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Hybrid Language Teaching and Learning: Exploring Theoretical, Pedagogical and Curricular Issues

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Chapter 6

Blended Learning in Large Multisection Foreign Language Programs: An Opportunity for Reflecting on Course Content, Pedagogy, Learning Outcomes, and Assessment Issues

Dolly Jesusita Young and Jason Lee Pettigrew

From the new millennium to the present, colleges and universities have experienced increased pressure to integrate technology into higher education for the purpose of reducing instructional costs (Twigg, 1999; see also Neumeier, 2005; Sagarra & Zapata, 2008; Young, 2008). In addition to pressure from academic administrators, universities experience pressure from government-funded agencies (Bober, 2002) and the technology industry (e.g., Blackboard Inc.) to compete with the potential of a profit-seeking private sector that believes higher education needs a makeover (Pittinsky, 2003) or pressure from within the field spurred by new demands on the foreign language (FL) profession (Garrett, 2009). Technology and instructional costs are forcing consideration of educational issues that are long overdue and that have not been widely addressed or overtly discussed for entirely too long, namely curriculum, pedagogy, and learning outcomes. The primary purpose of this chapter is to explore these issues more systematically. Their consideration is essential before we can realistically evaluate the effectiveness of blended learning (BL) programs. More specifically, we consider the discourse present in disseminating information about large multisection elementary and intermediate FL programs, which are typically targeted for redesign for BL instruction because of their significant potential for cost saving. Lastly, in an effort to illustrate the type of curricular and pedagogical considerations that are associated with these programs, we describe in greater detail, from the point of conception to implementation, one multisection FL program redesigned for BL instruction.

The definition and characteristics of BL have evolved over the years and range from being broadly based, such as defining it as any online and face-to-face (F2F) learning, to one that takes into account the percentage of the curriculum online compared with F2F. Others, such as Dziuban, Hartman, and Moskal (2004), argue that BL “should be viewed as a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment” (p. 3). Watson (2008) specifies that BL requires a thoughtful integration of F2F and online learning that implies a restructuring and replacement of traditional class contact hours by rethinking the course design to maximize active and interactive student engagement both online and F2F. He advocates increasing interaction between students, between students and the instructor, and between students and outside resources in BL instruction. This type of interaction is even more significant in FL instruction (Antón & Ewald, 2008; Brandl, 2007).

If we are to consider issues related to curriculum and pedagogy, we need to explain how we use them in the present chapter. The topic of a program's "curriculum" can take a macro-level approach and others a micro-level approach. At the national level, a curriculum might provide a set of overriding goals that guide the profession as a whole, such as in the curricular changes suggested in the 2007 Modern Language Association (MLA) report or the FL national standards, which were partly sponsored by the U.S. Department of Education. At the state level, it may set a curriculum for state certification of FL teachers, for example. At the local level, the school district may adopt a specific curriculum for grades K to 12. At the university level, it may establish a sequence of courses designed to achieve competencies in particular subject areas, such as for an FL major or minor. The reality in most large state universities and large community colleges is that the first two years of an FL are often treated as separate from the curriculum for the FL major or minor and occur without consideration of how these courses play into the FL curriculum (see MLA, 2007). As a result, the word "curriculum" in this chapter is used to refer to the courses, or a sequence of courses, that consist of a first-year FL program, a second-year FL program, or both (Barr-Harrison & Daugherty, 2000; Dorwick & Glass, 2003; Willis Allen, 2008). At this program level, the curriculum may provide the framework of its courses, such as setting the course's goals, specifying content and learner outcomes, and addressing issues of assessment. In addition, courses being redesigned for BL instruction may want to take into account the technological availability and reliability, as well as the technological support, required in these redesigns, particularly because of the large number of students that will rely on technology in this form of instruction.

In essence, a curriculum expresses desirable qualities at some level and then determines which experiences generate these qualities. *Pedagogy* can refer to the processes, strategies, focus, style, methods, approach, and philosophical or theoretical framework used in instruction. Pedagogies and curricular goals are tightly intertwined in that pedagogies can frame the "experiences" component of a curriculum (Barr-Harrison & Daugherty, 2000).

On the surface, the concept of BL may appear apparent, but the actual application is complex, particularly for large introductory and intermediate FL programs that offer multiple sections of their courses. In the following section, we provide some historical context to the movement toward BL for beginning and intermediate FL instruction at the university level to contextualize the discourse used in describing redesigned courses.

Evolution of Blended Learning Foreign Language Programs in Higher Education

Research on large-scale FL BL instruction was practically nonexistent until 1997 when Adair-Hauck, Willingham-McLain, and Youngs (2000) set out to evaluate the effectiveness of integrating technology into a second semester college-level French course at Carnegie Mellon University. Part of the rationale for the study was to address the paucity of research on replacing some F2F instruction with

technology-enhanced language learning and to explore more cost-effective approaches to instruction. Two classes of second-semester French served as a control group ($n = 16$) and a treatment group ($n = 17$). The treatment group met three days per week and completed multimedia assignments, such as watching instructional videos and completing computerized grammar and vocabulary exercises created with the Dasher authoring system, outside of class. The control group met four days per week and one of those days consisted of completing the same multimedia assignments but on paper and in class or by group viewing of the instructional videos. Both groups were taught by the same instructor and used the same textbook and supplementary materials. Students in both groups took five achievement tests measuring listening, reading, and writing skills designed by the instructor and a quiz on knowledge about the Francophone culture. The findings of this research indicated “students in the treatment group performed equally well as the control group in listening and speaking and better on reading and writing achievement measures” (p. 269). Research subsequent to this initial study also suggests that there are no significant differences in language gains or that specific skills are positively and/or negatively affected by BL instruction¹ (e.g., Young, 2008).

At the end of the 20th century, the University of Illinois, funded by the Sloan Center for Asynchronous Learning Environment Efficiency Projects (1997), began a project to place the first FL workbook online using a homegrown course manager called Mallard (Arvan & Musumeci, 2000). An electronic version of what had been a hard copy of the workbook, also called activity manual (AM), that accompanied the Spanish program’s textbook was to become the stepping-stone toward the creation of a hybrid course for its first-year Spanish program, subsequently resulting in significant cost savings for the University of Illinois. In addition to the online workbook, students completed writing assignments using online journals via FirstClass, a management system with a conferencing feature, and additional reading and listening activities. The first-year program, which originally met four days per week but in the hybrid format met only two days per week, allowed the graduate students to teach twice as many courses without increasing their workloads; an electronic workbook was a welcomed technological innovation at the time because it freed up instructors from grading the majority of the workbook exercises because they were automatically computer graded.

At the national level, the Center for Academic Transformation, what is today the National Center for Academic Transformation (NCAT), as early as 1998 began to engage higher education in some kind of virtual effort. One year later, the Pew Symposia in Learning and Technology was created to foment an ongoing national conversation about issues related to the intersection of learning and technology based on the redesign efforts of a few universities, including the University of Illinois. Subsequently, the Pew Charitable Trusts awarded the NCAT \$6 million over three years (1999–2002) to explore ways to achieve cost-effective and quality learning environments in higher education via technology (Twigg, 1999, 2001, 2002).

¹See Young (2008) for a review of research that examines the effects of language learning in elementary and intermediate FL programs in predesigned and redesigned BL course formats.

The NCAT funded three rounds of course redesigns and later a variety of redesign initiatives, indicated below. We list only the redesigns related to FL learning.

Program in Course Redesign (PCR), Round 1, 1999–2001

No FL programs awarded

Program in Course Redesign (PCR), Round 2, 2000–2002

The University of Tennessee

Program in Course Redesign (PCR), Round 3, 2001–2003

Portland State University

Roadmap to Redesign (R2R), 2003–2006

The University of Alabama

Texas Tech University

Montclair State University

Colleagues Committed to Redesign (C²R), 2007–2008

The University of North Carolina, Chapel Hill

The University of North Carolina, Charlotte

SUNY Course Redesign Initiative (SCRI), 2007–2010

SUNY, Fredonia

Mississippi Course Redesign Initiative (MCRI), 2007–2010

The University of Southern Mississippi

The University of Tennessee was the first state university to receive one of the 30 to 35 \$200,000 grants for the purpose of redesigning its first-year Spanish intensive review course, and a year later, Portland State University was the second. Both Spanish programs² were redesigned to achieve cost savings and maintain quality instruction and relied heavily on either Blackboard or WebCT for the online learning component. By the time the Portland State University redesigned course came online in 2003 (Sanders, 2005), publishing companies had begun providing commercialized electronic versions of their first-year Spanish workbook or AM. In these early redesigned courses, F2F time was replaced primarily with automated online assignments or homework that relied heavily on the electronic version of the workbook or AM. We suspect that without the subsequent advent of the electronic workbook, the BL format might not have evolved as quickly.

These events contributed significantly to a national trend gaining ground in FL instruction, the reduction of F2F time for online learning or homework in beginning- and intermediate-level FL programs in higher education. Table 6-1

²To underscore the significant challenges in time, effort, and funding to conducting empirically based research on BL programs, as well as the challenges inherent in developing sound research designs, we point out that the University of Tennessee and Portland State University are the only two NCAT networked redesigned FL programs with research findings published in refereed FL journals.

Table 6-1. National Center for Academic Transformation Initiatives in Blended Learning Foreign Language Programs

Pre-design Format	Redesigned Format
<p>Met 3 days per week.</p>	<p>Meets 2 days per week. F2F pedagogy: F2F time emphasizes interactive, collaborative oral and written communication. Online assignments: Online workbook was placed on Blackboard along with the input activities from <i>¿Sabías que?</i> In addition, asynchronous interactive activities were designed to foster negotiation of meaning via emails.</p>
<p>Met 3 days per week.</p>	<p>Meets 2 days per week. F2F pedagogy: F2F time emphasizes interactive, collaborative oral and written communication. Online assignments: Online workbook was placed on Blackboard along with the input activities from <i>¿Sabías que?</i> In addition, asynchronous interactive activities were designed to foster negotiation of meaning via emails.</p>
<p>Met 3 days per week. In-class instruction mimicked older teaching practices focusing on language structure (grammar) rather than functional language acquisition, practice, and proficiency.</p>	<p>Met 3 days per week. F2F pedagogy: F2F time spent in the crucial area of interactive speaking. Reduced in-class time for students clearly performing above standards (with remediation in class for others). Increased class time spent in oral communication; increased small group communication and oral practice in assigned study groups; directed low-achieving students to small group sessions for additional oral practice to address the most common issue driving low achievement. Online assignments: The primary instructional material is a multimedia version of the comprehensive proficiency-oriented introductory Spanish program <i>¿Cómo?</i> produced at Portland State University. Moved testing, writing and grammar instruction, and partner and group activities outside the classroom using the multimedia materials (see above) composed of reading, writing, and listening materials. Used WebCT chat (synchronous) and discussion board (asynchronous) features.</p>
<p>Met 3 days per week.</p>	<p>Meets 2 days per week. F2F pedagogy: F2F time spent in the crucial area of interactive speaking. Reduced in-class time for students clearly performing above standards (with remediation in class for others). Increased class time spent in oral communication; increased small group communication and oral practice in assigned study groups; directed low-achieving students to small group sessions for additional oral practice to address the most common issue driving low achievement. Online assignments: The primary instructional material is a multimedia version of the comprehensive proficiency-oriented introductory Spanish program <i>¿Cómo?</i> produced at Portland State University. Moved testing, writing and grammar instruction, and partner and group activities outside the classroom using the multimedia materials (see above) composed of reading, writing, and listening materials. Used WebCT chat (synchronous) and discussion board (asynchronous) features.</p>
<p>Met 3 days per week. In-class instruction mimicked older teaching practices focusing on language structure (grammar) rather than functional language acquisition, practice, and proficiency.</p>	<p>Meets 2 days per week. F2F pedagogy: F2F time spent in the crucial area of interactive speaking. Reduced in-class time for students clearly performing above standards (with remediation in class for others). Increased class time spent in oral communication; increased small group communication and oral practice in assigned study groups; directed low-achieving students to small group sessions for additional oral practice to address the most common issue driving low achievement. Online assignments: The primary instructional material is a multimedia version of the comprehensive proficiency-oriented introductory Spanish program <i>¿Cómo?</i> produced at Portland State University. Moved testing, writing and grammar instruction, and partner and group activities outside the classroom using the multimedia materials (see above) composed of reading, writing, and listening materials. Used WebCT chat (synchronous) and discussion board (asynchronous) features.</p>
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Predesign Format

Met 5 days per week. Comprehensive Spanish Review First Year is a five-credit course with two in class (30–32 students) and two nontraditional versions of the course composed of two large (110 students) lecture and discussion and one online and TV version (90 students).

Redesigned Format

F2F sessions: Meets three times a week with a reduced class size of 20. Graduate students teach two sections (40 students). The large lecture and TV versions of the course were eliminated. **F2F pedagogy:** F2F class time devoted to communicative exercises emphasizing oral skill development. Studio sessions taught by GTAs are held for students scoring less than 80% on the first exam. **Online assignments:** Workbook, grammar, and writing components moved online. Students spend 2 hours of online practice in grammar with automated immediate diagnostic feedback and write weekly compositions that are semiautomatically graded with diagnostic feedback. Students participate in one hour of language lab weekly.

University of Alabama

NCAT project abstract: http://www.thencat.org/R2R/Abstracts/UA_Home.htm. **Course(s) redesigned:** Introductory Spanish I and II and Intensive Review of Elementary Spanish. **Redesign initiative:** R2R (2003–2006). **Students:** 1,046 students in 45 sections. **Personnel:** Lecturers and GTAs.

Predesign Format

Each course met 5 hours per week.

Redesigned Format

F2F sessions: Redesign replaces 1 class hour per week for Introductory Spanish I and II and 2 hours per week for the Intensive Review of Elementary Spanish (two semesters in one). Free tutoring online and in Language Resource Center. **F2F pedagogy:** Shift to more innovative methodologies and communicative methodologies. Communicative and interactive activities in class reinforce online learning. Students take an oral test three times per semester. **Online assignments:** Students practice vocabulary and grammar via computer with automated feedback activities from online workbook. Videos corresponding to textbook assigned at home instead of viewing in class. Students complete self-tests online. Online portfolio assignments (cyber journals and web searches), related to students' individual interests, discussed and evaluated in class by peers and content recycled in oral interviews throughout semester.

Montclair State University

NCAT project abstract: http://www.thencat.org/R2R/Abstracts/MSU_Abstract.htm. **Course(s) redesigned:** Introductory Spanish. **Redesign initiative:** R2R (2003–2006). **Students:** 700. **Personnel:** Adjunct faculty, senior students, GTAs teach.

(continued)

<p>Predesign Format</p> <p>Met 2 days per week for two 75-minute periods or once a week for 150 minutes rather than 3 days per week. Most in-class time is used by faculty to explain grammar and vocabulary, limiting student opportunities to develop their communicative skills.</p>	<p>Redesigned Format</p> <p>F2F sessions: Meets 2 days per week for 50 minutes. F2F pedagogy: F2F sessions are primarily devoted to communicative “real-life” tasks and to raising cultural awareness. Students practice and enhance their listening, speaking, and reading skills. Online assignments: F2F sessions supplemented with a 50-minute online session. In the online sessions, students study the grammatical and lexical information and concentrate on the more mechanical aspects of language through homework assignments, online workbook exercises, and other web-based materials (not specified). These assignments are necessary to perform in class activities.</p>
<p style="text-align: center;">University of North Carolina—Chapel Hill</p> <p>NCAT project abstract: http://www.thencat.org/RedesignAlliance/C2R/R1/Abstracts/UNCCH_Abtract.htm. Course(s) redesigned: Elementary Spanish. Redesign initiative: C²R (2007–2008). Students: 380 students annually. Personnel: Taught mostly by GTAs.</p>	
<p>Predesign Format</p> <p>Met 4 days per week.</p>	<p>Redesigned Format</p> <p>F2F sessions: Meets 2 days per week, one day with instructor and the other day with undergraduate student assistants in small discussion groups. F2F pedagogy: F2F instructor-led sessions emphasize communicative language learning. Small group conversation sessions led by undergraduate student assistants. Online assignments: Interactive, feedback-rich program via Vista Higher Learning’s <i>En linea</i> online workbook or e-book.</p>
<p style="text-align: center;">University of North Carolina—Charlotte</p> <p>NCAT project abstract: http://www.thencat.org/RedesignAlliance/C2R/R3/UNCC_Abtract.htm. Course(s) redesigned: Elementary Spanish I, four-credit course. Redesign initiative: C²R (2007–2008). Students: 800 students in 28 sections each fall term. Personnel: A mix of instructors (typically one full-time faculty member, nine adjuncts, and four GTAs) teaches the course each semester.</p>	
<p>Predesign Format</p> <p>Met twice a week for 75 minutes with an online workbook component. The online textbook system, <i>Centro</i>, provided diverse types of interactive learning activities as well as presentations of grammar and vocabulary. Instructors used some of the online materials in class sessions and gave online homework assignments, which was 10% of the grade.</p>	<p>Redesigned Format</p> <p>F2F sessions: Meets once a week. All students have the same course materials and lesson plans. Class size increased from 30 to 60 students. Part-time faculty reduced from 19 to 5, and the number of GTAs increased from 7 to 15. F2F pedagogy: Classroom time focuses on facilitating proficiency-oriented communicative learning activities such as role-plays, dialogs, and writing assignments. Students are able to practice every skill area of language proficiency. Instructors provide counseling meetings with students who are not keeping up with assignments. Online assignments: Online workbook continued to be used. Assignments, exams, and class announcements are handled electronically. Instructors provide individual assistance to students through e-mail feedback.</p>

SUNY Fredonia

NCAT project abstract: http://www.thencat.org/States/NY/Abstracts/Fredonia_Spanish_Abstract.htm. **Course(s) redesigned:** Introductory Spanish I and II. **Redesign initiative:** SCRI (2007–2010). **Students:** 450. **Personnel:** No information provided.

Pre-design Format

Met 3 days per week. Two three-credit courses of first-year Spanish.

Redesigned Format

F2F sessions: Condensed two three-credit courses into one intensive, five-credit Spanish course. One section of the traditional course continues to be offered for true beginners (i.e., students who have no previous language experience). Section size is reduced from 30 to 22 students, which allows for a greater level of student active participation. **F2F pedagogy:** The instructor can focus on meaningful communication activities such as conversation and oral practice during class. Students' progress is monitored to identify specific problems, which the instructor addresses either in class or with the individual student. **Online assignments:** Online workbook. Practice of grammar, vocabulary, listening, reading, and writing takes place online with assignments completed before each class. Students are able to repeat online exercises as often as necessary, receiving automatic feedback and references to material for further study. Language lab staff is available to provide assistance in grammar and vocabulary.

University of Southern Mississippi

NCAT project abstract: http://www.thencat.org/States/MS/Abstracts/USM_Spanish_Abstract.htm. **Course(s) redesigned:** Introductory Spanish sequence (Spanish 101 and 102). **Redesign initiative:** MCRI (2007–2010). **Students:** Averages 1,620 students per year. **Personnel:** Instructors supported by GTAs and undergraduate assistants.

Pre-design Format

Met three times per week. Twelve minimally coordinated sections of 30 students each semester.

Redesigned Format

F2F sessions: Meets two times per week with an increased number of students. Redesigned to six coherent sections of 60 students each semester. All sections are taught by a coordination team of two faculty instructors of record, supported by graduate and undergraduate assistants. **F2F pedagogy:** Biweekly class meetings emphasize oral communication. **Online assignments:** Direct student interactions with course concepts via online learning (online workbook and e-book) replace one traditional lecture per week.

C²R, Colleagues Committed to Redesign; F2F, face-to-face; GTA, graduate teaching assistant; MCRI, Mississippi Course Redesign Initiative; NCAT, National Center for Academic Transformation; PCR, Program in Course Redesign; R2R, Roadmap to Redesign; SCRI, SUNY Course Redesign Initiative; TA, teaching assistant.

summarizes the FL BL programs of the various universities that participated in the Pew Charitable Trust grant or the subsequent NCAT-driven redesign initiatives, which was an outgrowth of the Pew Learning and Technology Program but without the same level of funding. The data in Table 6-1 are based on reports submitted to the NCAT by each university, which NCAT then summarized and published in its online publication called *The Learning Marketplace* under the title *The Redesign Alliance*, “a member organization of institutions, organizations and companies committed to and experienced with large-scale course redesign” (see <http://www.thencat.org/subscribe.htm>). An analysis of the type of information about BL in these publications falls into specific categories and affords some insight into the discourse that has been used to talk about FL BL. By discourse, we refer to the language, as well as content, used to describe BL programs at this level.

Although the NCAT had its finger on the national pulse, research and implementation of FL BL programs were occurring across the nation. With the advent of the new millennium, an upsurge of FL BL programs surfaced, often supported by university grants or national foundations. The list of programs in Table 6-2 is not meant to be exhaustive but is intended to be representative of FL BL programs across the nation. The information about them in Table 6-2 was obtained from published journal articles, professional presentations, and personal contacts. As in Table 6-1, the data available in published research-based articles or presentations were limited, but even so, we can glean much about the discourse used to talk about BL in FL programs.

Absent from Tables 6-1 and 6-2 is information related to the FL curriculum, the pedagogy used to support it, the learner outcomes that drive it, and the assessment instruments used to measure program objectives because Table 6-1 data were based on the NCAT Initiative program reports from the *Redesign Alliance* publication (see earlier), and that type of information was not provided. Understandably, the discourse used in describing these programs orbits around characteristics of the program that are linked to cost savings and addresses the delivery and instructional components of the courses, such as the pre- and postdesign meeting times in number of days per week, course delivery (graduate teaching assistants, adjuncts, lecturers, faculty), what students do in-class and for homework online, and so on. The discourse used in describing FL BL programs for first- and second-year FL courses was rooted in the NCAT redesign initiatives, and information related to curricular or pedagogical issues was not the focus of the publications. These initiatives challenged large multisection programs to maintain course quality and show cost savings. To illustrate how they arrive at reduced instructional costs, the discourse focused on issues related to where the savings occur (e.g., reduced contact time, increased class sizes, personnel). Subsequently, universities used these initiatives as models and continued to frame the discourse related to BL in those terms. In addition, the data obtained from the majority of BL programs in Table 6-2 were collected later via personal contacts³ and were based on the same

³We contacted schools that had redesigned programs for which we could not find information (University of Utah and Florida State University) and requested the same type of information. We, too, fell into giving the highest priority to the operations component of the programs.

Table 6-2. Blended Learning Foreign Language Programs

Predesign Format	Redesigned Format
Carnegie Mellon University Language Online Project	
<p>Course(s) redesigned: Elementary Spanish I and II; Intermediate Spanish I and II. Implementation: Chenoweth, Ushida, and Murray (2006). Students: Research sample—354 students across 34 sections. Personnel: 11 “teachers” (no additional specific information provided.)</p>	
Predesign Format	Redesigned Format
<p>Met 4 days per week at introductory level (Spanish and French I) and 3 days per week at intermediate level (Spanish and French II).</p>	<p>F2F sessions: Meets 2 days per week for both introductory and intermediate level; 1 hour per week is F2F with instructor and the second F2F session meets with a FL major or native undergraduate for 20-minute chats. F2F pedagogy: No information provided in article. Online assignments: Completed online exercises, quizzes, chats, and discussion board postings managed via WebCT.</p>
University of Virginia	
<p>Course(s) redesigned: Elementary Spanish I and II and Accelerated Elementary Spanish. Implementation: Emily Scida (2006). Students: Research sample varied based on semester. Personnel: Primarily GTAs.</p>	
Predesign Format	Redesigned Format
<p>Met 5 days per week (Elementary Spanish). GTAs teach one section with 25 students.</p>	<p>F2F sessions: Meets 3 days per week, and GTAs teach two sections with 22 students. F2F pedagogy: F2F sessions emphasize communicative activities. Online assignments: Using Mallard course management system, students complete approximately 2 hours of web-based assignments and quizzes per week. Online activities focus on grammar and vocabulary practice in listening, reading, and writing to prepare students for F2F sessions. Other homework not online is assigned, such as written homework for in-class discussion, readings, and preparation of oral presentations and informal journal assignments.</p>
Penn State University	
<p>Course(s) redesigned: Elementary Spanish I and II. Implementation: Nuria Sagarra (2008). Students: Program size—5000 students. Personnel: Primarily GTAs.</p>	

(continued)

<p>Predesign Format</p> <p>Met 5 days per week.</p>	<p>Redesigned Format</p> <p>F2F sessions: Meets 4 days per week. F2F pedagogy: Classroom instruction emphasizes communicative activities, group discussion, instruction with multimedia (video and audio), and cultural readings. Online assignments: Online customized workbook using Angel, a course management system. Online workbook focuses on input and output grammar and vocabulary activities, listening tasks, and content-based reading tasks.</p>
<p style="text-align: center;">University of Florida</p> <p>Course(s) redesigned: Beginning Spanish 1 and 2. Personnel: Primarily GTAs.</p>	
<p>Predesign Format</p> <p>Met 5 days per week.</p>	<p>Redesigned Format</p> <p>F2F sessions: Meets 3 days per week. F2F pedagogy: F2F stress communication skills in Spanish. Students engage in a variety of activities and assignments, such as using vocabulary and grammar learned to communicate in oral and written modes, reading activities and exercises (e.g., pre- and postreading), intensive and extensive reading, sociolinguistic practice, and functions through communicative activities (pair and group work). Writing activities range from short paragraphs to developed compositions. Integration of skills in projects and tasks in small groups or as a class. Online assignments: Online homework exercises that are assigned appear in MySpanishLab, Pearson's electronic platform and system.</p>
<p style="text-align: center;">University of Utah</p> <p>Students: 700-student first-year program. Personnel: Adjunct instructors and GTAs.</p>	
<p>Predesign Format</p> <p>Met 4 days per week.</p>	<p>Redesigned Format</p> <p>F2F sessions: Meets 2 days per week F2F plus two virtual days. Not all sections were converted to the blended learning model; a number of traditional sections were maintained. F2F pedagogy: F2F meetings emphasize interactive oral communication. Instruction based on tasks that are completed partially during virtual days (individual components) and partially in class (group components). Redesign added an LA to the classroom. LAs help facilitate communication and provide feedback in the classroom. They also monitor much of the online work. Online assignments: Grammar may be introduced and reviewed in class, but most is dealt with during the virtual days. Online learning focuses on written communication (mostly in the form of blogs), interpretive communication, and individual (as opposed to pair or group) activities. In general, online learning emphasizes preparation work to be ready to communicate in class. Cengage's iLrn is the main platform for online learning.</p>

Florida State University

Course(s) redesigned: Elementary Spanish I and II and Intermediate Spanish I and II. **Implementation:** 2004. **Personnel:** Primarily GTAs.

Pre-design Format

Met 5 days per week for first through third semester Spanish. Meets 4 days per week for fourth semester Spanish.

Redesigned Format

F2F sessions: All four semesters meet 3 days per week. **F2F pedagogy:** F2F time emphasizes interactive, collaborative oral and written communication. **Online assignments:** Both the *Sol y viento* (used for Spanish 1 through 3) workbook and textbook are online and are accessed through McGraw-Hill's Centro online learning platform. Automated feedback and computer grading of most activities are provided. For Spanish 4, only the workbook for *Así lo veo* is used online, also through Centro.

University of X

Course(s) redesigned: Intensive Elementary Spanish and Intermediate Spanish Transition. **Implementation:** 2011. **Students:** 700. **Personnel:** 50% lecturers and 50% GTAs.

Pre-design Format

Met 3 days per week.

Redesigned Format

F2F sessions: Meets 2 days per week. **F2F pedagogy:** F2F time emphasizes content and task-based learning where students use Spanish in pairs or small groups for a specific purpose. Emphasis is on building a Spanish learning community in class and cross-cultural perspectives. **Online assignments:** In addition to the online AM or workbook, which was already used, aural and written input from the textbook was moved to the e-book and linked to AM grade book for automated grading and feedback. In addition, students complete interactive tasks requiring them to obtain or exchange information with each other using voice recordings (podcasts) or wikis (charts with which students answer questions and read each others' answers). Using the podcast or wiki information, students blog about what they learn about individual students or about the whole class. Students also complete two ePortfolio tasks (collaboratively or individually) and post them in their Personal Learning Space, which houses artifacts about their language development throughout their undergraduate progress in Spanish at the university. The podcast, wiki, blog, and personal learning space tools are included in Learning Objects' Campus Pack tool suite. Assessments include student self-tests, a checklist of self-assessment items (using Languafolio), online exams with in-class compositions, and oral interviews. Extra support material was developed, such as Prezis and PowerPoint made available to students.

AM, activities manual; F2F, face-to-face; GTA, graduate teaching assistant; LA, learning assistant.

type of information modeled in Table 6-1, which gives priority to the operations component of the programs. In short, we failed to request information related to curricular issues. This explains why references are absent in Tables 6-1 and 6-2 to redesigning courses on the basis of curricular issues, paradigm shifts (Swaffar & Arens, 2005), or for pedagogically based reasons. References to the curricula of the course or course objectives, learner outcomes, assessment, and pedagogy most likely exist; we simply did not ask for it. To demonstrate how at least one BL program addressed curricular and pedagogical issues, we describe one in detail later. We do not mean to insinuate here that the information that is available in Tables 6-1 and 6-2 is not important. In fact, before we turn to issues of curriculum, pedagogy, and learner outcomes, we will address what we can learn about BL based on the information that *is* provided in the tables.

Characteristics of Blended Learning Based on Tables 6-1 and 6-2

Tables 6-1 and 6-2 suggest that a variety of BL formats were adopted, but all reduced the number of F2F sessions either in days (i.e., five to three), or in number of contact hours over specific semesters (i.e., two semesters at three days per week replaced by one course at five days per week), or in time (i.e., 75-minute sessions to 50-minute sessions), or in class size (increased or reduced class sizes), and most targeted introductory Spanish I (first semester) and II (second semester) or Intensive Introductory Spanish courses (two semesters in one). In some cases, the F2F time is reduced by 50 percent and in others by 20 or 30 percent. In some cases, replacing F2F sessions with online learning led to cost savings by serving growing numbers of FL students with the same resources; increasing the number of students that could be taught without increasing personnel; or using cost-effective personnel, such as upper-level FL students.

Graduate students, followed by lecturers, taught a majority of the BL courses and then tenure-track faculty, but a few redesigned courses used upper-level undergraduate students (The University of Utah; The University of North Carolina, Chapel Hill; The University of Southern Mississippi; Carnegie Mellon Language Online Project). Next to upper-level undergraduates, graduate students are the most cost-saving form of instruction over lecturers, adjuncts, and faculty.

References to the pedagogical and content objectives of the F2F sessions were common. In many cases, for example, the F2F sessions emphasized an oral and interactive communicative approach to FL instruction. These were expressed in various ways, such as communicative “real-life” tasks, small group communication, the development of speaking, conversation or meaningful communication, collaborative oral communication, and using grammar and vocabulary to communicate orally. In addition, some programs also included written communication and cultural awareness or readings. Other programs integrated cultural content into the F2F sessions.

Online Assignments and Homework

The electronic workbook has become a staple in FL programs and was used in most predesign formats, but because of the limited documentation of how the electronic workbooks were used or how much was used from them in their pre- and redesigned format, it is difficult to know how much of the reduction in contact time, if the program had some, was replaced with additional electronic workbook homework or other supplementary material provided by the textbook. Publishing companies increasingly offer electronic workbook platforms in rich multimedia formats with interpersonal tools (e.g., Wimba and other types of voice boards), and these may have been used in the programs summarized, except that there were few references to these tools. The characterization of the online assignments, practices, and tasks ran the gamut from delivery of writing, listening, and reading practices to grammar explanations or mechanical aspects of language learning to participating in meaningful vocabulary exercises to class announcements and some were characterized as meaningful input-based learning. A few courses indicated that the online work emphasized practice with vocabulary and grammar in listening, reading, and writing for the purpose of preparing students for the interactive tasks in the F2F sessions and for developing their language skills. We suspect most references to such practices were based on the electronic workbook provided through the publishers' electronic platforms, such as Centro, WileyPLUS, MySpanishLab, and iLrn, but some may be in addition to it.

A number of BL programs appeared to have created some additional online assignments via their school's course management system, such as Moodle, WebCT, Angel, or Blackboard. Some programs offered interactive or interpersonal online assignments (e.g., using discussion boards, chat tools, computer-mediated communication, or journaling software). No reference was made to synchronous uses of online tools; most tools used for interpersonal communication were used asynchronously.

In the descriptions of online learning that replaced F2F sessions, we found no BL programs using mobile technologies or social media, such as Tweets, text messaging, or Facebook. In addition, few of them used Web 2.0 technologies for developing interpersonal communication via student voice recordings (e.g., via Wimba, Audacity, or Podcast tools). In fact, there were limited references to using web-based tools to achieve interpersonal oral exchanges online or for completing online communicative or collaborative language tasks. For programs that experienced a decrease in contact time, we wonder whether marshaling technology to meet course goals of interpersonal communication online and outside of F2F instruction could have been considered. Perhaps these programs made deliberate decisions to focus on communicative and collaborative tasks only during F2F sessions or maybe the lack of online interactive activities may have more to do with university-wide technological constraints related to large multisection programs; issues of instructor workload; or the hesitation to rely on the technology that would promote interaction online, such as wikis, blogs, Facebooking, chatting, and so on. Indeed, the greatest challenge in using the potential of technologies is when theory and practice are constrained by reality. In large programs in which

multiple sections of elementary and intermediate courses must be coordinated to use the same syllabus, materials, quizzes, exams, and so on, the challenge is more grave, even within their predesign formats. The need for consistency in quizzes, absence policies, number and type of exams, grading rubrics, and so on is necessary to reduce disparities in grades based on individual instructor practices and policies. In addition, most large multisection programs use graduate students who usually enter the MA and PhD programs with little to no teaching experience or time to write their own assessment instruments. Last, a sense of fairness prevails among students when all are held to the same standards across sections.

Implications

On the basis of the description of the BL programs in Tables 6-1 and 6-2, we can generate some general implications of these redesigned courses. In emphasizing interactive oral communication in the F2F sessions and moving more “mechanical” practices and input-based practice to online formats, we should see a reduction in teacher-led, teacher-fronted instruction and an increase in communicative and interpersonal activities in F2F sessions. The findings by Young (2008) indicate that providing introductory Spanish students in a BL format with opportunities for interactive and interpersonal activities in F2F classes can positively affect students’ speaking skills. Garrett (2009) warns, however, that “many students from lower-level language courses that devote most of the class work on oral communication skills tend to have an inadequate foundation in grammar, reading, and writing to support the work required of them. . .” (pp. 730–731). If the F2F sessions emphasize written and oral communication, the online activities or tasks should ensure that students still obtain the foundation in vocabulary and grammar they need to develop their FL.

Whether class sizes increased or contact time was reduced, the resigned courses put the onus of learning on the students to a greater degree. For students to be able to communicate in the FL in F2F sessions, they have to prepare even more for the F2F sessions, which means reading about and working through the grammar in question via exercises before class. In addition, students need to study new vocabulary at home to be able to understand it or use it in class. In short, students are required to become independent learners and take control of their own learning, whether they like it or not. Even though research suggests that autonomous learning can be more effective than learning characterized by a reliance on the teacher (Benson, 2001), students accustomed to a traditional teacher-centered approach may resent and resist this shift and need time to adjust. Learners may need to be sensitized to shifting the locus of control for learning from external to internal forces. In addition, instructors whose educational orientation is framed by a culture of authority also need to adjust to this approach to the learning process. For students to buy into autonomous learning, we may also want to give some thought to how BL programs can build in motivations for independent learning, particularly if an increase in independent learning determines a portion of the program’s effectiveness.

For students to be independent learners, they must be provided with the appropriate support to facilitate independent learning, such as links to technological online support and training; online self-tests; clear grammar explanations (from both a structural perspective as well as a functional perspective) (Garrett, 2009); animated grammar tutorials; pre- and postreading activities to assess comprehension; engrossing interactive ways to engage students in learning vocabulary; and a process approach (as opposed to a product approach) to writing, for example. A place online, such as in a discussion board, where students could ask each other technology-related questions could be another type of “support” tool for students.

Two BL programs built in F2F support opportunities for students, beyond office hours or email. The University of North Carolina at Charlotte provided separate meetings for students who got behind on assignments, and Texas Tech University offered study sessions for students who scored less than 80 percent on the first exam. BL instruction at the University of Alabama included free tutoring online and in the Language Resource Center.

We delimit here only a few of the numerous ways BL programs are constrained and the implications that even slight changes in a program can produce. These constraints will influence how these types of BL programs are designed and the ease with which students and instructors will adapt to them.

In summary, in the published and public documents on these courses redesigned for BL instruction, we found some information related to the pedagogical emphasis of the F2F classes and information related to which components of a curriculum were included or moved to online formats. We cannot, however, determine much about a course’s content, objectives, pedagogy, learner outcomes, or forms of assessment on the basis of the information that was made public or that we collected. In an effort to move beyond the current discourse used to describe large multisection elementary and intermediate FL programs for BL instruction and for insights into the reflections, processes, and considerations that can go into redesigning a large multisection course, we will examine in greater detail one redesigned program from Table 6-2. Before we do this, however, it behooves us to take into account the constellation of issues in which these programs exist.

As stated in the MLA report (2007), the standard configuration of university FL curricula consists of a two- or three-year language sequence followed by the FL curriculum required for majors and minors. This configuration “. . . impedes the development of a unified language-and-content curriculum. . . .” (MLA, 2007, p. 3). Until the two-tiered language-literature structure can be replaced “with a broader and more coherent curriculum in which language, culture, and literature are taught as a continuous whole” (MLA, 2007, p. 2), we cannot address how these large multisection FL BL courses might affect the university or departmental FL curriculum. In addition, the curricula of large FL programs are constrained by their size. The need to reduce the variability across multiple classes to ensure quality of instruction means that the courses share the same syllabus, textbook, and assessments. Variation in the classes is based on individual differences in the instructors’ personalities, style of teaching, pedagogical prowess, FL proficiency, and cultural experiences.

The following describes from beginning to implementation the way curricular and pedagogical issues were considered in the processes one program underwent in redesigning a beginning Spanish program for BL instruction. This is not to say we believe it to be the best model, just a typical model. We share this in an effort to reveal how most of these FL multisection programs approach curricular and pedagogical issues in redesigning courses for BL instruction.

Case Study

To meet a College of Liberal Arts and Sciences mandate to reduce instructional dependence on lecturers, the head of the Modern Foreign Languages & Literatures department proposed developing BL language courses. The head commissioned a committee to investigate the possibility of shifting instructional time from classroom to online delivery, which would reduce the number of contact hours for lecturers. A committee of French and Spanish language program coordinators and linguistics faculty, the department head, the coordinator of the Language Learning Resource Center, and lecturers who served as course coordinators met throughout the 2010 spring semester. The committee surveyed BL course redesigns of numerous multisection large university FL programs (see Tables 6-1 and 6-2) and from this survey questioned whether redesigns approached the courses as primarily the product of shifting homework from non-class time to virtual class time. The committee conferred with two consultants, a director of a large Spanish language program at a comparable institution that had recently experienced a redesign of its first-year Spanish program and a recommended expert instructional designer (ID) from an institution in California that has been a pioneer in shifting to online BL courses at her institution. The ID expert conducted a two-day workshop with the committee in May 2010. Under her guidance, the committee considered models for more productively using online time for students, such as through active learning opportunities both online and F2F, as suggested by Watson (2008) and Dziuban et al. (2004), and decided to implement alternative assessments for the program (Cummins & Davesne, 2009).

Curricular and Pedagogical Considerations

The first step in designing the first-year Spanish courses for BL instruction consisted of establishing the philosophical framework⁴ or goals of the program. A framework loosely informed by work based on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines⁵ and closely aligned to the National FL

⁴Our philosophical approach was further influenced by research in processing instruction (VanPatten, 2002), interactionist research (Gass, 2003; Long, 1996; Swain, 2000), task-based instruction (Lee, 2000; Long, 2003), and content-based language instruction (Brinton, 2003).

⁵Input from instructors indicated that a great deal of instructional effort and time was being spent on structures that learners were not “ready” to acquire, and we cross-referenced this instructor input to the references to grammar functions in the ACTFL Guidelines. To examine this issue in depth, a committee of Spanish professors and instructors in the Department of Foreign Languages and Literatures was charged with establishing a general grammar curriculum for first- through third-year language classes.

Standards⁶ was embraced. It was also influenced by the university's Ready for the World⁷ goals. The ACTFL Proficiency Guidelines were used to establish realistic minimum level and achievable language program goals. The FL Standards are content standards based on what FL learners should know and be able to do, and the Ready for the World goals were designed to promote intercultural knowledge that would prepare university students for a culturally diverse world. Last, the pedagogical framework of the program emphasized a balance between input-based practices followed by an active and interactive approach to instruction. After these were loosely established, the committee set out to examine textbooks that most closely matched them. Some of the most salient features of the textbook sought included integrating culture into every aspect of the material, reflecting a cross-cultural approach to culture instruction, and providing opportunities for students to give and get information and recognize that more than one viewpoint (Standard 3.2) exists. A textbook evaluation questionnaire that reflected these features—and more—was designed (Appendix 6-A). In addition, a checklist of items was created to document the many factors that would need to be considered as the redesign went forward (Appendix 6-B).

Foundation of the Foreign Language Curriculum

A fact that cannot be disputed is that for large institutions with multiple sections of beginning and intermediate courses, the curricula of these programs are fundamentally linked to the textbooks (Dorwick & Glass, 2003), whether we like it or not. The description that best characterizes FL textbooks at this level is that because they are driven by a business model, they “are written for everyone and no one” (Willis Allen, 2008, p. 6). Textbooks provide consistent material and sequencing of material to ensure standardization of the courses, a necessity for large first- and second-year Spanish programs. The textbook may not be used in the same way by all instructors, and some “use textbook materials extensively as a common point of reference orienting instruction and students’ acquisition of FL vocabulary and grammar as well as a source of certain types of activities or potential transformation of activities” (Willis Allen, p. 17). However the textbook is used, it provides the scope and sequence of the courses, which are ultimately linked to the learner outcomes for the course. To deviate from the scope and sequence of the textbook would require a substantial amount of work and coordination.

A careful selection of the first-year textbook is essential to successfully implement BL instruction. The committee targeted three textbooks, and publishers were invited to provide presentations of their electronic platforms. The ePlatform plays an important role in large multisection courses, whether via BL instruction or not.

⁶Adhering to a national curriculum at the university level may not be as common as in K to 12, but the FL National Standards capture the content and pedagogical approach that we found most appropriate for adult FL learning and the goals of our program.

⁷More specifically, Ready for the World is an ambitious university-wide program designed for “undergraduates to gain a worldview that recognizes, understands and celebrates the complexity of cultures and people,” to advance “competence in cross-cultural communication, both domestic and international; the capacity to think critically about international and intercultural issues; the understanding that knowledge is global; and a passion for life-long engagement with global learning” (<http://www.utk.edu/readyfortheworld>).

After the appropriate textbook was identified⁸ and substantive evidence supplied that the textbook reflected the general program goals (Appendix 6-C), specific learner outcomes were established (Appendix 6-D) on the basis of the scope and sequence of the textbook. In addition, assessments that would take into account curricular and pedagogical goals, as well as technological constraints linked to these, were discussed.

Curricular and Pedagogical Interface of Face-to-Face Sessions and Online Assignments

Online assignments cannot be addressed without first referring to F2F sessions because they are tightly interconnected. An interactionist approach to instruction for the F2F sessions was embraced because of the role it played in the predesign program and the need for learners to be able to use the FL in F2F sessions in addition to efforts to help students internalize grammar and get and give information. The program is not based on a skills approach, but consideration was given to textbook content to ensure that learner outcomes could be achieved through the appropriate amount of practice and in ways in which students would be prepared for using Spanish in the F2F sessions. Toward this end, most of the input-based activities in the textbook (mostly related to vocabulary and grammar practice and cultural content) were transformed into an electronic format, called electronic textbook (eTB) practices, within the publisher's electronic platform and, similar to the practices in the online AM, were computer graded, thereby providing feedback to students. Students complete the eTB practices or do the readings before coming to class in preparation for the interpersonal activities that are emphasized in the F2F sessions. To successfully complete the preparatory practice before class, students must also read grammar explanations in the book, which are provided in English, and view video tutorials on specific grammar points; the latter are provided by the publishing company. Listening comprehension that corresponds to the same vocabulary and grammar, as well as pronunciation practice, are also part of the preparatory assignments. In this way, they are preparing students to engage in all aspects of the interpersonal activities in the F2F class. After the F2F class, online homework from the AM recycles the same material (vocabulary, grammar, and cultural content) as a way to reinforce what learners did the night before and in the F2F session. In short, learners have two purposes for completing online homework from the textbook and the AM. First, comprehension-based activities taken directly from the textbook are used to introduce new material. Second, the online AM assignments are for the purpose of recycling and reinforcing previous material (Table 6-3).

⁸The selected textbook was designed to promote language learning through cultural content. Sentences used in pronunciation, grammar, and vocabulary sections reflect aspects of Hispanic culture. Culturally related readings are integrated throughout the chapters, and cultural content culminates in a *Contextos* and *Perspectivas* section (a total of 18 for nine chapters) in which students are pushed to synthesize the chapter's cultural content, think critically, and experience distinctive viewpoints by first becoming aware of viewpoints based on their native culture and bridging these with the foreign culture or being sensitized to viewpoints of the foreign culture and then bridging them with awareness of perspectives in their native culture.

Table 6-3. Relationship between Online Assignments and Face-to-Face Sessions

A	B	C
Preparatory assignments from the textbook or eTB	F2F sessions	Homework assignments from AM
Introduction of new material, i.e., reading of grammar explanations and cultural content in book, viewing grammar tutorials, and doing eTB practices grammar converted to an electronic format and computer graded.	Emphasis on using new material in interpersonal communications, such as interviews, information gaps, and signature searches. Review of cultural content, written work, and grammar-related clarifications are also provided.	Computer-graded practice on material and content from A and B. Introduction of new material (i.e., reading of explanations, viewing of grammar video tutorials, reading of cultural content, and doing eTB practices)

AM, activities manual; eTB, electronic textbook; F2F, face-to-face.

Interactive Online Assignments in Blackboard

An effort was made to maintain student opportunities for interpersonal or presentational tasks in some online assignments because in the course redesign, contact time was reduced from 150 minutes per week, spread equally over three days, to 100 minutes per week, spread equally over two days. The loss of 50 minutes per week meant the loss of opportunities for students to engage in interpersonal tasks. An effort was made to identify the user-friendliest technological tools that fomented interpersonal communication in Blackboard, the course management system used at the university. Three tools were selected—wikis, podcasts, and blogs—and interpersonal and presentational tasks were designed that promoted the content and learner outcomes and pedagogical objectives of the program.

Wikis

The online Wiki tasks consist of a chart created on a wiki page; students insert their names in the first column and then answers to personalized questions (Fig. 6-1).

After the chart is mostly completed, students read their classmates’ responses and make some general conclusions about the class and individual students. Linguistic support is provided as a form of structured output, as in the model below. This summary or synthesis of information was then posted on the *Retratos de la clase blog* (see below).

Modelo: Hay ____ personas en la clase que tienen amigos extranjeros. La mayoría es de _____. Hay ____ estudiantes que hablan otra lengua. ____ habla italiano y ____ habla francés. Los parientes de ____ son de Italia. La persona más popular de la actividad 3A.6 es _____. ____ y yo somos muy parecidos porque. . . .

“Retratos de la clase” Blog

These blogs are open to the instructor only (Fig. 6-2). The instructor is encouraged to use the information in these blogs in class as a way to develop a sense of

Figure 6-1. Sample online wiki assignment.

Nombre	1. ¿Cuántas personas conoces que no son estadounidenses? ¿De dónde son?	2. ¿Cuántas lenguas hablas? ¿Cuáles son?	3. ¿En qué hemisferio vive tu familia?	4. ¿Cuál es tu nacionalidad?	5. ¿Cuál es la nacionalidad de algunos de tus parientes (<i>relatives</i>)?	6. ¿Vive tu familia cerca (<i>near</i>) del océano, en una península o en un valle?	7. ¿Cuál es tu persona favorita de la lista de personas que hay en <i>Actividad 3A.6</i> en p. 112?	8. ¿Cuáles son las nacionalidad amigos más cercanos (<i>close</i>)?
Modelo: JLP	Conozco a muchas personas de otros países. Tengo amigos de México, España, Argentina, Colombia, Brasil e Israel.	Hablo dos lenguas - inglés y español.	Mi familia vive en el hemisferio norte.	Soy estadounidense.	Mi esposa es mexicana. Mis otros parientes son estadounidenses.	Mi familia vive en un valle.	Mi persona favorita es Pau Gasol.	Mis amigos son estadounidenses.
Tori Robbins	Conozco dos personas de otros países. Tengo el amigo de Grecia, y tengo la amiga de Wales.	Hablo una lengua - inglés	Mi familia vive en el hemisferio norte.	Soy estadounidense.	Mi familia extendido es griegos, india cherokee, y estadounidenses.	Mi familia vive en un valle.	Mi persona favorita es Penélope Cruz porque ella es una actriz muy bien. También ella es mucha bonita.	Mis amigos mayoría son estadounidenses.

Courtesy of Tori Danielle Robbins

Figure 6-2. *Retrato de la clase* blog.

3A.8 (Retrato): Diversidad - Tori Robbins Edit | Delete | History

Edited by Tori Robbins on 4/22/2012 at 2:32 PM, EDT.

My Rating: ★★★★★

Hay dieciséis personas en la clase que tienen amigos extranjeros. La mayoría es de México pero también hay muchos otros países. Hay tres estudiantes que hablan otra lengua. Dimitri habla árabe. Britney y John hablan alemán. Los parientes de Molly, Natalie, Jennifer, Megan, Meredith, Hannah, David, Anthony, McCord, y Josh son irlandés. Los parientes de Amanda, Tia, y Michael son italiano. Los parientes de Sara y yo son griego. La persona más popular de la actividad 3A.6 es Shakira. Sara y yo somos muy parecidos porque somos estadounidenses. Nuestras familias viven en el hemisferio norte. Ella habla uno idioma - Inglés. También hablo inglés solamente. Mi familia vive en un valle. La familia de Sara también vive en un valle. Nuestras parientes son de Grecia. John y yo somos diferentes porque él habla poco de alemán, pero hablo inglés. Él no sabe personas de otros países, y yo conozco dos personas de otros países.

[Viewer Feedback \(0\)](#)

Viewed 8 times.

Courtesy of Tori Danielle Robbins

class community and foment personalization, especially important when instructors see students only twice a week. Instructors do not correct students’ writing mistakes but may provide comments and often extract some of the students’ inter-language to edit with students in class as a form of positive feedback.

Podcast Assignments

The podcasts are asynchronous, presentational, and interactive tasks that ask students to record certain information based on a specific task or specific questions and then post the podcast (or mp3 file) (Standards 1.1 and 1.2). Students listen to a certain number of these class podcasts, and most of the time they make some conclusions about their classmates based on the content. In these cases, a writing framework

is again provided because students are not fully capable of conveying some of the information without it. Below is an example of a type of information-gap podcast assignment that does not require writing in the *Retrato de la clase* blog but requires students to compare drawings and turn them in to their instructor (Fig. 6-3).

Figure 6-3. Podcast online assignment.

IB.15 ¿Cuántos hay?

Tool- Wimba Podcast

Location: Online Assignments

Record by 8/27; Due date is 8/30

Location: Online Assignments

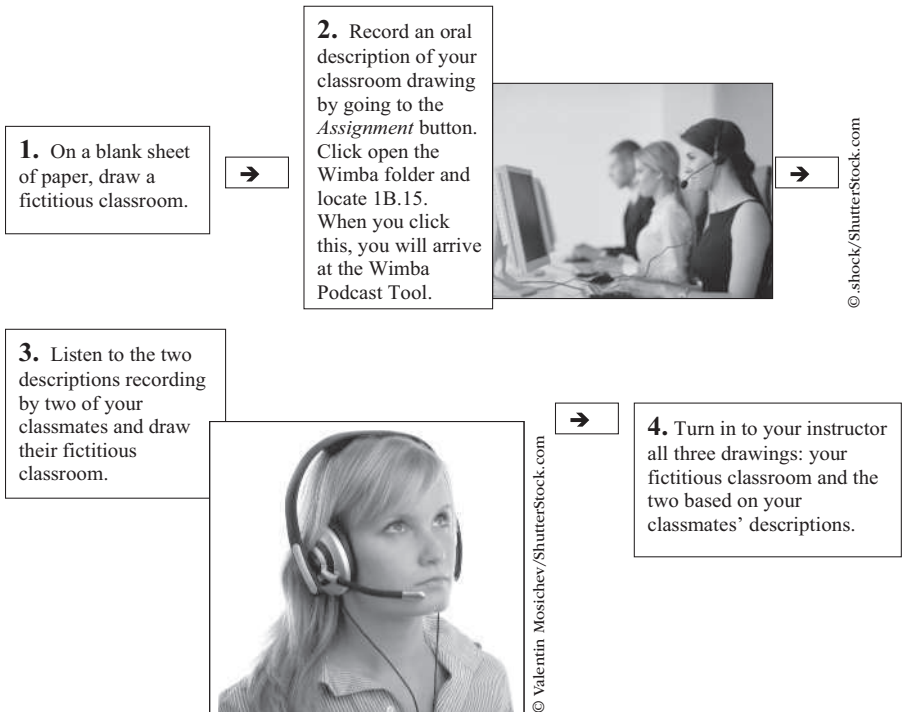
Paso 1: Draw a fictitious classroom and include as many objects as possible (using IB vocabulary for class objects). Be prepared to turn in this drawing to your instructor.

Paso 2: Then, click the Assignments button in our Bb course site and record a description of your drawing using the following model.

“Hay 10 sillas en la clase.” “Hay 11 estudiantes en la clase,” etc.

To record your responses, click “New.” Type in activity number (IB.15) followed by your Initials (in my case this would be djy). Click the red button to record and square button to stop recording. To listen to your recording, click the green arrow. If you are satisfied with your recording, scroll to the bottom and click “Post.” Your recording should now be listed.

Paso 3: Listen to two of your classmates’ recordings and draw the classrooms based on their descriptions. Turn in your original drawing and the other two drawings to your instructor.



Again, most of the time podcast assignments require that students post a summary of what they glean about fellow classmates on the *Retrato de la clase* blog for the instructor to read.

Hablando de mí mismo

This is another blog but has a journal-like feel. Students write about themselves and provide only information they are willing to share. The blog is open to all classmates. Topics (see sample in Fig. 6-4) are tailored to promote learner outcomes and correspond to the textbook content. These writing tasks are good examples of Standard 1.3.

As the above examples illustrate, online interactive tasks are used in which students engage in writing or speaking assignments with each other to develop their interpersonal language skills but also to promote a sense of community in their class as they learn about each other or as they profile the class as a whole. In the process of doing these various assignments, students also end up reflecting on their own cultures or on the class as a microcosm of society.

Proyecto Cultural

This online assignment carries more weight than the other online assignments because it is designed to promote various aspects of the FL Standards, such as the degree to which students can communicate effectively in Spanish, how well they understand and make comparisons of language and culture (Standards 2.1, 2.2, and 3.1), how well they can think critically and illustrate competence in cross-cultural communication, and how well they use Spanish beyond the school setting (Standard 5.1). This is a semester-long assignment that includes checkpoints at various times in the semester. It requires some type of “presentation” task (Standard 1.3). See Appendix 6-E for the eight projects from which students select one or two to develop.

To some degree, the evidence above suggests that this program, and perhaps others in Tables 6-1 and 6-2, attempts to marshal technologies’ potential to promote a complementary approach to F2F and online learning. Other technologies could be used, such as social media and handheld technologies that might motivate students even more and may be more relevant to students’ lives, depending on the program goals, curriculum, and pedagogy.

Figure 6-4. Online *Hablando de mí mismo* blog assignments.

Blog Entry 1. Mi vida universitaria (minimum range of words: 75–100)

Investigación 2A: If you are communicating with other (Spanish-speaking) college students, they may be interested in what your university life is like. How would you describe it to them? Discuss things such as what you like to do, what your major is, what classes you like/don't like.

Blog Entry 2. Mi familia (minimum range of words: 100–125)

Investigación 2B: What can you tell your online acquaintances about your family? Describe them. Include their ages, gender, profession, personalities, and any additional information you are able to express in Spanish.

Table 6-4. Grade Distribution for Blended Learning Programs

Component	Grade (%)
F2F participation	15
WileyPlus assignments	15
Exams	30
Quizzes	15
Spanish ePortfolio (includes to ePortfolio tasks, self-assessment, one podcast, and three best blogs)	10
Online assignments and <i>Hablando de mí mismo</i>	10
Oral performance	5

F2F, face-to-face.

Finally, Table 6-4 illustrates the grading categories and weights for the various components of the BL program. In addition to the Proyecto cultural assignment, cultural content formed approximately one-third of the items on the online exam, alongside vocabulary and grammar.

Assessments

Rubrics were designed for all online assignments, from wikis, podcasts, *Retrato de la clase* blogs, and *Hablando de mí mismo* blogs, to the cultural projects, and oral interview exams. These rubrics can be found at <http://web.utk.edu/~djyoung/Rubrics-BL Program.docx>.

Oral Interviews

Face-to-face sessions and podcast assignments promote oral interpersonal skills using vocabulary and grammar from the scope and sequence of the textbook (Standards 1.1 and 1.2) and provide opportunities to discuss cultural content in class (Standards 2.1 and 2.2). In addition, in the *Contextos & Perspectivas* section of the textbook, students compare two cultures from distinct perspectives (Standards 4.1 and 4.2). To assess students’ ability to use Spanish in interpersonal ways, they participate in a paired oral interview with each other and their instructor at the end of the courses (usually during the two-hour final exam block). In addition to verifying learner outcomes, these oral interviews also provide instructors with an opportunity to inform and adjust expectations of students’ proficiency and ensure that students are ready for the second-year courses.

Online Exams

The eTB and AM assignments emphasize vocabulary and grammar acquisition and encompass knowledge of cultural products and practices and are assessed primarily by exams at the Learning Resource Center on campus through a lock-down browser (Respondus). The exam formats parallel the online practices that

correspond to the textbook. The exams are made available over a five-day period and are computer-graded.

ePortfolio

Students are required to create an ePortfolio to set and gauge their personal language learning goals and monitor their progress in Spanish. The ePortfolio allows students to develop and showcase their ability to communicate in Spanish based on individual interests, strengths, and motivations and to promote realistic self-expression in Spanish and encourage reflective learning. The student ePortfolios house the items shown in Table 6-5.

Self-assessment of Language Development

Using the LinguaFolio self-assessment, designed by the Center for Applied Linguistics, students “collect evidence demonstrating their communicative abilities to themselves and others” and “document intercultural experiences and reflections that enhance language learning and cultural understanding” (see the LinguaFolio website).

The level of detail we provide here on curricular and pedagogical considerations may provide insights into how large multisection programs can reflect on curricular and pedagogical issues in redesigning a course or a program for BL instruction. We do not claim to model the best practices, but we believe this one program may represent, to varying degrees and for better or for worse, many other redesigned courses in Tables 6-1 and 6-2. In addition, we are relatively certain that this is one of the first universities to integrate alternative assessment efforts as well as “technologically enhanced active learning possibilities.” As such, we fill a void because little information related to curriculum and pedagogy are provided in published accounts of BL at this level of instruction and no other programs appear to use an ePortfolio to the extent used here.

Table 6-5. Content of student ePortfolios.

<i>Retratos</i>	<i>Podcast</i>	<i>Proyecto Cultural</i>	Self-Assessment of Spanish Proficiency
Choose your three best samples from the following: IP. 13 <i>Retrato</i> 3A. 8 <i>Retrato</i> 4B.21 <i>Retrato</i> 6A.12 <i>Retrato</i> 9A.12 <i>Retrato</i>	<i>Re-upload one of the two MP3s you created during the semester (the one you believe that represents your best work).</i>	Must be done in Spanish at a level that reflects first-year competence.	You will upload four self-assessment checklists.

Discussion

The curriculum implemented in the case study above is heavily influenced by the FL National Standards, but what if these are not considered appropriate for a particular program? According to Dorwick and Glass, “the single most important determining factor in adoption decisions at the college level is the grammar sequence around which a given textbook is constructed” and professors state outright that they “never cover the culture; there’s just no time for it” (2003, p. 593). They also claim that the profession has not made as many changes as we might like to claim because the textbooks published have only been slightly altered. They have not really changed in significant ways except to include more partner and group tasks. In short, Dorwick and Glass have not seen the kind of changes where policies actually filter down to practices despite the calls for change. Professors and instructors dictate which books get adopted, so although it can be argued that textbooks drive the national FL curriculum, it can also be argued that the practitioners do. To understand the complexity of this issue even better, we have to ask, Who are the majority of instructors teaching at the beginning and intermediate levels in this country? Although the Language Program Director of large multisection elementary and intermediate programs might have a background in applied linguistics or FL education or be well informed by these two fields, the majority of the actual instructors are graduate students or adjuncts and lecturers with MAs and PhDs who have had one, maybe two, courses on FL instruction, SLA, or applied linguistics.

In a discussion about the curriculum and pedagogy of large multisection beginning and intermediate programs, we cannot lose sight of the confounding variables and constraints that program directors and supervisors face as we address curricular and pedagogical issues of BL instruction. They are just as relevant to non-BL instruction, however.

Even within the professional structure discussed above, we can still ask whether BL instruction affects the established curriculum and pedagogy of a program. We use the case study above to address this question.

In the above BL program, course content was reduced by one textbook chapter. Instead of the pencil-and-paper exams reflecting the way the classes were taught, online exams limited the format to multiple choice, short answer, true or false, and fill-in-the blank items. Computer-graded formats are not the best way to test FL learning if the mantra is “Test how you teach.” Thus, content, learner outcomes, and assessments were affected by BL instruction. At the same time, alternative assessments were added to address the limitations of the online exam format and articulation between the elementary and intermediate programs discussed to allow for a smoother content-related transition to the intermediate Spanish courses.

We posit that the greatest effect of BL instruction rests with the change in learner and instructor roles. F2F sessions require less teacher-centered instruction and more independent learning on the part of the students. We

believe these are positive changes, however. Nonetheless, if students are not independent learners actually reading the homework assignments in the textbook and completing the online textbook and AM assignments, this will lead to the “inadequate foundation in grammar” that Garrett (2009) mentions. Moreover, it is difficult to know whether instructors are concentrating on interpersonal tasks in F2F sessions and not devoting a major portion of the 50-minute F2F sessions to grammar explanations.⁹ We do know that students are completing the wiki, blog, and podcast tasks online and doing the cultural projects because there is verifiable evidence of this. These concerns were also relevant for the predesigned course but have become intensified in BL instruction.

Lastly, as in non-BL programs, if students are motivated, are independent learners, and do their homework; if instructors adhere to the F2F pedagogy they were trained to use;¹⁰ and above all else, if the technology is dependable,¹¹ then BL instruction may be a viable approach to cost savings, and the effects of BL instruction on the curriculum and pedagogy need not be negative. In the case study above, the component of the program that depends on Blackboard was not as reliable in the second semester of implementation as in the first semester, creating ripple effects that have influenced instructor workload, pedagogy, and assessment issues.

Conclusion

We set out to investigate BL instruction at large multisection elementary and intermediate FL programs and realized that publications on them were limited, and intentionally or unintentionally, what was available provided information relevant to their evolution, operations, and cost savings. In an effort to fill a void on the topic of curricular and pedagogical issues related to BL instruction, we described in detail how one university approached these issues while redesigning its intensive elementary Spanish courses for BL instruction. Our purpose was not to provide a model for curricular and pedagogical decision making in BL instruction at the elementary or intermediate level but to reflect on the unique contexts

⁹At the end of the first academic year of the BL Spanish first-year program, we administered a questionnaire to all students in our BL programs, Spanish 150 and 123. A general analysis of the open-ended comments indicated that instructors were indeed promoting interactive activities in the F2F sessions because students commonly cited this as a “strength” of the program.

¹⁰All instructors slated to teach in the redesigned courses were provided extensive pedagogical training related to the F2F sessions.

¹¹The Office of Instructional Technology worked closely and extensively on the technological aspects of the redesigned course. Issues that surfaced on the technological end were related to outages, Blackboard’s Campus Pack tool suite, and Respondus updates. Significant problems surfaced throughout the fall and spring semesters because students procrastinated in taking the online exams until the last day. Even when we extended the exam availability, students waited until the last day to take the exam, resulting in the inability to accommodate all students in the testing center.

in which curricular and pedagogical issues are considered. The context is not unique to BL instruction, however. Even so, we cannot adjudicate whether and how BL instruction should or can be judged positively without careful curricular planning and careful consideration of pedagogies. Without reflection on learning goals, programs will be reacting to outer circumstances rather than reflecting deeply on issues pertaining to adult instructed language learning.

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Appendix 6-A. First-Year Spanish Textbook Questionnaire for Blended Learning Instruction

Textbook title: _____ Online platform: _____

Textbook

Conceptual/theoretical considerations:

1. In general, does the author's approach match the first-year program's conceptual framework? Consider the following as practical and theoretical guidelines:
 - Activities that move from input (comprehension) to output (production), as opposed to beginning with production activities.

- Sufficient culture integrated into material, as opposed to stand-alone boxes that might get dropped.
 - Cultural content that promotes higher order thinking.
 - Promotion of using language for a purpose, as opposed to merely the “show and tell” of language use (activities designed for students to “practice” the language but not necessarily for a real purpose).
 - Interactive activities that promote several language skills: speaking, listening, reading, writing.
 - Grammar with clear grammar explanations (students will study these online/outside of class).
 - Meaningful and communicative exercises using vocabulary and grammar, as opposed to mechanical exercises in which students do not need to attend to meaning.
2. Are learner outcomes specified via the content and scope and sequence of the textbook? Are these appropriate for our program? On what basis do you make this evaluation?
 3. What are the salient features that represent the general pedagogical approach of the textbook?
 4. How is culture covered in this text? Keep in mind that we would like to have sufficient culture integrated into the textbook material, as opposed to stand-alone boxes that might get dropped. We would also like to have cultural content and tasks that promotes higher order thinking.
 5. Does the material seem appropriately gauged for our first-year Spanish students?
 6. Does the textbook include a reasonable approach to grammar instruction?
 7. Is the vocabulary common to first-year programs? Does it use “high frequency” words? Is there sufficient and appropriate vocabulary covered to prepare students for second-year courses?

Practical considerations:

8. How are the chapters structured in this textbook and is the structure logical/ user friendly?
9. In your opinion, would this text work well in the proposed blended learning model? Face-to-face sessions will emphasize communicative activities, although not exclusively.
 - a. Does the textbook offer enough communicative activities and task-based activities to use in class, such as interviews, surveys, and information-gap activities?
 - b. Could the majority of the interpersonal tasks be used “as is,” or would many require instructors to modify them to meet our needs?
 - c. Does the textbook offer purposeful comprehension-based practice for vocabulary, pronunciation, and clear and concise grammar explanations, as well as comprehension-based grammar practices that students can do independently and that will prepare them to use Spanish for interpersonal tasks in F2F sessions?

10. What types of things might we need to supplement if we use this text? For example, would we need to develop more input activities to use online, comprehension activities to go along with readings in the text?
11. Does the textbook provide sufficient opportunities to promote the development of reading, writing, and listening comprehension in Spanish?
12. Are there authentic texts used to promote authentic language uses?
13. Does the textbook offer instructional resources, such as additional activities, PowerPoints, a video component, a testing program? If so, what are these like?

Online Platform: e-Book, Online Workbook, Grammar Tutorials

14. Is the design and navigation of the e-book platform easy to follow for students and instructors?
15. In your opinion, is the online material, i.e., content, organization, practice activities, etc. well synchronized with the textbook material?
16. Does the online platform offer communicative activities online or activities that could easily be adapted for online communicative and interpersonal tasks?
17. What can this online platform offer in terms of input, grammar explanation, etc. Keep in mind that some of the tasks we currently do in class will need to be completed by students independently as homework?
18. In general, what portion of online activities are computer graded versus instructor graded?
19. What features does the grading component of the online platform offer and how user friendly is it?
20. Are there aspects of the online program that this textbook offers that the others do not or vice versa? (opportunity here to make comparisons with other texts)
21. Are there sufficient listening exercises online (these also serve as input for vocabulary and grammar)?
22. How easy are the instructions for the activities, particularly if students will be doing these on their own?
23. Does the textbook program offer good grammar tutorials?
24. How easy would it be to design additional activities or tasks and integrate them into this specific online platform, if necessary?
25. On a scale from 1 (best) to 5 (worst), how would you rank this textbook in general?

Explain why. 1

2

3

4

5

General evaluation and impressions:

Pros/strengths of this text and online platform:

Cons/weaknesses of this text and online platform:

Appendix 6-B. Course Redesign for Blended Learning Instruction in Multiple-Section Foreign Language Courses

Checklist of Considerations for Programs That Are Reducing Face-to-Face Sessions

Program Goals

- What are the various goals for first-year Spanish?
- Will these goals stay the same or will they need to be modified to accommodate the BL format?
- How will you reconfigure material, content, activities, pedagogy, etc., to achieve these goals?
- How can you use technologies to achieve them?

Learner Outcomes

- What are the learner outcomes for your program?
- Will these outcomes need to be modified for the BL format? If so, how?
- What material, content, activities, pedagogy will help you achieve these learner outcomes?
- Are course expectations and learner outcomes clear and accessible to learners?

F2F Sessions

- What are the objectives of the F2F sessions in the traditional program format?
- Will these objectives be modified for the F2F sessions in the blended learning format?
- Have the pedagogical goals for the F2F sessions changed/been modified?
- Will lesson plans or pedagogical guidelines be provided for the F2F sessions?
- Are there physical qualities to consider for the BL F2F classrooms? If so, what are they?

Beyond the Physical Classroom: Online Learning/Activities/Tasks/

Homework

- What curricular goals do the online materials (i.e., e-book, online activities manual, learning management system course site, e-Portfolio) serve?

- How do the various technologies in the blended learning course format support the curricular and pedagogical goals of the course?
- Are task instructions clear, consistent, and scaffolded (if necessary)?
- Are the activities/tasks gauged at the right level?
- Is the purpose of each activity/task clear and expectations well established?
- Do learners have the right amount of opportunities to obtain written and aural input online to engage successfully in F2F interpersonal activities/tasks?
- Do learners have the right amount of opportunities to express themselves orally online in the BL format?
- Do learners have the right amount of opportunities to express themselves in writing in the BL format?
- Do learners have an appropriate number of interactive/collaborative activities/tasks in the BL format?
- Is there an appropriate amount of online homework (whether via activities manual, book, interactive tasks, e-Portfolio assignments)?
- How much time will online activities/tasks take?

Assessments

- What forms of assessment will the blended learning format include and how often?
- What assessment formats will the blended learning format include?
- What alternative assessment formats will the blended learning format include?
- Will students have opportunities to “self-assess” their language proficiency and cultural knowledge?
- Are the criteria for all forms of assessment available to students?
- Will F2F assessments have a different purpose than online assessments?
- How many assessments will be made available online?
- Has student accountability for online assessments been accounted for?
- How do assessment measures parallel course goals, objectives, and learner outcomes?

Practical Considerations

Instructors

- Who are the personnel for your first-year courses?
- How will their workload be redistributed?

- What new training will they need (pedagogical and technological)?
- When will this training take place? How often? Who will lead the training?
- How is the role of the instructor changed (if at all)?
- What responsibilities will instructors have outside of F2F sessions?
- How is workload made equitable for instructors?

Course Management

- How will BL instruction be configured in the program?
- How will the syllabus be organized (what information and where)?
- How detailed is the syllabus (are the due dates indicated)?
- How will the interface of the various components of the course be configured? (Blackboard, Angel, or D2L course site, e-book/online workbook [such as Centro, WileyPlus, MySpanishLab, etc.], e-Portfolio tool, such as Campus Pack ePortfolio.)
- Is there sufficient time between F2F sessions to manage out-of-class and online homework?
- How will you set up the pairs and groups for online interaction?
- What default mechanisms are in place for students when a group member does not participate?
- Who will maintain the master course site for the program (whether via Blackboard or another Learning Management System)?
- What will each instructor need to add/adjust/change to his or her individual course sites?
- Where will online tasks be stored and how will they be set up?
- Will there be a location online for students to offer feedback about the hybrid course?
- Will student guides to technological tools be provided and where?
- How are the various grading components and tools interfaced?
- How might you reduce the ripple effect caused by new editions of the program textbook?
- What technologies will students be required to own/use in the hybrid format that are not currently required in your introductory Spanish program?
- Will there be additional student support, such as drop-in tutoring, online office hours, etc. in the BL format?
- What type of long-term personnel will be required to maintain technological components of the hybrid course?

Appendix 6-C. Foreign Language Standards and the First-Year Spanish Program

Communication: Communicate in Languages Other Than English

Standard 1.1

Standard 1.1 states that students should engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. The textbook that was adopted for the first-year Spanish program using blended learning instruction contains a wide range of pair and group activities which encourage and develop oral communication skills.

Opportunities to provide and obtain information.

See activities such as: IP.4, IP.10, 1A.1, 1A.19, 1B.10, *En vivo* Chapter 1, 2A.3, 2A.23, 2B.14, 2B.26, *En vivo* Chapter 2, 3A.8, 3A.21, 3B.15, 3B.19, *En vivo* Chapter 3, 4A.5, 4A.23, 4B.16, 4B.24, *En vivo* Chapter 4, 5A.5, 5A.12, 5B.12, 5B.23, *En vivo* Chapter 5, 6A.3, 6A.12, 6B.27, 6B.31, *En vivo* Chapter 6, 7A.4, 7A.26, 7B.12, 7B.17, *En vivo* Chapter 7, 8A.1, 8A.18, 8B.11, 9A.8, 9A.23, 9B.17, 9B.22, 10A.13, 10A.15, 10B.13, 10B.18, 11A.9, 11A.22, 11B.4, 12A.12, 12A.19, 12B.22

Opportunities to express feelings and emotions.

See activities such as: 2A.15, 3A.17, 8A.2, 8A.4, 8A.10, 8A.25, 11A.10, 12B.9

This objective is particularly appropriate in *Investigación* 8A where expressions relating to emotion are presented as vocabulary and students are discussing their emotional reactions to various works of art and situations.

Opportunities to exchange opinions.

See activities such as: 2B.24, 3A.27, 3A.35, 3B.25, 4A.11, 4A.20, 4B.25, 5A.34, 5B.10, 5B.20, 6A.13, 6A.19, 6B.13, 6B.15, 7A.12, 7B.7, 7B.23-27, 8A.20, 8A.28, 8B.9, 8B.19, 9A.11, 9B.11, 9B.26-27, *En vivo* Chapter 9, 10A.14, 10A.27, 10B.10, *En vivo* Chapter 10, 11A.19, 11A.31, 11B.12, 11B.22, 12A.23-25, 12B.14, *En vivo* Chapter 12.

Students engage in the material in a deeper way by analyzing, sharing, and comparing opinions.

Standard 1.2

Standard 1.2 states that students should understand and interpret written and spoken language on a variety of topics.

Written language (reading development).

Reading is developed through:

- Readings in the *Adelante* section of each *Investigación* (exclusively in Spanish as of *Investigación* 3A). (See pp. 113, 138, 160, 184, 206)
- *Vívelo: Cultura* sections, generally one to four per *Investigación* (exclusively in Spanish as of *Investigación* 4A). (See pp. 116, 124, 171, 261, 288, 441, 562)

- Additional readings associated with specific activities (e.g., 1A.11, p. 22; 2B.4, pp. 84–85; 11A.21, p. 497; 11B.13, p. 515)
- Realia and falsealia-based activities (e.g., 2A.4, p. 62; 2A.16, p. 72; 3A.15 and 3A.17, pp. 118–119, 5A.27, p. 220)
- *Contextos* and *Perspectivas* activities, one of each per *Investigación* (exclusively in Spanish as of *Investigación* 3A). See pp. 150–152, 222–223, 342–344, 430–432, 456–458, 476–478, 546–547

Topics vary widely and include profiles of prominent Hispanics, both contemporary and historical; cultural and religious practices and values (e.g., meal times, *compadrazgo*, family ties, work–life balance, bullfighting, 24-hour clock); education and study abroad; Native American civilizations; art and artists; sports and leisure; geography; Hispanics in the United States and the concept of hispanismo/hispanidad.

Spoken language (comprehension).

- Listening activities throughout each *Investigación* in both the textbook and the Activities Manual are indicated by a headphones icon (e.g., *Investigación* 2B: 2B.2, 2B.4, 2B.7, 2B.11, 2B.16, 2B.21, 2B.27; *Investigación* 5A: 5A.4, 5A.6, 5A.11, 5A.19; *Investigación* 9A: 9A.1, 9A.3, 9A.4, 9A.15; *Investigación* 11B: 11B.1, 11B.3, 11B.9).
- *Bien dicho* activities in both the textbook and the Activities Manual often focus on sound/word discrimination (e.g., 2A.6, p. 63; 3A.11, p. 115; 3B.7, p. 139; 4A.7, p. 161; 4B.8, p. 185; 5A.7, p. 207; 5B.5, p. 229; 6A.6, p. 255; 7A.7, p. 307; 7B.5, p. 329; 8A.5, p. 353; 8B.6, p. 375; 9A.5, p. 400; 10A.8, p. 443; 10B.4, p. 463; 11A.5, p. 487; 11B.6, p. 511; 12A.7, p. 533; 12B.5, p. 555).
- Each chapter test includes from two to three listening comprehension tasks.

Standard 1.3

Standard 1.3 states that students should present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

One-way writing.

“*Hablando de mí mismo*” online writing activities (like open journaling)
Wiki pages and “*Retratos*” (Blogs or follow-up writing assignments)

- Mini-writing activities are found throughout the textbook (e.g., 5B.16, p. 237; 5B.17, p. 237; 6B.16, p. 287; 6B.21, p. 290; 6B.26, p. 293; 8B.21, p. 384; 10A.22, p. 455).

One-way speaking.

- Students engage in a number of activities where individuals or groups report to the class, carry out a debate, or present information/skits to the class (e.g., IP.4, p. 6; 1A.5, p. 18; 1B.23, p. 52; 2B.25, p. 96; 3A.27, p. 128; 3B.3, p. 137; 5A.17, p. 212; 5A.22, p. 215; 5B.13, p. 235; 6A.15, p. 261; 6B.22, p. 291; 7B.17, p. 339; 7B.24–25, p. 343; 8A.26, p. 367; 8B.4,

- p. 372; 8B.28, p. 389; 9A.10, p. 403; 9A.23, p. 412; 9B.22, p. 428; 9B.27, pp. 431–432; *En vivo* Chapter 9, p. 434; 10A.26, p. 458; 10B.10, p. 466; 10B.15, p. 470; 10B.18, p. 473; 11A.20, p. 496; 11B.4, p. 510; *En vivo* Chapter 11, p. 526; 12A.4, p. 531; *En vivo* Chapter 12, p. 570).
- As of Chapter 7, activities encourage students to present their findings to the class (e.g., pp. 314, 335, 337, 339, 359, 361, 379, 416, 423, 442, 453, 472, 475, 489, 499, 511, 524, 533, 537, 561).
 - There is an oral component included in each of the exams.
 - For a sampling of other two-way or small group speaking activities, see 1P. 5, p. 7; 1B.15, p. 45; 2B.6, p. 85; 3A.21, p. 123; 3A.26, p. 128; 3B.16, pp.146–7; 4A.27, p. 174; 4B.16, p. 190; 6A.10, p. 258; 7A.11, p. 309; 8A.22, p. 351; 8A.10, p. 356; 8B.17, p. 383; 9A.8, p. 402; 9B.10, p. 420; 9B.16, p. 425; 10A.14, p. 447; 10B.14, p. 470; 11A.22, p. 498; 11A.25, p. 501; 12A.13, p. 537.
 - *Retrato de la clase* activities and *En vivo* activities also involve speaking with one or more classmates.

Cultures: Gain knowledge and Understanding of Other Cultures.

Standard 2.1

Standard 2.1 states that students should demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Students explore *el compadrazgo* from a historical and social perspective (pp. 100–101); understand how weather conditions and geography help shape what a culture eats (p. 214), and when, (pp. 222–223); how explicit social practices, such as the celebration of saints and the celebration of *días feriados* offer insight into the evolution of cultures, i.e., that much of the Hispanic population was Catholic (pp. 61, 405, 410); how Spain's cultural practices were fused with practices of indigenous peoples of the New World (pp. 398, 456–457); how even sports (soccer) is much more than what it appears to be (p. 416) and how it is tied into the social fabric of a country; and how media and communication effect and shape cultural practices (pp. 504–505, 523, 552, 562, 563).

Standard 2.2

Standard 2.2 states that students should demonstrate an understanding of the relationship between the products and perspectives of the culture studied. Students examine why the small *tienditas* are characteristic of small and large cities in Latin America (p. 294); how what people wear (hats) can give insight into their culture (p. 233); how something as benign as the design of the Spanish patio can reveal a great deal about the values of Hispanic cultures (p. 274); what art has in common across cultures and why (pp. 389, 313, 322–324); how the perception of historical figures/cultural heroes can change within and across cultures (pp. 476–478).

Connections: Connect with Other Disciplines and Acquire Information.

Standard 3.1

Standard 3.1 states that students should reinforce and further their knowledge of other disciplines through the foreign language. Students learn the geography of the

Spanish-speaking world (pp. 113, 114, 118, 124, 133, 134, 154). Students further their knowledge about American art and artists, as well as Hispanic art and artists, in chapter 7 and 8. They explore historical events and peoples of Hispanic countries in chapter 9, as well as issues in globalization and technology in chapter 12.

Standard 3.2

Standard 3.2 states that students should acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. Chapter content in the textbook culminates in the *Contextos* and *Perspectivas* sections at the end of each *Investigación*. In these sections, students experience distinctive viewpoints by first becoming aware of viewpoints based on their native culture and bridging these with the foreign culture, or by being sensitized to viewpoints of the foreign culture and then bridging them with awareness of perspectives in their native culture.

Comparisons: Develop Insight into the Nature of Language and Culture.

Standard 4.1

Standard 4.1 states that students should demonstrate understanding of the nature of language through comparisons of the language studied and their own.

- *Adelante* sections encourage students to use their knowledge of cognates to comprehend and use the Spanish equivalents. Use of cognates is reinforced constantly throughout the text in tasks, direction lines, and readings.
- *¡Atención!* sections heighten students' awareness of the fact that not every Spanish word that looks/sounds like an English word is a cognate.
- *Bien dicho* sections often make direct comparisons between English and Spanish pronunciation (e.g., pp. 36, 63, 85, 115, 161, 207, 307, 375, 400, 463, 487).
- *Estructuras clave* sections often make direct comparisons between English and Spanish grammars (e.g., pp. 25, 46, 74, 97, 145, 168, 217–218, 265, 289, 338, 360, 382).
- *Investigación* 1A points out how variations in non-verbal communication across cultures (i.e., gestures and greetings) can lead to misunderstandings.
- An effort is made to point out differences in the Spanish spoken across the Spanish-speaking world (e.g., pp. 12; 143; 5A.13, p. 210; 214; 228; 443; 463; 533).

Standard 4.2

Standard 4.2 states that students should demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. The central purpose of the *Contextos* and *Perspectivas* sections at the end of each *Investigación* is to make comparisons between Hispanic cultures and their own. The *Contextos y perspectivas* section explores the *Investigación* topic in a Hispanic

context through an examination of both the Hispanic perspective and the students' home culture perspective. In some *Investigaciones*, the order is reversed, with students focusing on themselves or their own culture in the *Contextos* activities and then examining that same issue from a Hispanic cultural perspective in the *Perspectivas* activities. The cultural comparisons that are the focus of the *Contextos y perspectivas* sections are further explored in the corresponding *Contextos y perspectivas* activities in the Activities Manual.

The topics explored in *Contextos y perspectivas* vary widely and are intended to spark student interest. In *Investigación 1A*, students are asked to explore the notion of personal space and greeting behaviors, first in Hispanic cultures and then in their home culture. Similarly, in *Investigación 1B* students are asked to compare the Mexican education system to that of their home country. In *Investigación 2B*, students are asked to compare the notion of *compadrazgo* with similar family and social network in their own culture. *Investigación 3A* asks students to compare Latin American geography with that of their native country. *Investigación 4A* asks students to compare Hispanic influences in U.S. culture and U.S. influences in Hispanic cultures. *Investigación 6B* asks students to explore issues relating to work-life balance, first on a personal level, and then among Hispanics in their community. *Investigaciones 7A* and *7B* ask students to analyze and compare the work of U.S. artists such as Norman Rockwell and Edward Hopper with that of Hispanic artists such as Carmen Lomas Garza, Fernando Botero, and Pablo Picasso. *Investigación 10B* asks students to explore the ambiguous legacy of Che Guevara and then apply that to a more familiar figure in U.S. culture, Christopher Columbus. *Investigación 11B* asks students to compare the role/influence of technology in their own lives with how the role/influence of technology is viewed through the work of the Argentine cartoonist Maitena and then draw some conclusions about cross-cultural perspectives on the role/influence of technology in people's lives. *Investigación 12B* asks students to compare the level of contact they and four classmates have had with other cultures with the contact that five individuals born outside of the U.S. had with U.S. culture in their native countries and draw some general conclusions about the role of technology in fostering communication among individuals from different countries/cultures. From this partial list, it should be evident that fostering these types of cross-cultural comparisons is truly one of the guiding principles behind the *Textbook Name* program.

Communities: Participate in Multilingual Communities at Home and Around the World.

Standard 5.1

Standard 5.1 states that students should use the language both within and beyond the school setting. With regard to using the language within the school setting, many of the activities encourage students to use the language to communicate with classmates. On the one hand, there are numerous activities that require students to obtain and give information, principally the *Retrato de la clase* activities (e.g., IP.6, p. 8; 1A.12, p. 23; 1B.14, p. 45; 2A.3, p. 60; 2B.14–15, pp. 90–91; 3A.8, p. 113; 3B.19, p. 148; 4A.10, p. 163; 4B.21, p. 193; 5A.5, p. 206; 5B.12, p. 234; 6A.22, p. 268; 6B.15, p. 287; 7A.26, p. 321; 7B.14, p. 336; 8A.17–18, p. 363; 8B.3, p. 371; 9A.11–12,

p. 404; 9B.11, p. 420; 10A.15, p. 449; 10B.13, p. 469; 11A.9–12, pp. 490–1; 11B.11–12, p. 514; 12A.12, p.536; 12B.14, p. 561). On the other hand, there are numerous activities that require students to work with classmates to share opinions or carry out a particular task in Spanish. In terms of using the language beyond the school setting, there are several activities that encourage students to interview Spanish speakers or individuals from other countries to get information (e.g., 4B.15, p. 189; 5A.13, p. 210; 6A.16, p. 262, 6A.32, p. 298; 6B.32, p. 298; *En vivo*, p. 392; 12.32, p. 566). There are other cases where annotations in the Instructor's Edition provide suggestions for expanding/adapting an activity to include getting information from individuals in the wider community (e.g., pp. 42, 51, 219, 228, 268, 382, 421, 463).

Standard 5.2

Standard 5.2 states that students should show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. Personal enrichment is also a goal. Students are not only exposed to personal (e.g., family, favorite pastimes, classes) or concrete topics (e.g., foods, clothing, home, sports, holidays, transportation, technology), but they are also exposed to topics with which they may be less familiar or are more abstract (art, globalization, work-life balance, *la hispanidad*, and looking at history from different perspectives). This pushes students beyond exploring what they know to exploring more complex, less easily defined topics, thereby making them both more well-rounded and more culturally aware, which in turn makes them better prepared to live and work in an increasingly multicultural society and an increasingly interconnected world. Students are able to immediately apply the Spanish they are learning, thereby gaining confidence in their abilities to communicate and experience the satisfaction of being able to communicate, albeit at an elementary level, with Spanish speakers from across the Hispanic world.

Summary of Textbook as It Relates to FL Standards and Ready for the World Goals

The first-year Spanish program embraces the synergy between language and culture. Students understand other cultures by understanding how practices (linguistic, social, etc.) reflect culture and how culture influences practices. This has been achieved by carefully embedding and connecting language and cultural content throughout the material, from the sentences used to model grammatical concepts, to statements that are used for pronunciation, to activities in and out of class. More noticeably, cultural content is embedded in authentic and literary readings, in the explorations on the Internet, and ultimately in the experiential learning tasks that lead students to think critically about the origin of cultural practices as a way to understand their native culture, as well as other cultures (to encourage cross-cultural perspectives).

The goals of the first-year program include moving beyond superficial descriptions to explorations about how a diversity of variables influence and form cultures, such as social, geographical, creative and historical conditions, and how,

taken as a whole, these influence one's perspectives about a native culture as well as other cultures. For example, students learn how what people wear can give insight into their culture; how something as benign as the design of the Spanish patio can reveal a great deal about family values; what art has in common across cultures and why; how the perception of historical figures/cultural heroes can change within and across cultures.

Appendix 6-D. The University of X First-Year Spanish Program

Conceptual Framework of the First-Year Spanish Program

Learner Outcomes for the First-Year Spanish Program

After successfully completing Spanish 111-112, 150, or 123, students will be able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations and on specific topics.

You will be able to talk and write about:

- your weekly schedule
- activities and objects in the classroom
- places around the university
- professions and careers
- various activities and preferences regarding those activities (*me gusta . . .*)
- personality traits/characteristics
- family relationships
- what you do
- what someone else does
- a variety of foods
- various forms of entertainment
- what you wear and when
- likes and dislikes of others
- weather conditions
- clothing and accessories
- the scenery and figures in artwork
- the customs or traditions associated with holidays
- sports

In addition, you will be able to:

- express nationalities of Spanish-speaking countries
- express the location of Spanish-speaking countries and capitals
- express years in Spanish
- make and comprehend comparisons in Spanish
- express how you get somewhere
- avoid repetition when talking about something already mentioned

- interpret who does what for whom in a statement
- order food at a restaurant
- indicate your preferences with regard to food
- indicate what you have eaten for breakfast, where you have eaten, what you have or have never eaten
- express reasons for going somewhere
- talk about shopping for others
- express the names of holidays
- describe what is happening at a specific moment in the present
- describe persons, places, locations, objects, characteristics, and amounts, and contextualize these (when appropriate) in terms of times (days, hours, months, and times such as today and tomorrow), frequency of occurrence, order, and quality

The following learner outcomes are specifically related to narration in the past:

- recognize references to actions completed in the past
- recognize references to routine practices in the past
- recognize descriptions referring to the past
- recognize references to repeated actions in the past
- indicate references to past emotions
- recognize references to a sequence of actions in the past
- recognize references to what someone was doing in a work of art
- recognize references to what happened in a piece of art
- recognize references to actions that have occurred up to the present moment

Using authentic texts, you will be able to:

- fill out an order form for a magazine
- interpret an airplane ticket
- interpret ads for housing
- interpret some public signs in Spanish
- complete forms requesting personal data
- interpret a table of contents
- fill out a university schedule
- interpret online ads and forms related to studying abroad
- restate the main ideas in brief magazine articles
- interpret and create horoscopes
- interpret wedding invitations
- interpret maps reflecting climate patterns and physical typology
- create movie advertisements
- follow recipes
- read and write email messages
- interpret weather reports as reported in newspapers
- listen to and take telephone messages
- interpret art exhibition announcements

The following are learner outcomes related to cultural content for the Spanish 111–112, 150, or 123 courses.

You will be able to:

- recognize socially appropriate ways of greeting and addressing people in the Spanish-speaking world
- infer cross-cultural misunderstanding based on different social practices
- justify some social customs and cultural celebrations particular to Spanish-speaking cultures, such as “*el compadrazgo*” and “*la quinceañera*”
- compare characteristics of soap operas in Spanish-speaking and U.S. cultures
- compare the educational system in Mexico and the U.S.
- analyze the relationship between the Catholic Church, university education, and cultural practices in South America and make comparisons between the history and function of the Church across two cultures
- analyze the values behind social behaviors and how these can lead to cross-cultural misunderstandings within the education system (between non-English-speaking Hispanic students and their teachers)
- examine the diversity of ethnic and racial groups that form the Spanish-speaking world
- review the importance and influence of indigenous languages of South America
- examine how Spanish-speaking cultures influence U.S. society and how U.S. cultures influence Spanish-speaking countries
- understand how food products and practices are connected to cultures within and across languages
- justify the dining practices in two cultures (U.S. and Spain or Latin America) based on social and historical contexts
- infer how dining practices of two cultures can lead to cross-cultural misunderstandings
- analyze culture’s influence to dictate what we wear
- recognize how some celebrations originated and analyze what they have in common across cultures
- analyze how a country’s holidays and celebrations offer insight into its culture
- identify well-known Hispanic directors, artists, writers, and singers
- compare characteristics of Hispanic artists and U.S. artists
- predict how interpersonal relationships and behaviors in business practices reflect cultural values

Conceptual Framework of the Second-Year Spanish Program

The second-year Spanish program focuses on teaching students to interpret, express, and negotiate meaning in context. The textbook and the second-year program aim to develop students’ linguistic fluency and accuracy while

fostering their ability to function within Hispanic cultures. Communicative activities used to facilitate learning are based on authentic materials and cultural information. These activities are designed to either increase cultural awareness or help students personalize and relate the material to their own experiences and cultures, again encouraging cross-cultural perspectives. Topics addressed in the second-year textbook move beyond the here-and-now of students' daily lives to more abstract concepts and ideas, for example, multiculturalism, immigration, health, the environment, human rights, art, technology, and globalization.

Appendix 6-E. Summary of ePortfolio Tasks

Task Name	Goals	Task Summary	Potential Audience	MEDIA USED
Task # 1: <i>Estudiar en el extranjero</i>	Explore study abroad possibilities and empower students to set their own study abroad goals.	Propose a study abroad plan. What is involved? What is the where, how, and how much to study abroad?	Self and classmates	Internet search and Google Earth
Task # 2: <i>Paisajes Lingüísticos</i>	Encourage reflective learning and create awareness of local Hispanic community.	Explore local community to find Spanish language images. Is there a Spanish presence in your community, and what can you say about it?	Students in other Spanish classes	Camera
Task # 3: <i>Orientación para/de . . .</i>	Encourage self-expression in Spanish and experience collaborative learning and teamwork.	Create an orientation video on a topic of interest. Will your audience have a detailed idea of topic or content of orientation?	Students in other Spanish classes	Video camera with audio
Task # 4: <i>Festival de cine (useful vocabulary for film can be found in Investigación 4A)</i>	Create multicultural understanding via cinema. Publicize, inform about, and recommend Hispanic films.	Recommend Hispanic films (movie reviews). Which films are flops, and which are highly recommended?	Students in other Spanish classes	Movies in Spanish (on commercial sites, in the library, or streamed)

(continued)

Task Name	Goals	Task Summary	Potential Audience	MEDIA USED
Task # 5: <i>Mi galería de arte (useful vocabulary for film can be found in Investigaciones 7A and 7B)</i>	Create multi-cultural understanding via art. Illustrate ability to design and present in Spanish.	Design a personalized online gallery.	Self and classmates	Internet
Task # 6: <i>Mis preferencias de música hispana (useful vocabulary for music can be found in Investigación 4A)</i>	Create multi-cultural understanding via music. Explore variety of Hispanic music.	Showcase your preferences in Hispanic music.	Self and classmates	Internet and Pandora
Task # 7: <i>Anuncio de interés público</i>	Reflect on social or global issues and create public awareness of them (e.g., environment, education, family issues).	Develop a public service announcement to promote global awareness. What is your fundamental message to the world?	UT students	Video camera with audio
Task # 8: <i>Un documental de un día feriado /reflexiones culturales (useful vocabulary for holidays can be found in Investigación 9A)</i>	Explore Hispanic traditions and practices related to cultural celebrations.	Document a holiday or celebration celebrated by an Hispanic culture. How does this culture celebrate the holiday?	Students in other Spanish classes	Video camera with audio