Introduction to Hispanic Literatures and the Impact of IPA-Informed Instruction on Student Writing Proficiency in the Presentational Mode: Findings from a Pilot SoTL Study[1]

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> Further, good teaching means that faculty, as scholars, are also learners. [. . .] Through reading, through classroom discussion, and surely through comments and questions posed by students, professors themselves will be pushed in creative new directions.
>
> —Ernest L. Boyer, *Scholarship Reconsidered*

INTRODUCTION

A little more than a decade ago, two Modern Language Association (MLA) reports (2007, 2009) challenged foreign language professionals to: 1) resolve the outdated, "two-tiered configuration" within

[1] The authors wish to acknowledge the significant contributions of Paul Hawkins, Director of the IUP ARL, to the design, execution, and analysis of the results of this pilot SoTL study.

undergraduate programs (MLA Ad Hoc 3), and 2) embrace "empirical research to assess the successes and shortcomings of the program[s]" (MLA 3). The 2007 MLA Ad Hoc Committee on Foreign Languages' report "Foreign Languages and Higher Education: New Structures for a Changed World" presented its findings in the context of the post-9/11 moment, when the need to both communicate with and comprehend the world's peoples and cultures had again become glaringly apparent. The Ad Hoc Committee saw higher education foreign language departments as essential in meeting the needs of this "changed world," but only if they implemented "new structures" in support of translingual and transcultural competence. To ignore this challenge, they argued, would deepen the division between instrumentalist and constitutive views of language learning and imperil the very existence of foreign language programs. They warned, "Lack of change will most likely carry serious consequences for both higher education and language learning. Language learning might migrate to training facilities, where instrumental learning will eclipse the deep intellectual and cultural learning that takes place on college campuses" (7). The 2009 "Report to the Teagle Foundation on the Undergraduate Major in Language and Literature" considered the contributions of both English and foreign language programs to liberal education. Three of its recommendations—curricular coherence, collegial cooperation, and interdisciplinarity—support many of the 2007, foreign language-specific report's suggestions. The 2009 report includes an additional recommendation: "The results of program changes need to be documented and evaluated empirically, through the adoption of outcome measurements" (3). This pilot Scholarship of Teaching and Learning (SoTL) study originated in these two professional calls to action.

Ironically, the MLA itself contributed to creating the aforementioned "two-tiered configuration," or "lang-lit split," by founding the American Council on the Teaching of Foreign Languages (ACTFL) in 1967. This division within national foreign language professional associations has marked the graduate training and subsequent careers of current foreign language faculty, many of whom were trained at large research institutions that focus primarily on literary and cultural studies but who teach in college and university departments dedicated to undergraduate education in integrative programs. In these contexts, the "lang-lit split"—whereby language study and communicative proficiency are considered the primary focus of beginning and intermediate level coursework, while

third- and fourth-year studies are dominated by coursework concerning literary and cultural analysis—does not impact departmental governance in terms of instructor rank, a major concern of the 2007 MLA report (6); in non-doctoral granting departments, all instructors teach at all curricular levels. It does, however, continue to contribute to a bifurcated curricular focus, learned as a result of instructors' own undergraduate and graduate preparation. Nonetheless, in these smaller, integrative program contexts, there is an opportunity to mend the division, particularly in the current era of accountability. If, as the Teagle report writers suggest, "Faculty members rarely work together in the way we propose and often know little about their colleagues' course contents and methodologies," (3) the need to develop an assessment plan will require them to name and negotiate their goals and objectives for their students. By engaging in the assessment project, I, a primarily MLA-identifying second-language literature professor, have come to understand the research and pedagogical approaches recommended by my primarily ACTFL-identifying second-language acquisition (SLA) colleagues.[2]

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[2] My own, ongoing professional evolution serves as an example of the "lang-lit split"-mending potential of the smaller, undergraduate, integrative program. My thinking through and acting on the findings of these MLA reports have been greatly influenced by where and with whom I have worked. Since 2003, I have been a faculty member at Indiana University of Pennsylvania (IUP), home to a three-time nationally recognized Spanish Education program directed by Eileen W. Glisan, a past president of ACTFL. National recognition can only be achieved and maintained through robust, integrated assessment, and Glisan's determination to create a culture of assessment within our department has yielded profound and far-reaching results. At IUP, I also had the opportunity to work with Frank B. Brooks, whose 2004 Pimsleur Award-winning article, co-authored by Richard Donato (University of Pittsburgh), painfully but importantly took foreign-language literature faculty to task for not creating the classroom conditions necessary for students to continue to develop their speaking proficiency. Through Brooks, I met, read, and later learned from Elizabeth B. Bernhardt (Stanford University), whose research helped me to begin to see all that I had missed in my graduate training. The influence of these three SLA researchers has had a sustained impact on my evolving teaching practice and research. This pilot SoTL study is greatly informed by several of their works.

1.1 A SELECTIVE LITERATURE REVIEW

In her brief but powerful 1995 "Teaching Literature or Teaching Students?" Elizabeth B. Bernhardt challenged, "All members of the foreign language and literature community need to engage in a national dialogue about this issue: are we in our classrooms for the benefit of students as individuals, or are we there to ensure that certain bodies of work remain in the consciousness of literary scholarship?" (6). Little did I know that answering this question would come to occupy much of my professional teaching and researching headspace some twenty years later. In 1995, I was a third-year graduate student in the type of doctoral-granting program that Bernhardt would later urge to reform its curriculum in her 2002 "Research into the Teaching of Literature in a Second Language: What it Says and How to Communicate it to Graduate Students." Contrasting traditional graduate student teaching preparation, which focuses primarily on language learning and language teaching, with the demands of literature learning and literature teaching, Bernhardt lays out a comprehensive plan for a graduate course—if not the outline of an ideal program philosophy—to engage future educators in both the theoretical research findings and practical field experiences that would inform their future literature classrooms. Bernhardt acknowledges the role of the "lang-lit split" in the traditional graduate program curricular disconnect she seeks to correct, and warns of its additional implications: "As long as graduate students believe that language learning happens in two years and that, after two years, students can discuss great literature, there can be no claim that graduate students will naturally become successful literature teachers" ("Research" 207). She concludes by suggesting that "mending the split," through a graduate course that pays explicit attention to literature learning and literature teaching in the foreign-language learning/teaching context, "potentially leads to greater professorial job satisfaction. Graduate students will begin to have a grasp on the inextricable link between language and literature study and no longer perceive one as a necessary evil and the other as the real goal" (207-08). Here, Bernhardt makes two important assertions regarding the literature teacher/literature learner relationship: 1) "The point of departure must be what the student understands is in the text, not what the teacher tells him or her it is about" (206), and 2) "The [literature

teacher] task . . . is to look for and to diagnose [literature learner] misunderstandings arising from cultural misconstructions, linguistic deficiencies, or both" (207).

Linguistic proficiencies, rather than deficiencies, are at the center of Richard Donato and Frank B. Brooks' 2004 "Literary Discussions and Advanced Speaking Functions: Researching the (Dis)Connection," which detailed their observations of the discourse patterns of an advanced-level Spanish literature course, marked by 20% Initiation-Response-Evaluation (IRE) sequences—professor initiates with a question, student responds with an answer, professor evaluates with a concluding, limiting expression—and 80% "teacher elaborated commentary and reactions to student comments" (187). They assert, "Nothing intrinsically beneficial to advancing proficiency arises in a literary discussion if this discussion is routinely cast in three-part triadic discourse culminating in teacher evaluation and lecture" (189). This "traditional" approach to teaching literature in the second language (L2) context is especially problematic, as it provides little to no opportunity for students to continue to develop their speaking proficiency after completing the beginning and intermediate language and conversation course sequence common to many foreign language department programs. Donato and Brooks also analyze and consider the impact of instructor question type, use of major time frames, and student uptake—"the revoicing of a correct language form or function after instructor modeling or recasting of the student's utterance" (191)—in the context of in-class literary discussions. Through analysis of instructor and student interviews, they find an additional disconnect between expressed instructor and student goals for the course as well as a notable absence of concern, on the part of either party, for increasing student speaking proficiency. Among Donato and Brooks' findings, happily, the first is that "discussions that take place in literature courses have the potential to incorporate advanced proficiency goals" (195). Rather than seeking to eliminate literature from the foreign language curriculum, as many literature professors believe and fear, SLA colleagues acknowledge literature's promise in creating the classroom conditions that would support development of Advanced- and Superior-level speaking proficiency: "literary discussion affords discourse opportunities to hypothesize, defend opinions, elaborate, and speak beyond words and phrases" (195). However, two other findings are even more salient to this study: 1) "literature professors need to know the Proficiency Guidelines

for Speaking, the range of functions at each level of proficiency, and the modes of communication as described in the National Standards in Foreign Language Education" (196), and 2) "the critical need for more research into the literary discussion and its relationship to developing functional language abilities at the advanced level" (196). I would argue in addition that a literature professor's knowledge of the Proficiency Guidelines for Writing, Reading—most likely formally assessed in the context of a literature course—is essential, and that the research needs should be met collaboratively, that is, across departmental and professional disciplines, and again, not exclusive to speaking proficiency. This type of co-constructed research would also contribute to mending the "lang-lit split."

Since Donato and Brooks, multiple replication studies by other SLA researchers (Zyzik and Polio 2008; Polio and Zyzik 2009; Thoms 2011; Darhower 2014) have confirmed the problems identified in the discourse of "traditional" literature courses, but they have offered few solutions to the L2 literature learning/teaching conundrum. However, Chantal Thompson, in her 2008 "Preparing Students for Writing and Talking about Literature," provides some practical advice—a "three-step plan" for literature professors (20). First, she suggests the problem be addressed "in that first intermediate course where language meets literature on a serious basis" (20). She advises that literature professors acknowledge that their students still have proficiency to build toward the Advanced levels. As a second suggestion, Thompson advises that literature professors "design a syllabus where language and literature work hand in hand" (20) and provides a three-column model with headings for "Content/Context," "Functions," and "Language Forms" (21). Thompson's model provides a means to engage with literary content through a focus on language form in support of linguistic function along a control continuum—from full control of Intermediate tasks, to partial control of Advanced tasks, to emerging control of Superior tasks—to guide the development of activities that "spiral up" over the course of a semester in a manner similar to the ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT). Thompson promotes "a conscious effort to use function as the organizing core of the [literature] course," concluding that "Only then can content and form work hand in hand instead of competing for attention" (22). A literature professor who, as Donato and Brooks urged, clearly knows the Proficiency Guidelines, Thompson advances the discussion and bridges

the "two-tiered configuration;" she even provides a sample 50-minute class lesson plan as well as exemplars of student writing at the Advanced level. There remains to resolve, however, the Teagle report's call for English and foreign language professionals to engage in empirically sound assessment. While Thompson provides a proficiency-minded structural model for the creation of formative and summative activities in the literature course context, the question of the assessment of those activities remains unanswered. The search for the assessment "mortar" that would hold together a proficiency-based pedagogical model led me to the ACTFL Integrated Performance Assessment (IPA).

If L2 literature professors have nothing else, they have deep knowledge of, broad familiarity with, and specialized training in the analysis of authentic L2 texts that can be used to launch an IPA sequence, through its interpretive, interpersonal, and presentational communicative modes. Originally created in the context of a 1997 grant earned by ACTFL from the US Department of Education and tested at the elementary and secondary levels (grades 3-12), the IPA project sought to design and investigate the effectiveness of an assessment model that would be useful in measuring student progress toward reaching goals established in *Standards for Foreign Language Learning in the 21st Century* and to reinvigorate curriculum and instruction in L2 educational contexts (Adair-Hauck et al. 23). I began to explore how I might use this model, and with it, its rubrics for assessment of interpretive, interpersonal, and presentational tasks in the context of my Introduction to Hispanic Literatures course.

In *Implementing the Integrated Performance Assessment*, authors Bonnie Adair-Hauck, Eileen W. Glisan, and Francis J. Troyan provide a readily-adaptable pedagogical approach to L2 teaching at all levels. The tasks associated with the IPA's initial Interpretive Communication Phase guide the reader (or listener/viewer) from an elementary exploration of the text (or audio/video recording), through searches for key words and phrases, supporting details, and organizational features, to a more complex second look, informed by context, inference, and cultural perspective. Interpretive tasks are not L2 exclusive, that is, there is no insistence on use of the L2 to complete them as the focus is on receptive rather than productive skills. This would seem to align with and address Bernhardt's concern that a student's linguistic deficiencies may mask their interpretive proficiency.

In the next Interpersonal Communication Phase, students are provided a related situational prompt to respond to orally (or in writing) with the aim of encouraging them to produce in conversation (or text) the thematic, lexical, and grammatical features discovered through completion of the previous interpretive task. These interpersonal tasks, completed spontaneously by students in real time, would seem to align with and address Donato and Brooks' concern that students be provided opportunities to engage in extended discourse.

In the concluding Presentational Communication Phase, students create a product, in written or spoken form, for a real audience. In both the Interpersonal and Presentational Phases, there is increased insistence upon accurate use of the second language as the focus shifts from receptive to productive linguistic skills. Like Thompson's model, the IPA is based on the ACTFL Proficiency Guidelines and their core functions, but unlike Thompson, the IPA includes assessment, not only of speaking and writing in interpersonal and presentational modes, but additionally of the interpretive mode inherent in the reading of literary texts.

Research on the effectiveness of the IPA has now been conducted at all levels (K-16) of L2 learning environments. Findings at the elementary and secondary levels suggest that the IPA has a positive impact on instruction in its so-called "washback effect:" "it prompted teachers to modify their classroom practices to enhance their students' performance" (Adair-Hauck et al. 23). Additionally, in a study of the use of the IPA at the elementary level, researchers found "An outcome of the IPA is a metacognitive awareness on the part of the students of their own process of language learning" (Adair-Hauck et al. 24), that is, students knew where they were, what they needed to do to go further, and how the IPA could help them get there. Among the research findings at the post-secondary level relative to the course that is the focus of this study are highest performance on the presentational task, lowest performance on the interpretive task, and performance on the interpersonal task that was lower than that in the presentational mode (Adair-Hauck et al. 23-24). These findings suggest the predominance of writing in the presentational mode at primary and secondary levels of instruction and perhaps underscore the need identified by Bernhardt regarding students producing their own informed interpretations of authentic texts rather than re-presenting the information their instructors have told them about the text. Additionally, these findings seem to confirm the conclusions of

Donato and Brooks concerning the contribution, or lack thereof, of traditional in-class literary discussion to students' increased speaking proficiency in the interpersonal mode.

Writing in the presentational mode—from homework response, to exam essay question, to final paper—is arguably the most common type of assessment in intermediate and upper-level literature and culture courses. In fact, the final paper is the summative key assessment for the overwhelming majority of third- and fourth-year courses in our curriculum. Additionally, at our institution, students who seek the BS in Spanish Education degree must present and achieve Advanced Low or higher on the ACTFL WPT—a strictly timed, 90-minute, no resources allowed, four-prompt assessment (from Intermediate to Superior proficiency levels)—prior to beginning their student teaching assignment in their final semester of college study.[3] Given faculty objectives for writing and student needs for writing practice, I chose writing in the presentational mode as the primary object of study. The pilot SoTL study sought to determine if using the IPA-informed approach, as compared to the "traditional" approach, would lead to increased levels of student writing proficiency in the presentational mode.

2. DESIGN – "TRADITIONAL" VS. NON-TRADITIONAL, IPA-INFORMED APPROACH

I have taught Introduction to Hispanic Literatures more than a dozen times since Fall 2003. In response to Bernhardt's 1995 question, regarding whether I was in the business of teaching students or teaching literature, even prior to the pilot study, I had reduced the number of primary texts "covered" in a semester and eliminated the fact-laden *Panorama histórico* that accompanies each genre—narrative, poetry, drama, and essay—treated in the oft-used textbook for such a course, *Aproximaciones al estudio de la literatura hispánica*. Relatedly, in response to the need to develop a robust assessment plan for our BS in Spanish Education program, as a department, we changed our traditional, professor-centered course objectives to performance-based student

[3] BS in Spanish Education students at our institution must also present and achieve Advanced Low proficiency on the ACTFL OPI prior to student teaching.

learning outcomes. In this way, our course and program outcomes now reflect what students will be *able to do* rather than what they will be *expected to know*. Our programs and courses have steadily evolved from traditional notions of content "coverage" to content "competence," that is, providing the tools and skills necessary to engage with cultural products and practices to reveal their inherent cultural perspectives.

During Fall 2017, I taught the course in the "traditional" manner, that is, without the Standards-based IPA treatment (see Appendix A – "Traditional" Syllabus). Students completed "traditional" types of assignments; they read a literary work, answered questions regarding that literary work, took a quiz regarding that literary work, and later took an exam (including multiple choice, matching, and fill-in-the-blank activities) on multiple literary works. In this "traditional" format, for students, class becomes the opportunity to get the "right answers" from the professor so that they may then be regurgitated on the next quiz or exam. Homework activities become exercises in copying key phrases from the original text—"look back and lift off"—without actually engaging with the material beyond an initial literal comprehension.

During Spring 2018, I implemented a non-traditional, IPA-informed approach to the course, what Kate Paesani and Heather Willis Allen might designate as "The integration of [a] language-focused teaching strateg[y] into . . . literary-cultural classes" (S60). Under the overarching, general theme of *family*, students completed one family-sub-themed IPA cycle per genre—narrative, poetry, drama—as well as one culminating family sub-themed IPA cycle at the course's conclusion. At these four points in the semester, students completed an interpretive reading, interpersonal speaking, and presentational writing task as a summative assessment for each unit as well as the overall course. Interpretive reading and presentational writing tasks were completed individually during class meetings. Interpersonal speaking tasks were completed in pairs in the instructor's office by appointment. Prior to the completion of each unit's culminating IPA, students completed formative interpretive reading tasks (as homework, outside of class), as well as in-class formative interpersonal speaking tasks. Formative presentational writing tasks were completed throughout the semester in the development of the

course's key assessment (summative), a final research paper (literary analysis).[4] (See Appendix B – Non-Traditional, IPA-Informed Syllabus.)

3. METHODS

This study employed a quasi-experimental design known as an untreated control group design with dependent pre-test and multiple post-test samples (i.e. the non-equivalent comparison group design). This is one of the most common research designs since it "makes it easier to examine certain threats to validity" (Shadish et al. 138). Data were gathered from the first part of the study (Fall 2017), in which the "traditional" (i.e. non-equivalent control group) approach was used in class, but IPA-informed tasks and rubrics were used in the context of presentational writing tasks at the beginning, midterm, and concluding points of the semester (i.e. writing rubric scores over three time points). For the second part of the study (Spring 2018), IPA-informed tasks and rubrics were used in the context of a non-traditional, IPA-informed (i.e. non-equivalent treatment group) approach to the course. For both groups, participants self-rated their current L2 abilities at the beginning and end of the semester using a five-point Likert scale for which one indicated a low perception of current ability and five represented a high perception of current ability.

The instructor assessed the participants' writing tasks using the IPA-informed rubric. This rubric's criteria include: Language function, Text type, Impact, Comprehensibility, and Language control. Each rubric criterion is assessed on a four-point scale: 4=Exceeds expectations, 3=Meets expectations [Strong], 2=Meets expectations [Minimal], and 1=Does not meet expectations. Descriptors for each rubric criterion generally as well as each rubric criterion at each level of the scale are included in the rubric. Raw rubric scores are converted to a suggested gradebook score using the formula (Total Points x 52/20) + 48 = %. (See Appendix F.)

Once data were collected, statistical analysis software (SPSS 25) was used to conduct analysis. The data cleaning process consisted of removing missing cases and removing variables not applicable to the

[4] While non-traditional in its pedagogical approach, the course was taught within the constraints of programmatically-defined student learning outcomes. The final research paper (literary analysis) is also a programmatically-defined key assessment for the course.

analysis. The statistical analysis began by using frequencies and descriptive statistics to explore demographic information of the participants. Next, measures of central tendencies were calculated for each of the variables collected. This was followed by a comparison between groups of self-rated L2 confidence and rubric scores by using the non-parametric alternative to the independent samples t-test, the Mann-Whitney U test. Finally, visual comparisons of line graphs revealed changes over time between and within the Traditional (Control) and Non-Traditional (Treatment) courses.

3.1 PARTICIPANTS

The participants in this study were undergraduate students of a required course for Spanish majors and minors, SPAN 260, Introduction to Hispanic Literatures.[5] Each semester, the course was capped at 25 students; however, actual course sizes were 15 and 12 students, respectively. Complete sets of measures (initial/final questionnaires, pre-/mid-/final-task rubrics) were available for 11 and 8 student participants respectively.[6]

For the Traditional (Control) class (n = 11), 27.3% of students report taking Spanish for 3 years, 9.1% for 3 and one-half years, 54.5.3% for 4 years, and 9.1% for 5 years (M = 3.79, SD = .58225). For the Non-Traditional (Treatment) class (n = 8), 25.0% of students report taking Spanish for 2 years, 62.5% for 4 years, and 12.5% did not report (M =3.42, SD = .97590). Additional demographic information appears in Table 1 and Table 2 below.

Table 1 - Demographic Characteristics of Participants from Traditional (Control) Group (n = 12)

Characteristic	n	%
Major		

[5] Introduction to Hispanic Literatures may also serve as a course in the Latin American Studies Minor.

[6] There is often at least some attrition in this course, as it presents a student's first content-based challenge, including interpretation of authentic texts, incorporation of appropriate literary terminology, and textual analysis.

Spanish	4	33.3
Non-Spanish	8	66.6
Minor		
Spanish	6	85
Non-Spanish	1	15
Student speaks Spanish at home		
No	12	100.0
Someone speaks Spanish at home		
No	12	100.0
Traveled abroad		
No	8	66.7
Yes	4	33.3
Country traveled abroad		
Primarily Spanish-speaking country	4	100

Table 2 - Demographic Characteristics of Participants from Non-Traditional (Treatment) Group (n = 8)

Characteristic	n	%
Major		
Spanish	3	37.5
Non-Spanish	5	62.5
Minor		
Spanish	4	66.6
Non-Spanish	2	33.3
Student speaks Spanish at home		
No	6	75.0
Yes	2	25.0
Someone speaks Spanish at home		
No	6	75.0
Missing	2	25.0
Traveled abroad		
No	4	50.0
Yes	4	50.0
Country traveled abroad		
Primarily Spanish-speaking	4	100.0

country

3. 2 MEASURES

A representative of the IUP Applied Research Lab (ARL) administered the informed consent process as well as the initial project questionnaire at the end of the first class. The representative from the ARL also administered the final project questionnaire as students exited the final exam period.[7] (See Appendices G and H.) In addition to securing the demographic information communicated in section 3.1 Participants above, the initial and final project questionnaires aimed to determine how students rated their own speaking, writing, reading, and listening proficiency levels, using a 5-point Likert scale to self-rate their abilities at the beginning and end of the course, and to what extent those self-ratings had or had not changed as a result of the "traditional" and non-traditional, IPA-informed approaches.

Each semester, students completed a preliminary (early September 2017/early February 2018), mid-term (mid-October 2017/late March 2018), and final assessment (late November 2017/early May 2018) of writing proficiency levels using the ACTFL Writing Proficiency Guidelines in the context of the ACTFL IPA Presentational Mode Writing (Intermediate) rubric. (See Appendix F.)

Though much of the research to date has focused on L2 coursework and proficiency at the Advanced levels, the Intermediate-level rubric was used in the context of assessing the presentational writing in this context as the course serves as a bridge to L2 literature courses at the 300- and 400- (Advanced) levels. Students taking this course have typically completed or been provided exemptions for the first four courses in the program sequence: three language courses at the beginning and intermediate levels and one course focusing on conversation at the

[7] In addition to administering the informed consent, initial, and final project questionnaires, the ARL representative maintained all study-related documents until after the semester grades had been submitted. In this way, as professor of record and PI, I did not know which students had or had not agreed to participate in the study until after the course grades had been submitted. This seemed especially important given the relatively small size of the department and mitigated any potential coercion that might result from asking a faculty colleague to administer the consent and questionnaires.

intermediate level. All students taking the course have completed the pre-requisite course in intermediate composition. As such, most students are still developing their Advanced-level writing skills but are at least minimally able to create with the language, use sentences and strings of sentences, generally be understood by those accustomed to interacting with non-natives, and produce Intermediate-level language at varying levels of quantity and quality.[8]

All presentational writing tasks were completed during a regularly-scheduled class meeting and lasted approximately 30 minutes. Prompts for the preliminary, mid-term, and final presentational writing assessments concluded the IPA cycles aligned to each of the course's three genre-related sections: narrative, poetry, and drama. (See Appendices C-E.)

4. RESULTS

Statistical analysis of data gathered in Fall 2017 Traditional (Control) and Spring 2018 Non-Traditional (Treatment) semesters from indirect and direct measures (questionnaires and rubrics) follows below.

4.1 AVERAGE CONFIDENCE—TRADITIONAL (CONTROL) GROUP

Participants rated their Reading Confidence (*M* = 3.58, SD= .79296), Writing Confidence (*M* = 3.41, SD = .66856), Listening Confidence (*M* = 3.75, SD =.75378), and Speaking Confidence (*M* = 3.41, SD= .79296) prior to the start of the class. The average self-rating on the four measures was above three, indicating that participants in the sample rated their L2 abilities as moderate. Participants then rated their Reading Confidence (*M*= 3.81, SD= .60302), Writing Confidence (*M=3.54*, SD= .68755*)*, Listening Confidence (*M*=3.90, SD = .83121), and Speaking Confidence (*M = 3.45,* SD= .93420*)* at the end of the class. The average self-rating on the four measures was above three, indicating that

[8] BS in Spanish Education students completing their Mid-Program Review WPTs at approximately the same point in the curricular sequence are expected to achieve Intermediate Mid.

participants in the sample rated their L2 abilities as moderate. A series of paired samples t-tests and Mann-Whitney U tests revealed no significant differences or changes, on average, for this sample in Spanish reading, writing, listening, or speaking confidence among the Traditional (Control) participants.

4.2 AVERAGE WRITING RUBRIC SCORES—TRADITIONAL (CONTROL) GROUP

The average writing rubric scores for the Traditional (Control) Group at the beginning of the semester were Language Function (*M* = 3.25, SD = .75378), Text Type (*M* = 3.08, SD = .79296), Impact (*M* = 2.83, SD = .83485), Comprehensibility (*M* = 3.08, SD = 1.0836), Language Control (*M*= 3.33, SD = .77850), raw score (*M* = 15.58, SD = 3.87201) and total percentage (*M* = 88.41, SD = 10.0766). The average writing rubric scores at the midterm for the Traditional (Control) Group were Language Function (*M* = 3.50, SD = .67420), Text Type (*M* =3.50, SD = .67420), Impact (*M* = 2.91, SD = 1.0836), Comprehensibility (*M* = 3.16, SD = 1.0298), Language Control (*M*= 3.00, SD = .95346), raw score (*M* = 16.08, SD = 3.98767) and total percentage (*M* = 89.83, SD = 10.3118). The average writing rubric scores for the Traditional (Control) Group at the end of the semester were Language Function (*M* = 3.08, SD= .90034), Text Type (*M* =2.83, SD = .83485), Impact (*M* = 2.25, SD = .96531), Comprehensibility (*M* = 3.8, SD = 1.08362), Language Control (*M*= 3.00, SD = .85280), raw score (*M* = 14.25, SD = 4.0926) and total percentage (*M* = 85.0, SD = 10.6001). A series of paired-samples t-tests and Mann-Whitney U tests revealed that there were no significant differences or changes over time for any of the writing rubric scores.

4.3 AVERAGE CONFIDENCE—NON-TRADITIONAL (TREATMENT) GROUP

Participants rated their Reading Confidence (*M* = 3.75, SD = .88641), Writing Confidence (*M* = 3.62, SD = .91613), Listening Confidence (*M* = 4.12, SD = .83452), and Speaking Confidence (*M* = 3.50, SD = 1.30931) prior to the start of the class. The average self-rating on the four measures was above three, indicating that participants in the

sample rated their L2 abilities as moderate. Participants then rated their Reading Confidence (*M*= 3.87, SD = 1.12599), Writing Confidence (*M*= 3.87, SD = .83452*)*, Listening Confidence (*M*= 4.00, SD = 1.06904), and Speaking Confidence (*M* = 3.62, *SD* = 1.18773*)* at the end of the class. The average self-rating on the four measures was above three, indicating that participants in the sample rated their L2 abilities as moderate. A series of paired samples t-tests and Mann-Whitney U tests revealed no significant differences or changes, on average, for this sample in Spanish reading, writing, listening, or speaking confidence among the Non-Traditional (Treatment) Group participants.

4.4 AVERAGE WRITING RUBRIC SCORES—NON-TRADITIONAL (TREATMENT) GROUP

The average writing rubric scores for the Non-Traditional (Treatment) Group at the beginning were Language Function (*M* = 3.50, SD = .9258), Text Type (*M* = 3.25, SD = .88641), Impact (*M* = 3.37, SD = .74402), Comprehensibility (*M* = 3.37, SD = .74402), Language Control (*M*= 3.25, SD = .886421), raw score (*M* = 16.75, SD = 3.1053) and total percentage (*M* = 91.62, SD = 7.9271). The average writing rubric scores at the midterm for the Non-Traditional (Treatment) Group were Language Function (*M* = 3.50, SD = .53452), Text Type (*M* = 3.50, SD = .53452), Impact (*M* = 2.62, SD = .74402), Comprehensibility (*M* = 3.37, SD = .74402), Language Control (*M* = 3.25, SD = .70711), raw score (*M* = 16.25, SD = 2.3928) and total percentage (*M* = 90.12, SD = 6.4833). The average writing rubric scores at the end of the Non-Traditional (Treatment) Group were Language Function (*M* = 3.50, SD = .53452), Text Type (*M* =3.50, SD = .53452), Impact (*M* = 2.50, SD = .75593), Comprehensibility (*M* = 3.00, SD = .92582), Language Control (*M*= 2.87, SD = .99103), raw score (*M* = 15.37, SD = 3.1594) and total percentage (*M* = 87.25, SD = 9.03564). A series of paired-samples t-tests and Mann-Whitney U tests revealed that there were no significant differences or changes over time for any of the writing rubric scores.

4.5 COMPARISON OF LINE GRAPHS—TRADITIONAL (CONTROL) GROUP/NON-TRADITIONAL (TREATMENT) GROUP

Despite none of the changes being statistically significant, upon further visual inspection of line graphs for confidence and writing scores, changes can be seen (see Appendices I and J). Average confidence for the Non-Traditional (Treatment) Group improved in reading, writing, and speaking over the semester. Average confidence for the Traditional (Control) Group improved in reading, writing, speaking, as well as listening over the semester. No average L2 self-rated ability for the Traditional (Control) Group was higher than any average L2 self-rated ability for the Non-Traditional (Treatment) Group; that is the Non-Traditional (Treatment) Group scored higher than the Traditional (Control) Group on all L2 self-rated abilities. The average score for the rubric criterion of Language Function for the Non-Traditional (Treatment) Group stayed the same throughout the semester (3.5). (See Appendix K - Comparison Means Table with p Values.)

5. DISCUSSION

Due to the small sample sizes in this pilot quantitative study, the results do not carry statistical significance that is generalizable. However, this may not be known for certain without calculating effect sizes. Effect sizes were not calculated due to the Mann-Whitney U test revealing no significant result. The Mann-Whitney U test is more appropriate for this sample and provides graphic representations of changes over time.

The Mann-Whitney U results, particularly regarding modest increases in student self-assessment of perceived L2 ability or confidence, confirms the prior research on the use of the IPA at the elementary level reviewed above (Adair-Hauck et al. 24). Through use of protocols like the IPA, language professors demystify language learning so that students feel empowered to engage in the metacognitive processes necessary for them to reach higher levels of proficiency. This finding resonates with the results from a research study conducted on the use of the IPA in the university setting and reported by the authors of the IPA manual: "Data from this post-secondary study also point to the possibility that the IPA may have a positive impact on learners' level of motivation to study a language and on their perceptions about language learning, although this remains to be confirmed in future research" (Adair-Hauck et al. 24). This finding also supports the position that

intermediate-level courses of this type serve as bridges toward advanced-level coursework, as their intentionally designed assignments serve to scaffold and support development of increasingly Advanced-level functions. This finding also confirms Bernhardt's suggestion that L2 literature courses might serve as ideal points of instructor-student interaction and intervention, as benefitting individual students rather than benefitting maintenance of the literary canon. Finally, use of the IPA protocol in the context of an L2 literature course directly responds to one of Donato and Brooks' assertions regarding L2 literature instructor knowledge of the Standards-based proficiency guidelines and modes of communication; they are integrated throughout.

While the overall lack of significant differences in writing rubric scores from the Traditional (Control) to the Non-Traditional (Treatment) semester may at first glance seem disappointing, based on these results, we can say that teaching the course using the IPA protocol is roughly equivalent to using the traditional method. This is an inherently positive finding, especially when taken in conjunction with the positive findings regarding increased student confidence.

In the context of the WPT, it is generally acknowledged that changes from one to the next higher proficiency sub-level require additional time on task. As evidence of this, individuals must request special permission from Language Testing International, the ACTFL testing organization that manages the WPT, to override the standard 90-day waiting period before presenting the test again. Given that a semester only includes 14 weeks of instruction (3 classes per week at 50 minutes per class = 35 hours), it was perhaps naïve to expect to see significant changes in the span of one course.

Threats to validity include small number of participants (n=), selection bias, lack of controlled inter-rater reliability variable (e.g. presentational writing tasks assessed by researcher only), and design error (e.g. final questionnaire taken immediately following completion of final writing task). In sum, these factors indicate the need for additional qualitative studies, including open-ended responses to augment the traditional five-point Likert scale. By inviting students to reflect on their respective (traditional / non-traditional) course experiences, comparative themes may emerge from the control and treatment groups. Additional limitations and uncontrolled variables are discussed below.

5.1 LIMITATIONS

Incomplete sets of measures

Though all originally-scheduled students provided consent, several complicating factors resulted in incomplete sets of measures for several study participants. These included: late additions to or mid-semester withdrawals from courses, requests to present final exams on alternate days, as well as other time constraints imposed by strict final exam scheduling.

Participant "outliers"

Introduction to Hispanic Literatures falls in the sixth semester of Spanish study in our curriculum. However, there are multiple paths to this course. Many students who have previously studied the language, or who have L2-speaking family members at home or abroad, place out of one or more of the beginning and intermediate-level language and conversation courses. Particularly during Non-Traditional (Treatment) semester, the participation in the study of two native or near-native speaking students, as well as a third student who had already achieved Advanced-level speaking proficiency, may have skewed the results.

"Language function" rubric criterion level descriptors

Due to the literary content and context underlying the presentational writing prompts, the descriptors at each level of the Intermediate Level rubric's "Language function" criterion often did not match the "survival in target language cultures" context common to the Guidelines. Creating guidelines for literary analysis at Novice, Intermediate, Advanced, and Superior levels, as discussed below, would provide useful descriptive language for a modified rubric for the literary context.

5.2 FUTURE DIRECTIONS

This pilot study's results are limited to writing in the presentational mode, which is of keen interest to "content" faculty who teach literature and culture courses, where the "traditional" final paper continues to serve as a summative key assessment, but also may be significant in the context of pre-professional programs (education, health, hospitality, law) for which the WPT serves as a measure of writing proficiency, in both presentational and interpersonal modes.

The design of this pilot study might be refined and expanded to address additional research questions concerning development of interpersonal speaking and interpretive reading proficiencies. Literature faculty should collaborate with their SLA colleagues to develop a set of cultural/literary interpretation proficiency guidelines similar to ACTFL's linguistic proficiency guidelines in an effort to identify and define developmental steps toward achieving increasingly-advanced levels of transcultural competence through reading, literary and cultural analysis, and critical thinking, as expressed through presentational writing and speaking in the target language.

Additionally, there is a need to investigate further how instructor co-constructed feedback, a key feature of the IPA in its revised 2013 iteration, might best be operationalized to be timely and targeted in the time-constrained post-secondary context. Incorporation of this feature into the IPA cycle would likely lead to even greater confidence and metacognitive awareness among undergraduate students of foreign language.

6. CONCLUSION

In 2015, Bill VanPatten, a well-regarded SLA scholar who served briefly as President of the American Association of Teachers of Spanish and Portuguese (AATSP)—a language(s)-specific national professional organization with aims aligned to those of both the MLA and ACTFL—published "Where are the Experts?," a politic or polemical *Hispania* White Paper, depending on which side of the "lang-lit split" one occupies. VanPatten insists, "the focus of this essay is research institutions where the professoriate is trained, and in these institutions, we continue to have a dearth of experts in language and especially language acquisition" (11). I concede this point. How I wish that I had received training in SLA as a graduate student at SUNY Buffalo in the 1990s. How I wish that someone had asked me, when I was struggling in my first 4/4 position, what had been lacking in my graduate training. In their 2012 review "Beyond the Language-Content Divide: Research on Advanced Foreign Language Instruction at the Postsecondary Level," like Bernhardt in 2002, Paesani and Willis Allen point to L2 professor preparation as an area in need of additional research and reform. They speculate that "if the future professoriate is to function effectively in

holistic, integrated FL curricula, instructor professional development must seek to integrate attention to linguistic development with literary-cultural content at all levels of the undergraduate program" (S70).

However, in the hurtful tone of his *Hispania* White Paper, VanPatten may unintentionally exacerbate or even broaden the language-literature divide. According to VanPatten, literature professors like me may be expert language users, but we are not language experts. According to VanPatten, literature professors like me "can 'see the light' so to speak but not have an underlying grasp of what that light actually is" (11). In his phrasing, he ultimately diminishes a large number, I dare say the majority, of L2 literature professors, who, in his words, "*wound up* at non-doctoral institutions where emphasis is placed on the undergraduate experience" (emphasis added, 11). I would argue that these numerous "non-doctoral institutions" focused on "the undergraduate experience" are precisely the sites most suited to resolving the "lang-lit split," for they are the places that most of us, MLA-identifying and ACTFL-identifying L2 professors, teach.

I humbly submit that if our SLA colleagues believe that the literature professors in their own departments aren't listening to them, they may be speaking to the wrong literature professors at the wrong institutions. Many if not most of us L2 professors are teaching across the language-content divide every semester, as we work in small to medium-sized higher educational contexts in which all members teach at all levels. While we maintain our professional sub-disciplinary specialty in the context of scholarly productivity, student success—in this case, continued development of student linguistic proficiency—is the business of us all. Despite VanPatten's assertion "that no scholar of cultural or literary studies typically develops expertise in language during the course of a career" (11), in this pilot SoTL study, I have attempted to advance the mending of the "lang-lit split" in the transformation of an intermediate-level "content" course common to many foreign language curricula by responding to the SLA research, turning my focus from coverage to competence, and deploying a proficiency-based pedagogical approach.

Colleagues from both SLA and L2 literary-cultural disciplines must work together, ideally in doctoral and non-doctoral institutions of all sizes and Carnegie classifications, to take the research findings to the next stage: co-development of an L2 literature course methodology and co-investigation of L2 literature course best practices. Indeed, leaders

from one of our national professional organizations have recently highlighted this need. In their 2018 article "Creating a New Normal: Language Education for All," ACTFL's Past President Aleidine Moeller and former Executive Director Martha Abbott reflect on the 50-year history of *Foreign Language Annals*, ACTFL's flagship research journal, and its impact on US foreign language education policy over the past half century. As the article's title suggests, there is work yet to do. Among Moeller and Abbott's findings, they warn, "the new normal cannot be achieved until researchers and practitioners collaborate on consistently and universally putting best practices into practice" (20).[9]

Donato and Brooks challenged us L2 literature colleagues in 2004: "exemplary literature programs . . . need to describe to the professional community what an advanced literature course looks like where goals for speaking proficiency are incorporated into the curriculum" (196-97). Literature colleagues might in turn challenge their SLA colleagues to assist us in creating those "exemplary literature programs," as well as the graduate coursework and training that will sustain the future L2 literature faculty they produce. For literature colleagues, not only speaking but also writing and reading proficiency (or interpretive mode, transcultural proficiency) will need to be part of the conversation. This SoTL study recounts one L2 literature professor's attempt to meet Donato and Brooks' suggestion to conduct more research in L2 literature classrooms and reflects an effort to purposefully integrate SLA research and proficiency-based pedagogical strategies with L2 'content' delivery practice.

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Appendix A – 'Traditional' Syllabus

TOPICS/ASSIGNMENTS	**READINGS/TASKS**
Why literatura?	"La literatura como arte . . ." 2-5 "El autor y su obra . . ." 5-8
Drama	"Introducción al drama" 252-65 G. Lorca / "La casa de BA," 1º 335-47
	"La casa de BA," 2º 348-60 "La casa de BA," 3º 360-70
DUE: Topic statement	Cervantes / "El juez de los divorcios" 293-99 Pedrero / "Resguardo personal" 328-34
- Writing Center Visit- *REVIEW* **EXAM 1: Drama**	"Panorama histórico . . . " 273-89 **Interpersonal Task 1** **Presentational Task 1**
-Library Visit- *Narrative*	"Panorama histórico . . . " 24-40 "Introducción a la narrativa" 10-19 D. Juan Manuel / "Lo que sucedió..."43-45
DUE: Thesis statement	Palma / "La camisa de Margarita" 47-49 Rulfo / "No oyes ladrar los perros" 69-72
	Unamuno/"San Manuel Bueno, mártir" 110-17 "San Manuel Bueno, mártir" 117-25 "San Manuel Bueno, mártir" 125-134
REVIEW **EXAM 2: Narrative**	**Interpersonal Task 2** **Presentational Task 2**
DUE: Notes on sources *Poetry*	"Introducción a la poesía" 138-51; Anónimo 175-76

	Garcilaso de la Vega 177-78
	Santa Teresa 180-81; San Juan 182-83 Góngora 185; Quevedo 189
DUE: Outline	"El lenguaje literario" 152-58; Lope de Vega 187 Sor Juana 191; Espronceda 193-95
	Bécquer 199; Darío 207-09 G. de Avellaneda 196-97; Martí 201 Guillén 230-31; Morejón 247-49
Peer review: Draft	"Panorama histórico . . ." 160-72 Machado 212; Jiménez 214; G. Lorca 224-25
DUE: Final version *REVIEW*	**Interpersonal Task 3** *Presentación: Algunos poetas del Cono Sur (Argentina, Chile, Uruguay)*
EXAM 3: Poetry	**Presentational Task 3**

Appendix B – Non-Traditional, IPA-Informed Syllabus

Theme: The Family		***Family of Origin***	***Family by Choice***	***(Not) Caring for the Elderly***	***Literal vs. Figurative Family***
Genre		*Narrative (Short story)*	*Poetry*	*Drama*	*Final: Narrative (Novella) + Poetry*
Type of Assessment	**Communication Mode**				
Formative (out-of-class, independent)	**Interpretative**	"Ay, papi, no seas coca-colero" (F. Caubí) "No oyes ladrar los perros" (Rulfo)	"A Córdoba" (Góngora)/"Canción de jinete" (Lorca)/*Big Bang* (Sarduy)	*El nietecito* (Benavente) *La casa de Bernarda Alba* (Lorca)	*San Manuel Bueno, mártir* (Unamuno)
Summative (out-of-class, professor present)	**Interpersonal**	Assist Res Life at Orientation (select short story applicable to incoming students)	Assist the library archivist ('found' poems)	Assist Theater Department (select drama for Hispanic Heritage Month / Women's History Month)	"La oración del ateo" ('found' poem)
Summative (in-class, timed)	**Presentational**	Tale told anew	Poems about poems	Ironic endings	Letter to the Bishop

Appendix C – Presentational Task – Narrative

Select one of the short stories treated in class and rewrite it—in an abbreviated form—changing one element of the discourse (for example, change the narrator, include a narratee, include more/less description/dialogue, etc.), but **without changing** the plot or the theme of the work.

Appendix D – Presentational Task – Poetry

Analyze the theme of poetry in the two (2) poems below ("Si ves un monte de espumas" [Martí] "Arte poética" [Huidobro]). According to each poem, what is the goal of poetry? How should the poet be? Compare and contrast the two poems in terms of their formal features (syllable count, rhyme scheme). Identify three (3) examples of figurative language in each. How does the form of each poem contribute to its message?

Appendix E – Presentational Task – Drama

In "El nietecito" and "La casa de Bernarda Alba," there are surprises right before the curtains fall. Comment on the use of the element of surprise in each work. In particular, consider the concept of *circumstantial irony*, in which the reader (or spectator) discovers the ironic twist only at the culminating moment of the work. What does the reader/spectator of each work learn that they did not previously expect? What is the effect of that discovery? For whom does the reader/spectator feel empathy? Imagine that, instead of reading the works, one sees them in the theater. How would the experience be similar/different? Think, for example, of the communicative code between playwright and reader. How does it become more complicated in the context of the theater? Who else participates in the communicative act? Incorporate the terms of *stage direction* and *aside* in the response.

Appendix F – Presentational Task Rubric – (Intermediate)

Criteria	4 = Exceeds expectations	3 = Meets expectations (Strong)	2 = Meets expectations (Minimal)	1 = Does not meet expectations
Language Function Language tasks the writer is able to handle in a consistent, comfortable, sustained, and spontaneous manner	Handles successfully uncomplicated tasks and social situations requiring exchange of basic information related to work, school, recreation, particular interests, and areas of competence. Narrates and describes in all major time frames, although not consistently.	Creates with language by combining and recombining known elements; ability to express own meaning expands in quantity and quality. Handles successfully a variety of uncomplicated communicative tasks and topics necessary for survival in target-language cultures. These exchanges include personal information related to self, interests and personal preferences, as well as physical and social needs such as food, shopping, and travel.	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated communicative tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.
Text type Quantity and organization of language discourse (continuum: word–phrase –sentence–connected sentences–paragraph–extended discourse)	Uses mostly connected sentences and some paragraph-like discourse.	Uses strings of sentences, with some complex sentences (dependent clauses).	Uses simple sentences and some strings of sentences.	Uses some simple sentences and memorized phrases.

Appendix F, Continued – Presentational Task Rubric – (Intermediate)

Criteria	4 = Exceeds expectations	3 = Meets expectations (Strong)	2 = Meets expectations (Minimal)	1 = Does not meet expectations
Impact Clarity, organization, and depth of presentation; degree to which presentation maintains attention and interest of audience	Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of the audience.	Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest.	Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details.	Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.
Comprehensibility Who can understand this person's language? Can this person be understood only by sympathetic readers used to the language of non-natives? Can a native speaker unaccustomed to non-native writing understand this writer?	Is generally understood by those unaccustomed to the writing of non-natives, although interference from another language may be evident and gaps in comprehension may occur.	Is generally understood by those accustomed to interacting with non-natives.	Is generally understood by those accustomed to interacting with non-natives, although additional effort may be required.	Is understood with occasional difficulty by those accustomed to interacting with non-natives, although additional effort may be required.

Appendix F, Continued – Presentational Task Rubric – (Intermediate)

Criteria	4 = Exceeds expectations	3 = Meets expectations (Strong)	2 = Meets expectations (Minimal)	1 = Does not meet expectations
Language control Grammatical accuracy, appropriate vocabulary, degree of fluency	Demonstrates significant quantity and quality of Intermediate-level language. When attempting to perform Advanced-level tasks, there is breakdown in one or more of the following areas: the ability to narrate and describe, use of paragraph-length discourse, fluency, breadth of vocabulary.	Demonstrates significant quantity and quality of Intermediate-level language. Accuracy and/or fluency decreases when attempting to handle topics at the Advanced level or as language becomes more complex.	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.
Total raw score		Converted score		

Appendix F, Continued – Presentational Task Rubric – (Intermediate)

Raw Rubric Score	Suggested Grade Book Score or Percentage*
20	100
19	97
18	95
17	92
16	90
15	87
14	84
13	82
12	79
11	77
10	74
9	71
8	69
7	66
6	64
5	61

Chart created using the following rubric formula: (Total Points x 52)/20) + 48 = _____%

Rubric and rubric formula from *Implementing the Integrated Performance Assessment* (Adair-Hauck et al.)

Appendix G – Spanish 260 Initial Project Questionnaire

Banner ID #: @

Major/s at IUP:

Minor/s at IUP:

Number of years of Spanish study in high school:

IUP Spanish courses from which XMT (Please circle all that apply):

101 102 201 220 230 350

Spanish courses taken at IUP (Please circle all that apply): 101 102 201 220 230 350

Do you speak Spanish at home? Yes No

If yes, with whom?

Have you spent time abroad in a Spanish-speaking country?

If yes, which country, for how long, and in what context (study, vacation, family visit)?

Please complete the following:

Rate your current Spanish reading ability	1	2	3	4	5
	low				high
Rate your current Spanish writing ability	1	2	3	4	5
	low				high
Rate your current Spanish listening ability	1	2	3	4	5
	low				high
Rate your current Spanish speaking ability	1	2	3	4	5
	low				high

Appendix H – Spanish 260 Final Project Questionnaire

Please provide your Banner ID #, read each of the statements that follow, and select the one that best describes your current self-assessment of your Spanish speaking ability.

Banner ID #: @

☐ I can name basic objects, colors, days of the week, foods, clothing items, etc. I cannot always make a complete sentence or ask simple questions.

☐ I can give some basic information about myself, work, familiar people and places, and daily routines speaking in simple sentences. I can ask some simple questions.

☐ I can participate in simple conversations about familiar topics and routines. I can talk about things that have happened but sometimes my forms are incorrect. I can handle a range of everyday transactions to get what I need.

☐ I can participate fully and confidently in all conversations about topics and activities related to home, work/school, personal and community interests. I can speak in connected discourse about things that have happened, are happening, and will happen. I can explain and elaborate when asked. I can handle routine situations, even when there may be an unexpected complication.

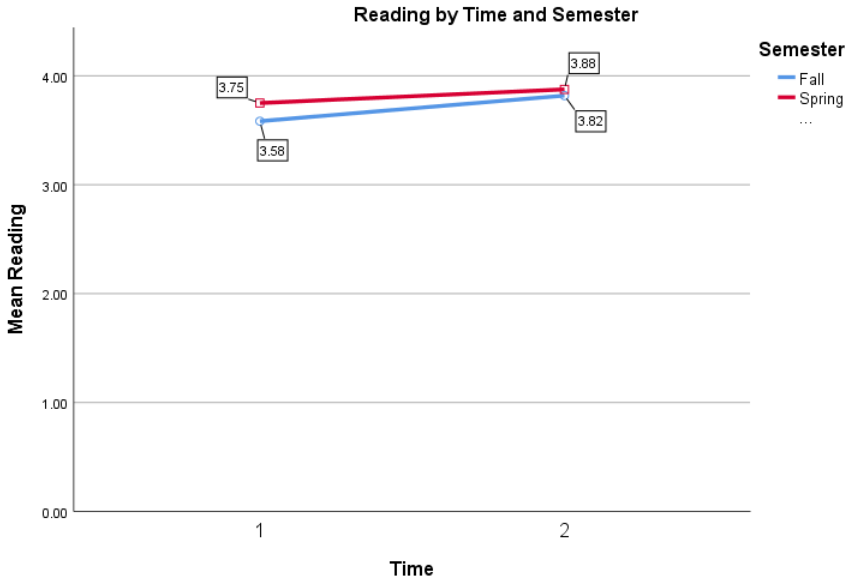
☐ I can engage in all informal and formal discussions on issues related to personal, general or professional interests. I can deal with these issues abstractly, support my opinion, and construct hypotheses to explore alternatives. I am able to elaborate at length and in detail on most topics with a high level of accuracy and a wide range of precise vocabulary.

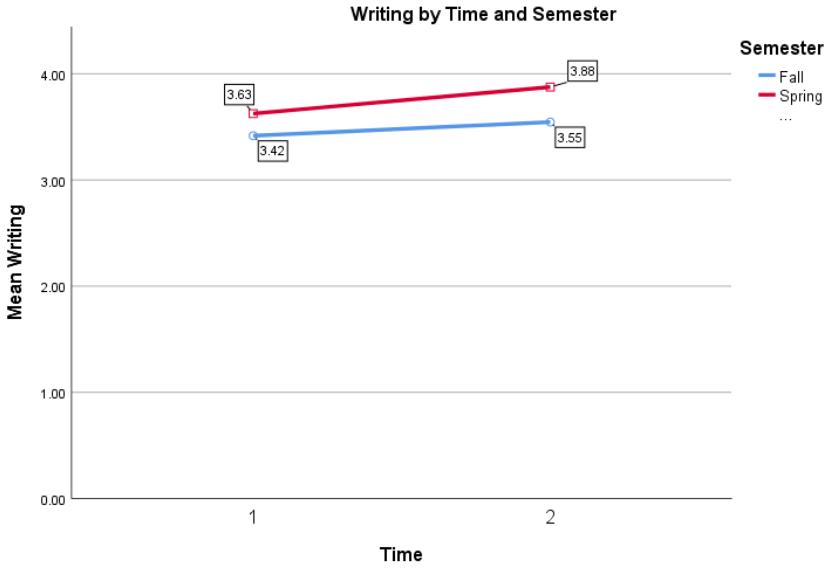
Additionally, please complete the following:

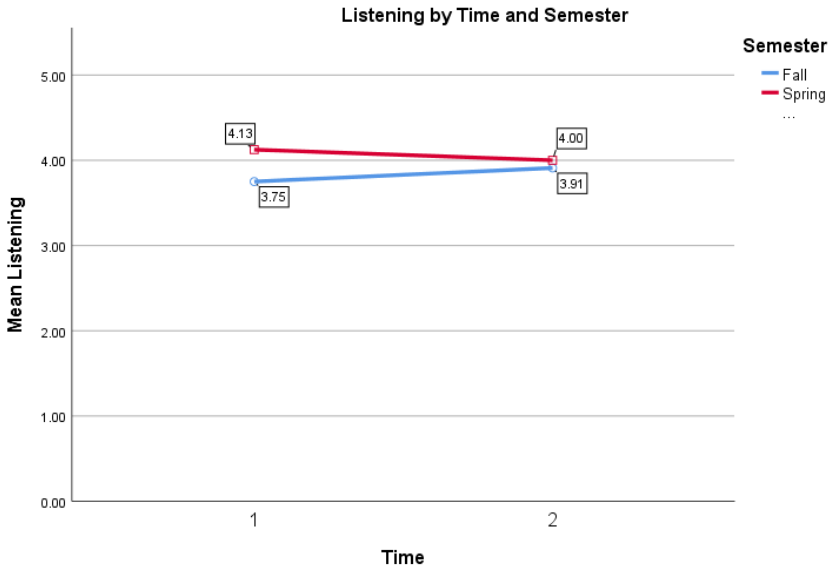
Rate your current Spanish reading ability	1	2	3	4	5
	low				high

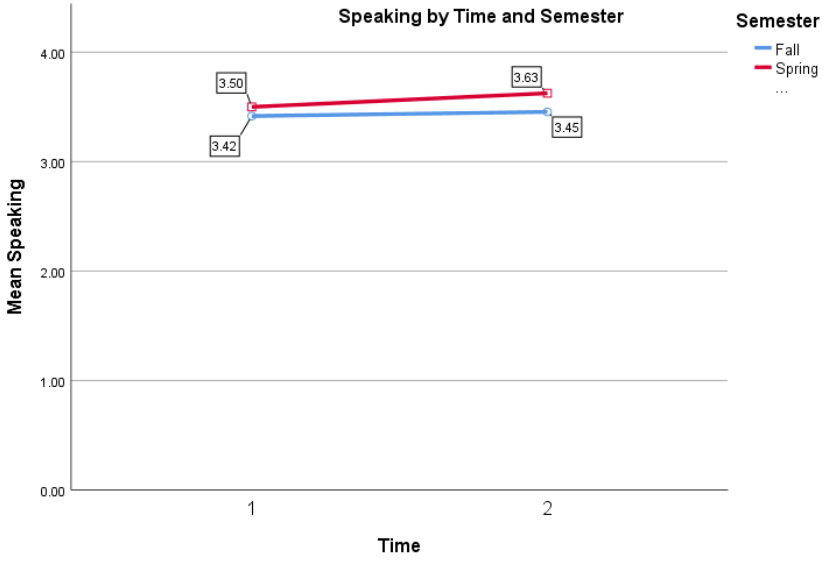
Rate your current Spanish writing ability	1	2	3	4	5
	low				high
Rate your current Spanish listening ability	1	2	3	4	5
	low				high
Rate your current Spanish speaking ability	1	2	3	4	5
	low				high

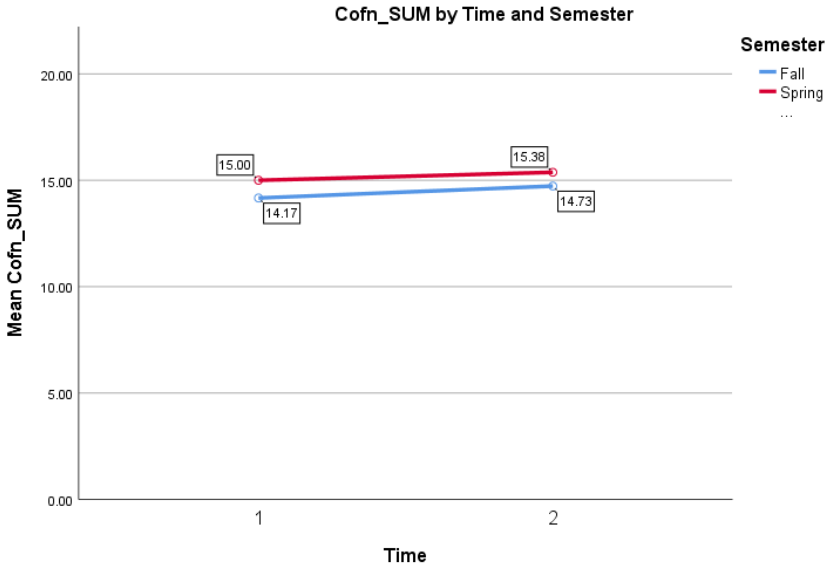
Appendix I – Confidence Line Graphs



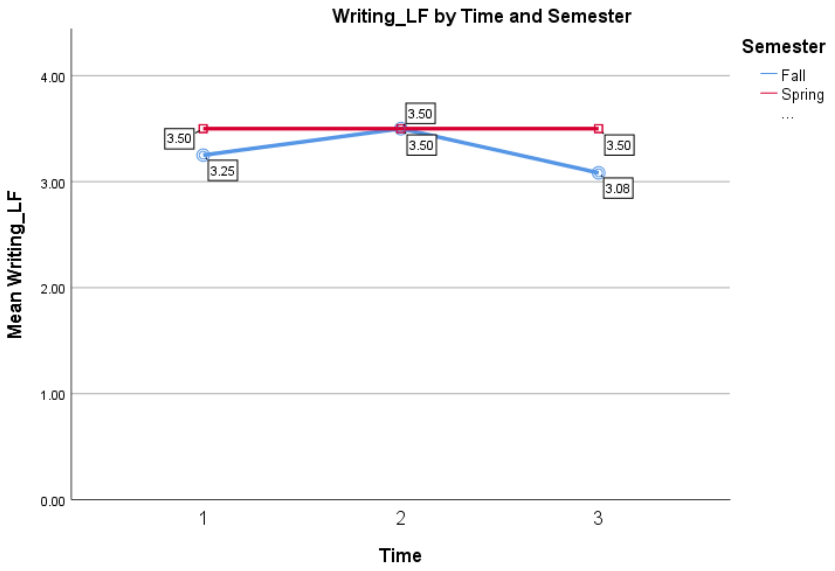


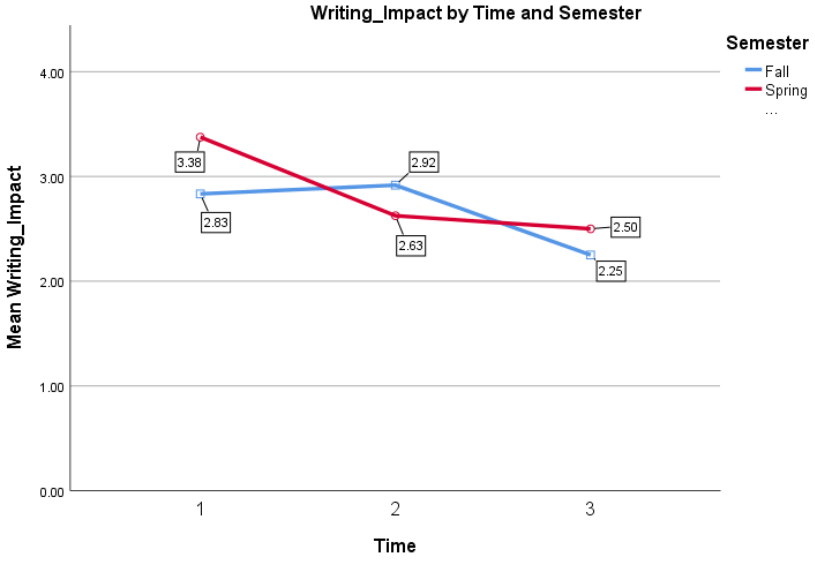

Listening by Time and Semester
Semester
Fall
Spring
Mean Listening
5.00
4.00
3.00
2.00
1.00
0.00
4.13
4.00
3.75
3.91
1
2
Time

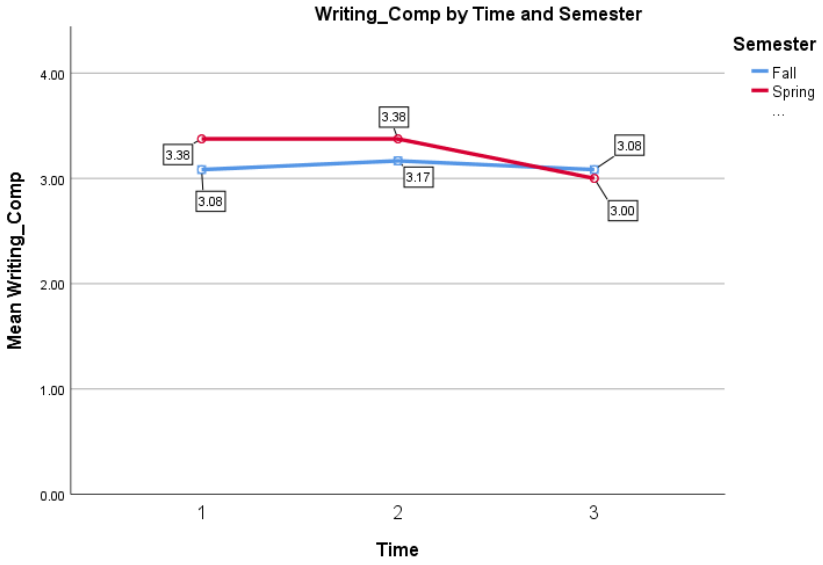

Speaking by Time and Semester
Semester
Fall
Spring
Mean Speaking
4.00
3.00
2.00
1.00
0.00
3.50
3.63
3.42
3.45
1
2
Time

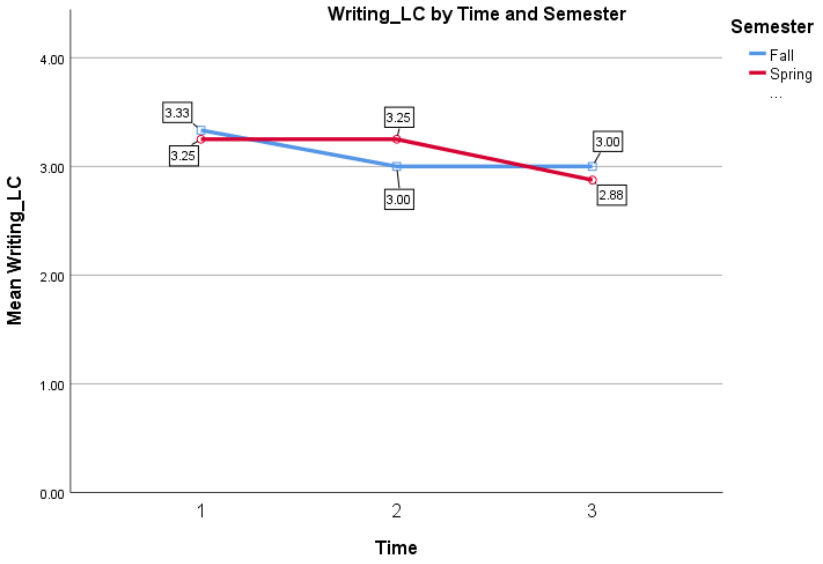

Cofn_SUM by Time and Semester
Semester
Fall
Spring
Mean Cofn_SUM
20.00
15.00
10.00
5.00
0.00
15.00
15.38
14.17
14.73
1
2
Time

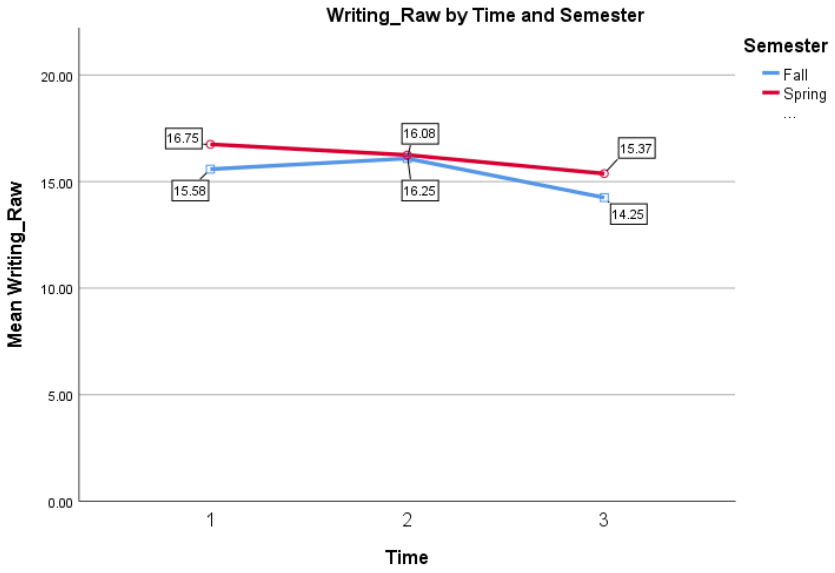
Appendix J –Writing Scores Line Graphs

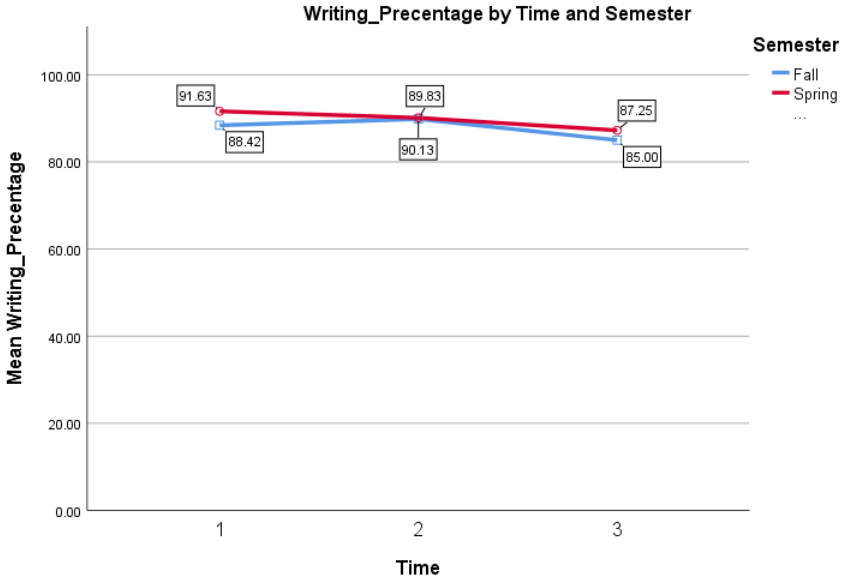





Writing_Comp by Time and Semester
Semester
Fall
Spring
Mean Writing_Comp
4.00
3.00
2.00
1.00
0.00
3.38
3.08
3.38
3.17
3.08
3.00
1
2
3
Time


Writing_LC by Time and Semester
Semester
Fall
Spring
Mean Writing_LC
4.00
3.00
2.00
1.00
0.00
3.33
3.25
3.25
3.00
3.00
2.88
1
2
3
Time


Writing_Raw by Time and Semester
Semester
Fall
Spring
Mean Writing_Raw
20.00
15.00
10.00
5.00
0.00
16.75
16.08
15.37
15.58
16.25
14.25
1
2
3
Time


Writing_Precentage by Time and Semester
Semester
Fall
Spring
Mean Writing_Precentage
100.00
80.00
60.00
40.00
20.00
0.00
91.63
89.83
87.25
88.42
90.13
85.00
1
2
3
Time

Appendix K – Comparison Means Table with p Values

Characteristic		Traditional (Control) M	Traditional (Control) SD	Non-Traditional (Treatment) M	Non-Traditional (Treatment) SD	p
Spanish Experience						
	Years taking Spanish	3.7917	.58225	3.4286	.97590	.711
	Spanish classes exempt	2.25	.86603	2.875	1.246	.427
	College Spanish classes	2.833	.83485	2.250	1.035	.343
Confidence Scores						
	Pre-Test Reading	3.5833	.79296	3.7500	.88641	1.000
	Post-Test Reading	3.8182	.60302	3.8750	1.12599	.778
	Pre-Test Writing	3.4167	.66856	3.6250	.91613	.851
	Post-Test Writing	3.5455	.68755	3.8750	.83452	.442
	Pre-Test Listening	3.7500	.75378	4.1250	.83452	.384
	Post-Test Listening	3.9091	.83121	4.0000	1.06904	.717
	Pre-Test Speaking	3.4167	.79296	3.5000	1.30931	.970
	Post-Test Speaking	3.4545	.93420	3.6250	1.18773	.840
	Post-Test Proficiency	3.3636	1.28629	4.0000	1.06904	.442
Rubric Scores						
	Language Function 1	3.2500	.75378	3.5000	.92582	.427
	Language Function 2	3.5000	.67420	3.5000	.53452	.910
	Language Function 3	3.0833	.90034	3.5000	.53452	.384
	Text Type 1	3.0833	.79296	3.2500	.88641	.678
	Text Type 2	3.5000	.67420	3.5000	.53452	.910
	Text Type 3	2.8333	.83485	3.5000	.53452	.098
	Impact 1	2.8333	.83485	3.3750	.74402	.181
	Impact 2	2.9167	1.08362	2.6250	.74402	.384

Appendix K, Continued – Comparison Means Table with p Values

Characteristic		Traditional (Control) M	Traditional (Control) SD	Non-Traditional (Treatment) M	Non-Traditional (Treatment) SD	p
Rubric scores	Impact 3	2.2500	.96531	2.5000	.75593	.624
	Comprehensibility 1	3.0833	1.08362	3.3750	.74402	.678
	Comprehensibility 2	3.1667	1.02986	3.3750	.74402	.792
	Comprehensibility 3	3.0833	1.08362	3.0000	.92582	.792
	Language Control 1	3.3333	.77850	3.2500	.88641	.910
	Language Control 2	3.0000	.95346	3.2500	.70711	.678
	Language Control 3	3.0000	.85280	2.8750	.99103	.792
	Raw Score 1	15.5833	3.87201	16.7500	3.10530	.624
	Raw Score 2	16.0833	3.98767	16.2500	2.49285	.734
	Raw Score 3	14.2500	4.09268	15.3750	3.15945	.521
	Total Percentage 1	88.4167	10.07660	91.6250	7.92712	.624
	Total Percentage 2	89.8333	10.31181	90.1250	6.46833	.734
	Total Percentage 3	85.0000	10.60017	87.2500	9.03564	.571