Focus In the 4th level of Spanish language, much of the foundation of language grammar had already been laid, especially with regards to what would be utilized in everyday communication. At times in this intermediate/advanced level, much of the remaining grammar was focused on verb tenses that would rarely be used in casual conversation, and rather with those mostly found in literary works or formal speech. When beginning this school year I decided to make a conscious effort to give these students the ability to

stop learning "new concepts," and focused on them utilizing what they have learned in a real-life manner. They might not have found themselves needing to produce the present perfect subjunctive tense when they could easily have expressed the same notion through the more commonly heard past subjunctive tense. My focus was to use what they *did* know rather than what they still *didn't* know before they exited my classroom for the last time.

Technology Background This new focus allowed me to implement technology in a way that they were comfortable with that also targeted the learning style of the 21st century language learner to provide more meaningful language use (Richards, 2015). With the use of so much technology in their everyday lives, most teenagers were fairly comfortable expressing their thoughts and opinions through an app with more ease and confidence than they would in person in front of their peers. This opportunity to utilize tech tools moved away from the artificial learning environment that a teacher-led, classroom-based environment sometimes produces (Chun, Kern & Smith, 2016). The unknown of those who might be viewing their online work lent to a more comfortable atmosphere to create, perform, and share with an audience.

Blogging Blogging is a tool that has really personalized experiences for this generation. In fact, many have made a career out of becoming professional bloggers. With students having experienced publishing their comments on Twitter and Instagram, this project was aimed at expanding their current comfort and knowledge base through interactive blogging. This virtual interaction highlights both learner autonomy and interdependence (Bhattacharya, 2010). We previously worked with a class blog through *Wordpress.com* as a means to respond to a question presented targeting a specific set of vocabulary and verb tense to review. Though our blogging had only been through written form up to that point, I was able to see in my research that there were so many more possibilities to blogging beyond written responses, including audio and visual elements as well. In fact, the incorporation of vlogs (video blogs) held greater potential for second language learners' speaking complexity (Hsu, 2016).

Telenovelas My students also had a fascination with the cultural pertinence and over-dramatization displayed in *telenovelas* (Spanish soap operas), and the excitement generated when they could actually understand what was occurring in each episode. We toyed around with the idea of creating an entire *telenovela* for their final year of Spanish, but knowing this was an enormous project to undertake I thought of fusing these two ideas together; this is where the idea for this project came to fruition. *Wordpress* was chosen as our platform to display our blogs and comments because the students were already familiar with how it looked and functioned through a desktop, laptop and the app. Information was given providing additional user-friendly and compatible apps (see Appendix L) to create their audio and video clips prior to posting on *Wordpress*. It was recommended that students use Vimeo for their vlogs because of its seamless transition and uploading on Wordpress and its accessibility via the school's internet. Because some audio and video creation sites were not utilized well through laptops or Chromebooks, students worked in the library computer lab on Mac desktops for the editing of their final trailer through iMovie. *Telenovelas* are unique for two reasons: the melodramatic tones of

each and every scene, and the eventual end that they come to (unlike the soap operas we are accustomed to in the U.S.). These two elements added to the enthusiasm of filming the trailer and helped students to have an end in mind when developing the plot.

Project Elements Students were first required to create three main elements that would form the basis of their trailer: setting, characters, and conflict. Each of the three required blog posts (all in the same order) would be developed, recorded, posted, critiqued, and revised prior to moving on to the next segment. Students were provided with a requirement sheet that indicated what they would be expected to include: a detailed description that would paint a clear picture to their viewers, and a variety of verb tenses relevant to their expected ability at this level (see Appendices D, F, & H). Along with every verb tense I provided students with ideas of how they would best utilize that tense in their description. For example, the imperfect tense would help to set the scene of their show whereas the past perfect tense would indicate what *had already happened* prior to the beginning of their *telenovela*. During the development of each element, students were provided with a rubric (see Figure 1) they needed to adhere to which detailed how they would be assessed: development of ideas (creativity, thoroughness, logic, and language detail), overall comprehension/visual clarity (comprehension of importance, quality of linguistic elements expected at this level), and linguistic structural usage (success and level of grammatical structures and tenses) (see Appendices E, G, & I). Upon completion of each element, students submitted their ideas through a class blog (see Figure 2).

S4: Avance de Telenovela **(CONFLICT)**	**Novice**	**Journeyman**	**Professor**	**Master**	**Additional Thoughts**
Development of Ideas (30%)	The conflict is presented in some detail but lacks clear purpose; the drama created lacks in the intensity characteristic of a telenovela; detail provided is below the expectations of this level of language. (0-1)	The conflict is presented in a generally descriptive manner with some question as to its purpose; the drama created lacks in the intensity characteristic of a telenovela; detail provided is lacking in the expectations of this level of language. (2)	The conflict is presented in a descriptive manner with purpose adding traditionally sufficient drama to the plot; detail provided is at the expectations of this level of language. (3)	The conflict is presented in a thoroughly descriptive manner with obvious purpose adding traditionally exceptional drama to the plot; detail provided is at or above the expectations of this level of language. (4)	A Highlight… A Suggestion… Something I Wondered…
Overall Comprehension / Visual Clarity (30%)	The detail of the conflict and overall quality of grammatical elements is below the expectations for this level of language; many struggles in usage and lack of completeness; reader struggles to comprehend how this element fits into the overall production. (0-1)	The detail of the conflict and overall quality of grammatical elements is at the expectations for this level of language with a few struggles in usage and/or lack of completeness; the role this element plays in the overall production is somewhat comprehensible to the reader. (2)	The detail of the conflict and overall quality of grammatical elements is at the expectations for this level of language; the role this element plays in the overall production is generally comprehensible to the reader. (3)	The detail of the conflict and overall quality of grammatical elements is at and at times above the expectations for this level of language; the role this element plays in the overall production is extremely comprehensible to the reader. (4)	A Highlight… A Suggestion… Something I Wondered…
Linguistic Structural Usage (40%)	Grammar attempted to use some variety in structures and/or tenses learned but with much struggle in purpose and logic; unsuccessful attempts to bring the grammatical elements to function cohesively. (0-1)	At times grammar utilizes some variety in structures and tenses learned but with a lack of logic and purpose OR grammar is utilized with success but at the expense of variety of structure and tenses; some demonstration of grammatical elements functioning cohesively. (2)	Grammar utilizes some variety in structures and tenses learned with general purpose and success; only a couple errors that don't distort the overall picture described; generally good demonstration of grammatical elements functioning cohesively. (3)	Grammar utilizes a variety of structures and tenses learned with purpose, logic, and much success; excellent demonstration of grammatical elements functioning cohesively. (4)	A Highlight… A Suggestion… Something I Wondered…

Figure 1. Screenshot of rubric for conflict.

Interactive Blogging After submission of each new blog entry, students gave feedback to each other, encouraging a continuous collaborative learning environment and development of language. This self-assessment and reflection of feedback helped to

create lesser dependence on the teacher and more understanding of their language output (Irie and Steward, 2012). The critical elements of authentic blogging were the frequency of writing, interest of topics, and timeliness of feedback (Freeman and Brett, 2012). Students were only given two class days after posting to give feedback to their peers. Guidelines for peer feedback were provided (see Appendix L) so that students received a fair amount of positives and constructive criticisms. Chang and Yang (2012) emphasized the positive effects of interactive blogging, focusing on increased academic achievement through the idea of learning from one another. After receiving peer feedback, students then edited their ideas into a final blog post, using some suggestions offered and providing more detail through feedback received.

Student Choice Studies have shown that blogging improves language skills because students learn from one another grammatically, creatively, and organizationally (Amir, Hussin, & Ismail, 2011). Students were given the freedom to choose the type of blog to submit (written, audio and video) for each element, but needed to use all of three at least once (see Appendix L). This requirement assisted in the selection, collaboration, and production each language skill through their own postings as well as their review and feedback to their peers' posts; written posts required writing and reading skills, and audio and video posts required both speaking and listening skills.

Targeted Language Skills There were more detailed requirements for the telenovela trailer, as students had to collaborate and bring all three elements together to form a cohesive, logical and engaging storyline incorporating all language skills. Partners would focus on their language skills through the following means: reading skills would be utilized through evaluating their posts and feedback to determine what details were most pertinent to display; writing skills would be utilized to reformat and create a script to best represent their most important details; speaking skills would be targeted through their narration and dialog; listening skills would be practiced to create subtitles throughout the trailer and in filming in order to know when it was their time to speak. Requirements for the trailer included: five segments (an introduction and conclusion in addition to the setting, characters, and conflict), video transitions between scenes, role-playing, dialog, and subtitles throughout (see Appendix J). They followed a rubric assessing them on grammar, language developmental level, writing mechanics, video segments, transitions, subtitles, and linguistic fluency and pronunciation (see Appendix K).

Self-Assessment & Feedback Students took a retrospective survey (see Appendix B) at the culmination of the project to record changes in personal motivation and enthusiasm. I divided the retrospective survey into separate focal points with quantitative data questions falling into one of the following categories: language skills, verb tenses, language ability, peer collaboration, and general blogging. Open-ended questions at the end provided qualitative data through feedback including favorite and challenging elements as well as suggestions for improvement. Teacher monitored number and frequency of responses to blogs, individual comments to others, and personal choices made as to the type of blogs (written, audio, video, etc.) providing more quantitative data. Teacher observations and comparisons from experience were made regarding the quality

of detail and language level of posts and comments, and how they improved the cohesive production of all language skills, providing additional qualitative data.

Data Analysis Analyzing data took place during the project and at its conclusion. I created an observational protocol to use daily to record student behavior (see Appendix A). These observations were done at intermittent times throughout a class period with varying lengths between observations. This protocol was also an opportunity for me to reflect on why certain behaviors were noted as well as make random engagement counts overall. The blogs I monitored during the process indicated quantitative data such as: number of views, number of comments, time/date of post, most popular day/time of views/comments, number of likes, etc. I also tracked the thoroughness and detail of each comment, to see whether students were utilizing a variety of grammatical structures and verb tenses and to what level of success. The retrospective survey provided qualitative data through Likert Scale answers comparing how students felt post-project in comparison to pre-project. Results were shared anonymously and displayed through a bar graph. Qualitative data through free-response questions were anonymously shared as whole group data.

Discussion and Conclusion

For at least the past decade, I have been content with my focus being the quantity of individual tenses and satisfaction with students' basic idea of how language skills were dependent on each other. Because of this shortcoming on my part as their teacher, students performed well on standardized language tests, but were unable to utilize language in a purposeful manner. Students knew they had to develop listening, reading, writing, and speaking skills, but they've needed guidance on bringing them together. I never really stressed the application and use of how well they actually did this. Having knowledge of this lack of purposeful language use and not doing something about it was a detriment to my students.

Although at times the sheer complexity of this project through its developmental stages and in the beginning stages of fruition seemed to be an insurmountable task, taking the time to see it through in its entirety was well worth it simply from observing peer collaboration and enthusiasm. These were two important elements in successful and meaningful language learning as working with a peer increased self-confidence. Blogging was an effective and engaging method of collaborative learning, and the *telenovela* trailer required the use of all language skills being brought together to create a masterpiece.

There were lessons learned and changes acknowledged that would need to be addressed for future implementation. With regards to the observational protocol, next time I would change the student behaviors to not be simply opposite actions (ex. actively working on Google Doc vs. not actively working on Google Doc), but more detailed behaviors such as currently adding new ideas to the Google Doc or interacting with peer vocally and/or virtually. Some of my student behaviors were much too broad considering actions can change within a matter of seconds. I would also revise my rubrics to indicate an assessment of any changes made to project elements *after* receiving feedback.

The struggle to bring all language skills together to function harmoniously has always been and continues to be a struggle for language teachers. There is a definite need to develop projects with the sole focus being the synthesization, creation, and application of real-world language use. Learning does not become meaningful for students unless they can see the purpose of it beyond the classroom walls. The feedback from students in correlation with my observations addressed appropriate evidence targeting my research questions. Freedom of student expression was essential to increased student engagement.

This project demonstrated the need to shift my focus from the traditional textbook-based instruction and individualized success of language learning to better suit the needs of my 21st century students. Purposeful language production was the result of an increase in student engagement due to a boost in self-confidence. I shared my results with other language teachers to encourage their implementation of collaborative work supported by purposeful technological tools.

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Observational Protocol
Action Research Project

Teacher: _____   Date: _____

School: _____   Grade/Level: _____

Class Period: _____   Time: _____

Number of Students Present: _____   Females: _____   Males: _____

Topic of the Day: _____

Purpose:	Materials Used:
Intended Outcomes:	

Peer Interactions					
Time Interval	**Group 1**	**Group 2**	**Group 3**	**Group 4**	**Group 5**

Engaged (On-Task) Behaviors	Unengaged (Off-Task) Behaviors	Teacher Reflections
A1: Listening to Partner **A2**: Contributing to Discussion **A3**: Asking Questions for Guidance **A4**: Working Actively on Google Doc **A5**: Working Actively on Other Related Tasks **A6**: Using Technology Effectively **A7**: Using Eye-Contact in Discussions **A8**: Using Vocal Tones of Excitement **A9**: Displaying Positive Gestures/Posture	**F1**: Not Listening to Partner **F2**: Not Contributing to Discussion **F3**: Not Asking Questions for Guidance **F4**: Not Working Actively on Google Doc **F5**: Not Working Actively on Other Related Tasks **F6**: Using Technology Ineffectively **F7**: Not Using Eye-Contact in Discussion **F8**: Displaying Distractive Behavior **F9**: Not Displaying Positive Gestures/Posture	

At-A-Glance Engagement Counts	
Time	# of students / Total

Appendix B: Retrospective Student Survey

LTEC687_Retrospective Survey (Got Blog?)

The following is a retrospective survey, that will ask you to reflect on your thoughts and opinions before your participation in this study vs. any change now that you have completed your project. The purpose of this survey is see the impact of blogging in support of collaborative learning and student engagement. Additionally, it's to reflect on your experience when taking individual grammatical elements and utilizing them cohesively in a real-world context. Your responses will be used to improve future approaches to collaborative learning methods.

There are 24 questions overall and will take you approximately 20-25 minutes to complete. Please note that your experience as my student for 4 consecutive years makes you the perfect candidate to give rich and critical feedback. Please be as honest as you can in your reflection and self-assessment; your answers will not affect your grade in any way. When you have finished the survey, please click the Submit button at the end of the survey.

When you see BEFORE, the question is pertaining to prior to the project, and AFTER means after completion of the project.

After section 1   Continue to next section

Language Skills

Description (optional)

BEFORE...I was able to clearly see the overall ability of my language skills. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

AFTER...I am able to clearly see the overall ability of my language skills. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

BEFORE...I felt like I already utilized all language skills equally. *

	1	2	3	4	5

Appendix C: Unit Plan

Blogging Unit Plan *(Telenovela Trailer)*		
Day of Unit	**Plan**	**Materials**
Day 1 Tues.,Jan 10 (83 min.)	● Introduction of Wordpress.com ● Getting to know Wordpress & its functions ● Introduction of audio and visual apps to create posts ● Introduction of Project: *Telenovela Movie Trailer* ● Partners assigned	● Laptops ● Wordpress.com handout and directions ● Additional Apps handout for user-friendly sites to create audio and video clips ● Requirements for Project (Blog 1-3; choice of written, audio, or visual blog) ● Rubric for Project ● Guidelines for Peer Feedback
Day 2 Thurs., Jan 12 (83 min.)	● Project #1: Development of Setting ● Blog Post #1: Setting ● Homework: Feedback for Post #1	● Requirements for Setting ● Sample Setting Description ● Laptops ● Handout of Possible Areas of Feedback
Day 3 Fri., Jan 13 (38 min.)	● Due: Feedback for Post #1 ● Revisions to Setting	● Laptops
Day 4 Tues., Jan 17 (83 min.)	● Due: Revisions to Setting; **FINAL BLOG POST #1** ● Project #2: Development of Characters	● Requirements for Characters ● Sample Character Description ● Laptops
Day 5 Thurs., Jan 19 (83 min.)	● Project #2: Development of Characters ● Blog Post #2: Characters ● Homework: Feedback for Post #2	● Laptops
Day 6 Tues., Jan 24 (83 min.)	● Due: Feedback for Post #2 ● Revisions to Characters ● Project #3: Development of Conflict	● Laptops ● Requirements for Conflict ● Sample Conflict Description

Day 7 Thurs., Jan 26 (83 min.)	● Due: Revisions to Characters; **FINAL BLOG POST #2** ● Project #3: Development of Conflict ● Blog Post #3: Conflict ● Homework: Feedback for Post #3	● Laptops
Day 8 Fri., Jan 27 (38 min.)	● Due: Feedback for Post #3 ● Revisions of Conflict	● Laptops
Day 9 Tues., Jan 31 (83 min.)	● Due: Revisions to Conflict; **FINAL BLOG POST #3** ● Project #4: Telenovela Trailer	● Requirements for Trailer (audio--speaking, visual--acting, written--subtitles) ● Laptops ● Cameras/Phones
Day 10 Thurs., Feb 2 (83 min.)	● Project #4: Telenovela Trailer	● Laptops ● Cameras/Phones
Day 11 Tues., Feb 7 (83 min.)	● Project #4: Telenovela Trailer	● Laptops ● Cameras/Phones
Day 12 Thurs., Feb 9 (83 min.)	● Project #4: Telenovela Trailer	● Laptops ● Cameras/Phones
Day 13 Fri., Feb 10 (38 min.)	● Blog Post #4: Telenovela Trailer FINAL CUT ● Retrospective Student Survey	● Laptops ● Retrospective Student Survey

Español 4   **Nombre** _____

Proyecto—*telenovela* (Setting)

El escenario
-los requisitos-

Estás en las primeras etapas de crear una nueva telenovela que se estrena *(premieres)* mundialmente el año que viene. Acabas de juntarte con otro(a) guionista *(screenwriter)*. Juntos, deben crear el primer paso…**el escenario**. ¿Dónde va a tener lugar su telenovela? Deben pensar en un escenario que va a capturar las imaginaciones de su audiencia por muchos años. En la descripción del escenario, van a incluir lo siguiente:

- Una descripción detallada del escenario principal (se puede incluir más detalle de otros lugares significados, pero enfoquen más en el principal)

- El escenario principal tiene que convencer a los televidentes que es posible que la telenovela entera tenga lugar en este mismo lugar lógicamente

- Se puede imaginar fácilmente el escenario en que se describe (que alguien puede pintar un retrato de lo que escriben con precisión)

- Una variedad de tiempos verbales que tengan sentido y que funcionen uno con el otro con fluidez *(flow)*
    - Pretérito e Imperfecto (para lo que pasó en ese lugar antes de que empiece esta historia de hoy)
    - Presente (para describir cómo es ahora)
    - Subjuntivo del Presente (para los sentimientos/opiniones/esperanzas/deseos, etc. que algunas personas tienen de este lugar…W.E.I.R.D.O.)
    - Presente Perfecto (para lo que ha ocurrido hasta este punto)
    - Pasado Perfecto (para lo que *ya* había pasado antes de otro evento del pasado)
    - Presente Perfecto del Subjuntivo (para los sentimientos/opiniones/esperanzas/deseos, etc. hoy de un evento que ha pasado)

- Una variedad de estructuras/cosas gramáticas y de vocabulario hasta este punto del 4o nivel

El 1er posteo para: _____

El posteo revisado para: _____

Spanish 4   **Nombre _____**
Project--*telenovela* (Setting)

El escenario (Setting)
-requirements-

You are in the beginning stages of creating a brand new telenovela que premieres worldwide next year. You just joined with another screenwriter. Together, you must create the first stage...the setting. Where is your telenovela going to take place? You must think about a setting that is going to capture the imaginations of your audience for many years. In the description, you need to include the following:

- A detailed description of the *main* setting (you can include more detail of other important places, but focus most on the main setting)

- The main setting has to convince your TV viewers that it's possible to have an entire telenovela take place logically in this same location

- One can easily imagine the setting that is being described (someone can paint an accurate portrait just on what you have described)

- A variety of verb tenses that make sense and seamlessly function together as one
    - Preterit and Imperfect (for what happened in this place before the story begins today)
    - Present (to describe what it's like now)
    - Present Subjunctive (for the feelings/opinions/hopes/wishes, etc. that some people have of this place...W.E.I.R.D.O.)
    - Present Perfect (for what has happened up to this point)
    - Past Perfect (for what had *already* happened before another past event)
    - Present Perfect Subjunctive (for the feelings/opinions/hopes/wishes, etc. today of an event that has occurred)

- A variety of grammatical structures and vocabulary expected at this point in level 4

1st Post Due: _____

Revised Post Due: _____

Appendix E: Rubric (Setting)

S4: Avance de Telenovela **(SETTING)**	**Novice**	**Journeyman**	**Professor**	**Master**	**Additional Thoughts**
Development of Ideas (30%)	The setting presented has little to no detail and therefore falls short of being descriptive enough; logically an entire series can't be build around this as the main setting; detail provided is below the expectations of this level of language. (0-1)	The setting presented has some general detail but lacks in overall description; it would be a challenge to build an entire series around this as the main setting; detail provided is lacking in the expectations of this level of language. (2)	The setting presented is thorough in its description; a full *telenovela* can be generally built around this as the main setting; detail provided is at the expectations of this level of language. (3)	The setting presented is creative and thorough in its description; a full *telenovela* can logically take place with this as the main setting; detail provided is at or above the expectations of this level of language. (4)	A Highlight… A Suggestion… Something I Wondered…
Overall Comprehension / Visual Clarity (30%)	The detail of the setting and overall quality of grammatical elements is below the expectations for this level of language; many struggles in usage and lack of completeness; reader struggles to comprehend how this element fits into the overall production. (0-1)	The detail of the setting and overall quality of grammatical elements is at the expectations for this level of language with a few struggles in usage and/or lack of completeness; the role this element plays in the overall production is somewhat comprehensible to the reader. (2)	The detail of the setting and overall quality of grammatical elements is at the expectations for this level of language; the role this element plays in the overall production is generally comprehensible to the reader. (3)	The detail of the setting and overall quality of grammatical elements is at and at times above the expectations for this level of language; the role this element plays in the overall production is extremely comprehensible to the reader. (4)	A Highlight… A Suggestion… Something I Wondered…
Linguistic Structural Usage (40%)	Grammar attempted to use some variety in structures and/or tenses learned but with much struggle in purpose and logic; unsuccessful attempts to bring the grammatical elements to function cohesively. (0-1)	At times grammar utilizes some variety in structures and tenses learned but with a lack of logic and purpose OR grammar is utilized with success but at the expense of variety of structure and tenses; some demonstration of grammatical elements functioning cohesively. (2)	Grammar utilizes some variety in structures and tenses learned with general purpose and success; only a couple errors that don't distort the overall picture described; generally good demonstration of grammatical elements functioning cohesively. (3)	Grammar utilizes a variety of structures and tenses learned with purpose, logic, and much success; excellent demonstration of grammatical elements functioning cohesively. (4)	A Highlight… A Suggestion… Something I Wondered…

Español 4   **Nombre** _____
Proyecto—*telenovela* (Characters)

Los personajes
-los requisitos-

Ahora que tú y tu compañero han terminado y finalizado los detalles del escenario, están en el segundo paso...**los personajes**. ¿Cómo son ellos? ¿Qué características tienen ellos que van a causar (o ya han causado) mucho drama a esta historia? ¿Son buenos/malos? ¿Por qué son los personajes principales y por eso son tan importantes a la telenovela? Deben crear a estas personas de una manera creativa y fascinante. Incluyan en este paso **4 personajes principales y un personaje secundario** (5 en total). En la descripción de cada personaje, necesitan incluir lo siguiente:

- Una descripción detallada de cada personaje (por lo menos 4 frases detalladas por cada persona que describen su personalidad, su importancia, sus emociones, sus intenciones, etc.)

- Cada descripción tiene que convencer a la audiencia por qué hace este papel *(s/he plays this role)* (los principales y los secundarios)

- Se puede imaginar fácilmente cada personaje a quien se describe (que alguien puede pintar un retrato de lo que escriben con precisión)

- Una variedad de tiempos verbales que tengan sentido y que funcionen uno con el otro con fluidez *(flow)*
    - Pretérito e Imperfecto (para lo que pasó en la vida de esta persona, cómo era antes, por qué se cambió, lo que hizo a esta persona así, etc.)
    - Presente (para describir cómo es ahora)
    - Subjuntivo del Presente (para los sentimientos/opiniones/esperanzas/deseos, etc. que otras personas tienen de esta persona...W.E.I.R.D.O.)
    - Presente Perfecto (para lo que ha ocurrido en su vida hasta este punto)
    - Pasado Perfecto (para lo que *ya* había pasado en su vida antes de otro evento del pasado)
    - Presente Perfecto del Subjuntivo (para los sentimientos/opiniones/esperanzas/deseos, etc. hoy de cómo es/qué hace esta persona actualmente)

- Una variedad de estructuras/cosas gramáticas y de vocabulario hasta este punto del 4o nivel

El 1er posteo para: _____

El posteo revisado para: _____

*You have 3 options on how to post this blog element (written, audio or video). Please keep in mind that you must include one of *each* type in all 3 posts (Setting, Character & Conflict).

Characters
-requirements-

Now that you and your partner have finished and finalized the details of the setting, you are on the second step...**the characters**. What are they like? What characteristics do they have that are going to cause (or have already caused) a lot of drama in this story? Are they good/bad? Why are they main characters and therefore are so important to the telenovela? You must create them in a creative and intriguing way. Include in this step **4 main characters and one supporting character** (5 in total). IN your description of each character, you need to include the following:

- A detailed description of each character (at the least 4 detailed sentences per person that describes their personality, their significance, their emotions, their intentions, etc.)

- Each description has to convince the audience why this character plays this role (the main ones and the supporting)

- One can easily imagine each character that is being described (someone can paint an accurate portrait from what you describe)

- A variety of verb tenses that make sense and seamlessly function together as one
  - Pretérit and Imperfect (for what happened in this person's life, what they used to be like, why they changed, what made each person who they are, etc.)
  - Present (to describe what s/he is like now)
  - Present Subjunctive (for the feelings/opinions/hopes/wishes, etc. that other people have of this person...W.E.I.R.D.O.)
  - Present Perfect (for what has occurred in their life up to this point)
  - Past Perfect (for what had *already* happened in their life before another past event)
  - Present Perfect Subjunctive (for the feelings/opinions/hopes/wishes, etc. today about what someone is currently like/or what someone is currently doing)

- A variety of grammatical structures and vocabulary expected at this point in level 4

1st Post Due: _____

Revised Post Due: _____

Appendix G: Rubric (Characters)

S4: Avance de Telenovela **(CHARACTERS)**	Novice	Journeyman	Professor	Master	Additional Thoughts
Development of Ideas (30%)	The characters are presented in some detail but lacking clear purpose and/or connection to the plot; characters seem to be developed with random purpose; detail provided is below the expectations of this level of language. (0-1)	The characters are presented in a generally descriptive manner with some question as to their purpose and/or connection to the plot; detail provided is lacking in the expectations of this level of language. (2)	The characters are presented in a descriptive manner with purpose and connection to the plot; detail provided is at the expectations of this level of language. (3)	The characters are presented in a thoroughly descriptive manner with obvious purpose and connection to the plot; detail provided is at or above the expectations of this level of language. (4)	A Highlight… A Suggestion… Something I Wondered…
Overall Comprehension / Visual Clarity (30%)	The detail of the characters and overall quality of grammatical elements is below the expectations for this level of language; many struggles in usage and lack of completeness; reader struggles to comprehend how most characters fit into the overall production. (0-1)	The detail of the characters and overall quality of grammatical elements is at the expectations for this level of language with a few struggles in usage and/or lack of completeness; the role most characters play in the overall production is somewhat comprehensible to the reader. (2)	The detail of the characters and overall quality of grammatical elements is at the expectations for this level of language; the role most characters play in the overall production is generally comprehensible to the reader. (3)	The detail of the characters and overall quality of grammatical elements is at and at times above the expectations for this level of language; the role each character plays in the overall production is extremely comprehensible to the reader. (4)	A Highlight… A Suggestion… Something I Wondered…
Linguistic Structural Usage (40%)	Grammar attempted to use some variety in structures and/or tenses learned but with much struggle in purpose and logic; unsuccessful attempts to bring the grammatical elements to function cohesively. (0-1)	At times grammar utilizes some variety in structures and tenses learned but with a lack of logic and purpose OR grammar is utilized with success but at the expense of variety of structure and tenses; some demonstration of grammatical elements functioning cohesively. (2)	Grammar utilizes some variety in structures and tenses learned with general purpose and success; only a couple errors that don't distort the overall picture described; generally good demonstration of grammatical elements functioning cohesively. (3)	Grammar utilizes a variety of structures and tenses learned with purpose, logic, and much success; excellent demonstration of grammatical elements functioning cohesively. (4)	A Highlight… A Suggestion… Something I Wondered…

Español 4   **Nombre** _____
Proyecto—*telenovela* (Conflict)

El conflicto
-los requisitos-

Por fin, Uds. han terminado con la descripción de cada personaje de importancia. Están en el último paso de crear el elemento final antes de que empiecen a grabar en vivo...**el conflicto**. ¿Qué conflicto(s) existe(n) entre estos personajes? ¿Quién se pelea con quién? ¿Quién crea este conflicto? ¿Quién tiene la culpa *(blame)*? ¿Quién defiende a quién? ¿Por qué hace un papel en cómo se conocen estas personas? Deben pensar en tanto drama que se permita existir esta telenovela por muchos años. En la descripción del conflicto, van a incluir lo siguiente:

- Una descripción detallada del conflicto (es posible que haya más de un conflicto para poder añadir bastante detalle)

- El conflicto tiene que convencer a los televidentes que es digno *(worthy)* de ocurrir en una telenovela de esta magnitud

- Se puede imaginar fácilmente el conflicto en que se describe (que alguien puede pintar un retrato de lo que escriben con precisión)

- Una variedad de tiempos verbales que tengan sentido y que funcionen uno con el otro con fluidez *(flow)*
    - Pretérito e Imperfecto (para lo que pasó en un día específico o lo que pasaba antes que causó el conflicto que existe hoy
    - Presente (para describir cómo es ahora)
    - Subjuntivo del Presente (para los sentimientos/opiniones/esperanzas/deseos, etc. que algunas personas tienen de este conflicto...W.E.I.R.D.O.)
    - Presente Perfecto (para lo que ha ocurrido hasta este punto)
    - Pasado Perfecto (para lo que *ya* había pasado antes de otro evento del pasado)
    - Presente Perfecto del Subjuntivo (para los sentimientos/opiniones/esperanzas/deseos, etc. hoy de un evento que ha pasado)

- Una variedad de estructuras/cosas gramáticas y de vocabulario hasta este punto del 4o nivel

El 1er posteo para: _____

El posteo revisado para: _____

*You have 3 options on how to post this blog element (written, audio or video). Please keep in mind that you must include one of *each* type in all 3 posts (Setting, Character & Conflict)

Conflict
-requirements-

Finally you guys have finished with the description of each important character. You are on the last step of creating the final element before you begin filming live...**the conflict**. What conflict(s) exist between these characters? What is fighting with whom? What is creating this conflict? Who is to blame? What defends whom? Why does it play a role in how these people know each other? You must think of enough drama that it can exist for so long. In your description of the conflict you must include the following:

- A detailed description of the conflict (it's possible that there is more than one conflict to be able to add enough detail)

- The conflict has to convince your TV viewers that it's worthy of being part of a telenovela of this magnitude

- One can easily imagine the conflict being described (someone can paint an accurate portrait from what you describe)

- A variety of verb tenses that make sense and seamlessly function together as one
    - Pretérit and Imperfect (for what happened one specific day or what used to happen before that caused the conflict that exists today) Pretérito e Imperfecto (para lo que pasó en un día específico o lo que pasaba antes que causó el conflicto que existe hoy
    - Present (to describe how things are now)
    - Present Subjunctive (for the feelings/opinions/hopes/wishes, etc. that other people have of this conflict...W.E.I.R.D.O.)
    - Present Perfect (for what has occurred up to this point)
    - Past Perfect (for what had *already* happened before another past event)
    - Present Perfect Subjunctive (for the feelings/opinions/hopes/wishes, etc. today of an event that has occurred)

- A variety of grammatical structures and vocabulary expected at this point in level 4

1st Post Due: _____

Revised Post Due: _____

Appendix I: Rubric (Conflict)

S4: Avance de Telenovela <mark>(CONFLICT)</mark>	**Novice**	**Journeyman**	**Professor**	**Master**	**Additional Thoughts**
Development of Ideas (30%)	The conflict is presented in some detail but lacks clear purpose; the drama created lacks in the intensity characteristic of a telenovela; detail provided is below the expectations of this level of language. (0-1)	The conflict is presented in a generally descriptive manner with some question as to its purpose; the drama created lacks in the intensity characteristic of a telenovela; detail provided is lacking in the expectations of this level of language. (2)	The conflict is presented in a descriptive manner with purpose adding traditionally sufficient drama to the plot; detail provided is at the expectations of this level of language. (3)	The conflict is presented in a thoroughly descriptive manner with obvious purpose adding traditionally exceptional drama to the plot; detail provided is at or above the expectations of this level of language. (4)	A Highlight… A Suggestion… Something I Wondered…
Overall Comprehension / Visual Clarity (30%)	The detail of the conflict and overall quality of grammatical elements is below the expectations for this level of language; many struggles in usage and lack of completeness; reader struggles to comprehend how this element fits into the overall production. (0-1)	The detail of the conflict and overall quality of grammatical elements is at the expectations for this level of language with a few struggles in usage and/or lack of completeness; the role this element plays in the overall production is somewhat comprehensible to the reader. (2)	The detail of the conflict and overall quality of grammatical elements is at the expectations for this level of language; the role this element plays in the overall production is generally comprehensible to the reader. (3)	The detail of the conflict and overall quality of grammatical elements is at and at times above the expectations for this level of language; the role this element plays in the overall production is extremely comprehensible to the reader. (4)	A Highlight… A Suggestion… Something I Wondered…
Linguistic Structural Usage (40%)	Grammar attempted to use some variety in structures and/or tenses learned but with much struggle in purpose and logic; unsuccessful attempts to bring the grammatical elements to function cohesively. (0-1)	At times grammar utilizes some variety in structures and tenses learned but with a lack of logic and purpose OR grammar is utilized with success but at the expense of variety of structure and tenses; some demonstration of grammatical elements functioning cohesively. (2)	Grammar utilizes some variety in structures and tenses learned with general purpose and success; only a couple errors that don't distort the overall picture described; generally good demonstration of grammatical elements functioning cohesively. (3)	Grammar utilizes a variety of structures and tenses learned with purpose, logic, and much success; excellent demonstration of grammatical elements functioning cohesively. (4)	A Highlight… A Suggestion… Something I Wondered…

Español 4   **Nombre** _____
Proyecto—*telenovela* (Final Trailer)

El avance de la telenovela
-los requisitos-

¡Felicidades! Uds. han llegado al último paso para esta gran producción de televisión mundial. Es la hora de empezar a grabar **el avance final** para finalizar y enviarlo a las estaciones de televisión. ¿Cómo van a organizar todo por video para tener sentido y atraer a millones de personas al estreno? ¿Cómo van a unir *(unite)* todos los elementos/pasos? ¿Están listos para hacer el papel de actor/actriz? En el video final, deben incluir lo siguiente:

- Un video final de 5-7 minutos (editado por iMovie)

- 5 segmentos en total
    - Introducción (nombre, fecha de estrenar, canal de tele, hora, etc.)
    - Escenario (fotos o lugares en vivo con descripciones)
    - Personajes (presentaciones, personas en vivo, descripciones)
    - Conflicto (una escena en vivo recreando los problemas que existen)
    - Conclusión (algo para dejarles a los televidentes con asombro)

- Transiciones entre segmentos

- Actuación (con gestos dramáticos)

- Diálogo enfocado en la pronunciación y la gramática

- Subtitulos (por todo el avance en inglés)

El 1er posteo para: _____

El posteo revisado para: _____

Spanish 4　　　　　　　　　　　　　　**Name _____**

Project—*telenovela* (Final Trailer)

Telenovela Trailer
-requirements-

Congratulations! You guys have arrived at the last leg of this great worldwide television production. It's now time to begin to film the telenovela trailer to finalize and send it to the TV stations. How are you going to organize everything on film to make the most sense and attract millions of people to your new release? How are you going to bring all the elements/parts together? Are you ready to play the role of the actors/actresses? In the final video, you must include the following:

- Final Cut Video (5-7 minutes) edited through iMovie

- 5 segments in total
    - Introduction (name, release date, TV channel, time, etc.)
    - Setting (photos or live scenes to show with descriptions)
    - Characters (introductions, live people to play the roles, descriptions)
    - Conflict (a live scene recreating the problems causing the conflict)
    - Conclusion (something to leave your TV viewers in wonder of what will happen)

- Transitions between segments/scenes

- Acting (with dramatic gestures--remember this is a telenovela!)

- Speaking parts focused on pronunciation and grammar

- Subtitles (throughout the whole trailer in English)

1st Post Due: 　　　_____

Revised Post Due: _____

Appendix K: Rubric (Telenovela Trailer)

S4_Telenovela Trailer	NOVICE	JOURNEYMAN	PROFESSOR	MASTER
GRAMMAR (25%)	Little to no strength in word order with 5+ errors noted in verb conjugations and/or structural agreement.	Some strength in word order with 3-4 errors noted in verb conjugations and/or structural agreement.	Generally strong word order with 1-2 errors noted in verb conjugations and/or structural agreement.	Excellent word order with no errors noted in verb conjugations or structural agreement.
SENTENCE LEVEL (detail, variety of current tenses, vocabulary) (10%)	Little to no effort to develop sentences in detail beyond subject/verb/object. Little to no variety of current verb tenses utilized; most attempts were unsuccessful. Vocabulary is inaccurate with 5+ errors not relating to the topic/theme of the skit; vocabulary use is not at the current level of language.	Some effort to develop sentences in detail, with a few attempted sentences to add more information beyond subject/verb/object. Generally good variety of current verb tenses utilized with some success. Vocabulary is generally accurate with 3-4 errors not relating to the topic/theme of the skit; vocabulary generally meets the current level of language.	Good effort to develop sentence in detail generally adding more information in most sentences beyond subject/verb/object. Good variety of current verb tenses utilized with general success. Vocabulary is accurate with 1-2 errors not relating to the topic/theme of the skit; vocabulary generally meets the current level of language.	Excellent effort to develop sentence in detail adding more information in each sentence beyond subject/verb/object. Variety of current verb tenses utilized with success. Vocabulary is accurate to the topic/theme of the skit at the current level of language.
WRITING MECHANICS (spelling, special characters, punctuation) (5%)	More than 5 errors noted in writing mechanics.	Only 3-4 errors noted in writing mechanics.	Only 1-2 errors noted in writing mechanics.	No errors noted in writing mechanics.
VIDEO SEGMENTS (Introduction, Setting, Characters, Conflict, Conclusion) (25%)	3 or less segments are presented thoroughly with logical order including all necessary detailed components or all 5 segments are covered but fail to add enough detail below the surface; members contribute with unequal contribution to acting/speaking parts; storyline is unclear at times and difficult to follow with consistency.	4 segments are presented thoroughly with logical order including all necessary detailed components or all 5 segments are covered but lack in detail; members contribute to acting/speaking parts but with some inequality; storyline is somewhat clear and easy to follow with little inconsistency.	All 5 segments are presented with logical order including most of the necessary detailed components; members have an equal contribution to acting/speaking parts; audience is presented with a generally clear and thorough storyline that is easy to follow with consistency..	All 5 segments are presented thoroughly with logical order including all necessary detailed components; all members have an equal contribution to acting/speaking parts; audience is presented with a clear, thorough, and excellent storyline to follow with consistency.
TRANSITIONS (5%)	Few transitions between scenes/elements are smooth and/or causes some distraction from overall product or	Most transitions between scenes/elements are smooth with little to no distraction from overall product.	Most transitions between scenes/elements are smooth and clear, not distracting from the overall product.	All transitions between scenes/elements are smooth and clear, never distracting from the overall product.

	transitions are not utilized.			
FLUENCY/ **PRONUNCIATION** **(20%)**	Members are generally attempting to focus on pronunciation but with little accuracy; although some effort put forth to speak with fluency but noted breaks in speech throughout.	All members are consciously attempting to focus on pronunciation with some accuracy; some effort put forth to speak with fluency with few breaks in speech.	All members are consciously attempting to focus on pronunciation with accuracy; effort put forth to speak with fluency with little to no breaks in speech.	All members are consciously and consistently attempting to focus on pronunciation with great accuracy; obvious effort put forth to speak with fluency with no breaks in speech.
SUBTITLES **(10%)**	Subtitles are not visually clear and lack grammatical accuracy and purpose; many errors noted causing confusion overall.	Subtitles are somewhat visually clear with some grammatical accuracy and purpose; some errors noted causing some confusion overall.	Subtitles are visually clear, generally grammatically accurate and purposeful throughout with little to no errors noted.	Subtitles are visually clear, grammatically accurate, and purposeful throughout with no errors noted.

Español 4   **Nombre** _____
Proyecto—Blogging (Telenovela)

Posteos por Wordpress
-requisitos-

Hay 3 pasos para este proyecto en que tienes que dejar un posteo por nuestra cuenta de Wordpress.com—*Escenario, Personajes y* Conflicto. Para cada parte, puedes escoger entre 3 tipos de posteos—*escrito, audio o video*. DEBES USAR UNO DE TODOS TIPOS PARA EL FIN (3 posteos=3 tipos). Después de que entregues tu posteo, vas a tener que escribir un comentario a cada otro grupo. En los comentarios, tienes que incluir lo siguiente EN ESPAÑOL:

1) **lo bueno**
2) **lo malo**
3) **unas sugerencias/ideas adicionales**
4) **unas preguntas que te quedan todavía**

*Recuerda que los comentarios que dejas les ayudan a tus compañeros a mejorar su proyecto. Sugiero que dejes más de un sólo comentario.

Para las aplicaciones compatibles con Wordpress (que también son gratis), recomiendo que uses:

- **Archivos de video: Vimeo**
  o **crea una cuenta gratis**
  o **pon el enlace en su propia linea en el posteo**
- **Archivos de audio: guárdalos por mp3**
  o **pon el enlace en su propia linea en el posteo**

Spanish 4   **Name** _____
Project—Blogging (Telenovela)

Posts on Wordpress
-requirements-

There are 3 steps for this project that you have to post on our Wordpress.com account—Setting, Characters and Conflict. For each parts, you can choose from 3 types of posts—*written, audio or* video. YOU MUST HAVE USED ONE OF EACH TYPE BY THE END (3 posts=3 types). After you submit your post, you have to comment on each of the posts from the other groups. In your comments, you have to include the following IN SPANISH:

1) **the good**
2) **the bad**
3) **some additional suggestions/ideas**
4) **some questions that still remain**

*Remember that the comments that you leave help your classmates to improve their project. I suggest that you leave more than only one comment.

For compatible apps with Wordpress (that are also free), I recommend that you use:

- **Video Files: Vimeo**
  - **create a free account**
  - **put the link on its own line in your post**
- **Audio Files: save them in mp3 format (easiest!)**
  - **put the audio link on its own line in your post**