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Comparing the effects of two asynchronous teaching methods, wikis and eBoards, on Spanish students' cultural proficiency

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2010

Abstract

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Kristopher D. Muir

MA, University of Wisconsin at Madison, 2005

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Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of Doctor of Education

Teacher Leadership

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Abstract

Culture tends to be misplaced as a secondary instructional goal in most foreign language classrooms. Although research has suggested that a strong link exists between language and culture, the problem resides in how best to teach culture in the classroom. While this problem impacts all learners, it may affect high school students more because they are entering a multilingual and multicultural world through higher education, study abroad, and employment. Based on Moran's conceptual framework of culture, this study addressed a gap in the literature by examining the effects of 2 innovative technologies, wikis and eBoards, and their potential to improve high school Spanish students' cultural proficiency. The research questions examined whether or not there is a difference in level of cultural proficiency between those students using wikis and those using eBoards. In addition, this study observed whether differences exist in satisfaction levels for students learning about Spanish culture via eBoards and wikis. The research method was a quasi-experimental quantitative design that involved approximately 150 Spanish 3 students at a suburban high school. Three instruments were used to gather the data: a demographic survey, a pre- and posttest instrument, and an attitudinal survey. Independent *t* tests and an analysis of covariance (ANCOVA) revealed that there was no statistically significant difference in gains in student cultural proficiency. However, the attitudinal survey results indicated that there were statistically significant differences in student levels of satisfaction between the 2 groups in favor of students using wikis. These results provide classroom-based evidence of the use of collaborative instructional technology to teach culture in the Spanish classroom and, more importantly, to further student understanding of the interconnected global society of the 21st century.

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Dedication

I dedicate this doctoral study to my parents, Richard and Diane, because I feel genuinely blessed for the lessons that you have taught me and the experiences that you have given me.

Acknowledgments

I began this study out of mere curiosity: how could I teach more culture in my own classroom to be a better teacher? What began as an instructional venture soon became scholarly research. Throughout this 4-year process I have learned an immense amount about culture and instructional technology that has made me a better teacher. But I have also grown into a teacher leader who feels capable of guiding other decision makers—teachers, principals, curriculum coordinators—in creating classroom-based research and in making more effective decisions to positively impact student learning. There are a number of people that I want to acknowledge here for the ways in which they impacted me.

I first want to thank my family for your unconditional love and unwavering support. My wife, Amie, was sitting next to me when I decided I would "pursue my doctorate." That simple phrase led me down a path of intellectual stimulation and professional growth. Thank you, Amie, for all of your support during these 4 years. Also thank you for introducing me to the "wiki way." You patiently listened as I shared many of my initial, and undeveloped, ideas for my research and you provided constructive criticism that improved my overall study. You have straddled the role of wife/colleague perfectly. I also want to thank my parents, Richard and Diane, for everything that you ever did to prepare me for the possibility of pursuing a doctorate. My grandmother, Vincenta Muir, cared greatly about my well-being and I know that you are smiling down upon me now.

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It may seem strange but I also want to thank the staff of Espresso Lane in downtown Newnan for your seemingly endless cups of café cubano. Your coffee, music,

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Section 1: Introduction to the Study

Introduction

Foreign language teachers today are charged with instilling essential language skills and cultural awareness in their students (Bell, 2005; Moran, 2001; National Standards, 1999). However, culture is often misplaced as a secondary goal of language teachers (Bell, 2005; Byrnes, 2002; Sandrock, 2002). According to Byrnes (2002), even within the national standards, culture is perceived as something extra that is only considered after language is taught. For example, Sandrock (2002) noted that within the world language standards for the state of Wisconsin the plan for integrating language and culture is not proposed until the end of the standards. Further complicating this problem is the fact that teachers themselves do not necessarily agree on the importance of culture in teaching a foreign language. Bell (2005) surveyed 457 postsecondary teachers of French, German, and Spanish and reported that disagreement is prevalent among teachers with regard to the influence of the target culture in learning a second language. For example, Bell reported that a relatively high degree of disagreement (34%) exists among teachers concerning the accuracy of the statement, "The learner who identifies with members of the target culture group learns the TL [target language] more accurately than the learner who learns the language for personal gain (i.e., monetary)" (p. 264). Despite these differences, culture is relevant to second language acquisition because it provides the opportunity to immerse students in the world of the target language, and gives them new and refreshingly different "lenses" through which to view this unique world. The failure to teach culture is a problem because research has suggested that culture and

language are interwoven and inseparable (Kramsch, 1993; Mitchell & Myles, 2004; Moran, 2001; National Standards, 1999; Schulz, 2007; Storme, 2002; Tang, 2006). To be sure, foreign language teachers are faced with a litany of barriers to successful incorporation of culture in the classroom, but perhaps more creative, efficient, and technologically enticing teaching tools can help close the gap in cultural instruction.

Problem Statement

There is a problem in high school foreign language (FL) classrooms in the United States insofar as cultural instruction tends to be minimized by a focus on more traditional teaching of vocabulary and linguistic structures. Currently, research on second language instruction (Bell, 2005; Byrnes, 2002; Omaggio Hadley, 2001) posits that most teachers underscore vocabulary development and grammatical structures in lieu of teaching valuable components of culture. One possible explanation for this focus, according to Galloway (as cited in Omaggio Hadley, 2001), is that teaching culture requires valuable time that is already sparse within the language curriculum. Despite the lack of time that instructors face in the classroom, most foreign language teachers believe that teaching culture is worthwhile (Brown, 2006). Brown (2006) studied both students' and teachers' views of effective teaching and noted that there was a high degree of agreement that effective teachers should know as much about the culture as the language (p. 167) and should devote valuable time to the teaching of culture (p. 170). Moreover, in a more recent study Brown (2009) discovered a statistically significantly difference between teacher perceptions and student views on how often teachers devote time to culture. Brown's (2009) study reveals that 61% of university-level teachers had significantly

different perceptions than their students with regard to how often the teacher devoted time to culture (p. 559). This problem affects many language learners, but it may impact high school students the most because the majority of them are entering the multicultural world through means of employment, education, and study abroad. The acquisition of language for high school students, therefore, may be enhanced by the teaching of culture and the aim for cultural proficiency, notably students' ability to identify and navigate within the intersecting worlds of culture and language. Mitchell and Myles (2004) noted an inexorable relationship between culture and language in their notion that "researchers in the language socialization tradition believe that language and culture are not separable, but are acquired together, with each providing support for the development of the other" (p. 235). Both difficult to define and vast in its interpretations, culture is vital to language acquisition because it attempts to give meaning to what separates different groups and what also binds distinct groups together.

In order for teachers to ensure that their students can interpret and identify culture, they have to teach for *cultural proficiency*. For the purposes of this study, cultural proficiency was defined as the integration of students' cultural knowledge, cultural behavior, cultural understanding, and cultural self-awareness (Moran, 2001). There are many possible factors contributing to this problem, including lack of resources with which to teach culture, knowledge about the target culture, and time constraints. The current study contributes to the body of knowledge needed to address this problem by comparing the impact of two specific forms of technology, wikis and eBoards, on students' cultural proficiency. Within the growing realm of instructional technology,

wikis represent interactive spaces on the Internet that allow users to create and edit information within a community (classroom, district, nation, etc.). Research on wikis (Engstrom & Jewett, 2005; Goodwin-Jones, 2003) suggests that they can have a positive impact on student learning. EBoards, for their part, provide a similar platform for interaction. In addition to posting relevant information for students and parents, eBoards, in a manner similar to blogs, enable users to interact through postings that display the entries of users in reverse chronological order. Much like wikis, eBoard users are able to think reflectively before communicating (usually in a written form) and post their thoughts online for others to view. However, little research exists examining the use of wikis and eBoards and the teaching of culture in a foreign language classroom.

Theoretical Framework

The theoretical lens for this quantitative study revolves around recent research that suggests a positive link between the teaching of culture and the learning of foreign languages—or second language acquisition. Research reveals that the teaching of culture is relevant insofar as it increases language learning itself (Kramsch, 1993; Mitchell & Myles, 2004; Moran, 2001; National Standards, 1999; Schulz, 2007; Storme, 2002; Tang, 2006). Culture can teach learners how to think reflectively about themselves and enable them to observe the world more effectively. According to the *Standards for Foreign Language Learning in the 21st Century* (1999), culture merits study in the foreign language classroom because "exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both" (p. 47). While the *Standards* advocated the teaching of culture in three segments—

(a) products, (b) practices, and (c) perspectives—Moran (2001) studied the cultural interactions between Japanese students and American students at a university in Japan and concluded that culture learning revolves around not three, but four categories. In short, Moran expanded beyond the tripartite model of understanding culture and organized his view of culture into four integrating categories of "knowing": knowing about, knowing how, knowing why, and knowing oneself (p.18). The rationale for using Moran's theory resides in the fact that it incorporates the crucial attributes of reflection and comparison within a cultural self-awareness. Moreover, Moran aligned each of his four categories of cultural knowing to a different stage of the experiential cycle, using a series of particular questions. The stages and cultural knowings are (a) Knowing How/Participation, (b) Knowing About/Description, (c) Knowing Why/Interpretation, and (d) Knowing Oneself/Response (p. 141). The importance of these stages is due to the fact that "These questions not only focus the learning for learners at each stage, they also focus the teacher's roles and responsibilities" (p. 141). Because this study was concerned with the teacher perceptions of culture, Moran theory on culture formed the conceptual framework for this study.

Nature of the Study

The goal of this study was to describe the relationship between the use of wikis and eBoards (independent variable) and the cultural proficiency (dependent variable) of high school Spanish students. This research study incorporated quasi-experimental quantitative methdology and involved approximately 150 participants enrolled in third-year Spanish at a suburban high school in Georgia. Quantitative research is a valuable

research paradigm insofar as it allows a researcher to use experiments on smaller groups of participants (sample) to make generalizations about the larger population (Creswell, 2003). This particular quantitative study used a nonequivalent pretest and posttest comparative group design that contained one control group but two separate experimental groups (Experimental Group A used wikis and Experimental Group B used eBoards) in order to examine the use of wikis and eBoards in improving students' cultural proficiency in the Spanish 3 classroom.

In this study, the independent variable (wikis and eBoards) was defined as a technological strategy in which the teacher creates and both students and teacher interacts by posting text or other multimedia (audio, video, etc.) related to Hispanic cultural content. The dependent variable (cultural proficiency) was defined as students' ability to identify cultural elements and was measured through a pre- and posttest. In addition, this study utilized a student survey in order to measure students' level of satisfaction with using the wikis and eBoards.

The participants in this study were carefully selected based on their experience and school location. Furthermore, the participants all attended the same school, a high school of approximately 1,700 students. They were selected based on a convenience sampling (due to the fact that they were enrolled in the courses) and while diversity (gender, ethnic, socioeconomic, etc.) was represented, it was not guaranteed to be represented based on the type of sampling used. These students were chosen because they had taken 2 years of a foreign language and demonstrated the linguistic skills

necessary to interpret the authentic content (podcasts, readings, etc.) in the target language.

I collected data, served as an observer in the study, and trained two teachers to carry out the delivery of the instruction. I created the pre- and posttest benchmark assessments as well as the survey instruments that were given to the participants. I coordinated a discussion about the different types of instruction delivered to the different classes (the control group used traditional methods while half of the classes in the experimental group utilized wikis in their instruction and the other half used eBoards), and those teachers were debriefed after the instruction. More detailed discussion of the research design will be presented in Section 3.

Data Analysis Plan

Statistical analysis included both an indepdenent-samples *t* test and an analysis of covariance (ANCOVA). The independent-samples *t* test compared the gain scores of students in all groups: Experimental A (wikis), Experimental B (eBoards), and control group (traditional classroom interactions). The *t* tests compared the differences between the pretest and posttest in order to determine if there were statistically significant differences in terms of how much the students improved. The two experimental groups (wikis and eBoards) were compared with the control group (traditional face-to-face interactions with no technology) using ANCOVA to determine if one group outperformed the other two. The initial pretest scores were controlled in order to statistically equalize the participants.

Research Question and Hypothesis

The research questions guiding this study were:

RQ1: Is there a difference in level of cultural proficiency (dependent variable) between those students using wikis and those students using eBoards (independent variable)?

Null: There is no difference in levels of cultural proficiency between those students using wikis and those students using eBoards.

Alternative: There is a difference in levels of cultural proficiency between those students using wikis and those students using eBoards.

RQ2: Are there differences in satisfaction levels for students learning about Spanish culture via eBoards as compared to those learning via wikis?

Null: There is no difference in levels of satisfaction between those students using wikis and those students using eBoards.

Alternative: There is a difference in levels of satisfaction between those students using wikis and those students using eBoards.

Purpose of the Study

The purpose of this quasi-experimental quantitative study was to examine the effects of two forms of technology, wikis and eBoards, on students' cultural proficiency in the foreign language classroom. Cultural proficiency was generally defined as a mix of student knowledge, behavior, understanding, and self-awareness about culture. Student achievement in cultural proficiency was defined as the difference between the scores obtained from the pretest and the posttest.

Definitions of Terms

The following terms are provided to ensure clarity and to assist the reader in understanding how terms were used in the study.

Asynchronous learning: Hiltz and Goldman (2005) defined an Asynchronous Learning Network as learning whereby multiple parties (students, teachers, etc.) work at their pace and from any computer.

Collaborative learning: The process by which learners are interdependent and accountable on a shared task or project.

Computer-Mediated communication (CMC): CMC is the use of computers for the primary goal of interaction, typically involving two parameters: time (synchronous or asynchronous, delayed) and medium (text or voice, both audio and audiovideo (Fotos & Browne, 2004, p. 58).

Cultural proficiency: A combination of students' cultural knowledge, cultural behavior, cultural understanding, and cultural self-awareness (based on Moran, 2001, p. 18).

Culture: A series of shared beliefs, values, knowledge, and social behavior of a particular group that is represented through various products, practicies, and perspectives.

eBoard: An educational site that allows a teacher to organize multimedia content (text, video, etc.) in a corkboard-format. An eBoard also, much like a blog, enables users to reflect on themes and post entries in reverse chronological order, meaning the most recent entry is shown first.

Instructional technology: The design and management of using resources for learning. Frequently, instructional technology refers to the use of technology as a means to further educational learning.

Second language acquisition: The process by which various aspects of a second language (vocabulary, linguistic structure, cultural elements) are acquired by a learner.

Wiki: Engstrom and Jewett (2005) defined a wiki as a site for "collaborative authoring of a document or project development, and collaborative communication forms" (p. 12).

Assumptions, Limitations, Scope, and Delimitations

The primary assumptions of this studywere:

1. Students in a Spanish 3 class were taking it as a graduation and/or college entrance requirement. They may, or may not, have had other motivations for taking the course.
2. The study participants were honest in their responses on the pretest, posttest, and survey.
3. The pretest provided an idea of how much cultural proficiency the students had with regard to Spanish culture.

The potential weaknesses, or limitations, of this study were:

1. Because the focus of this study was the use of wikis and eBoards, the results were limited to this specific technology.
2. The study took place during a 4-week period. The results of the study might have benefitted from a longer study period.

3. If students were not honest in their reponses or did not perform their best on the pretest, posttest, and/or survey, then this behavior might have impacted the results of their gains in cultural proficiency.
4. Because the groups were chosen through convenience sampling and were left as intact classes, the possible effect of group dynamics might have skewed the results of the study.
5. Because the research was conducted at the researcher's school, bias and personal relationships may have inhibited the objective nature of the study.

The scope and delimitations of this study were:

1. The participants were students from six different Spanish 3 classes. Three teachers each taught two classes.
2. The setting included all of the following: two classrooms at the same school, an interactive laboratory at the school, and anywhere that the students used the Internet (most likely their homes).
3. The school was located in a suburban environment near a metropolitan city.
4. All six classes took place in three separate classrooms.

Significance of the Study

This study was designed to perceive the impact of wikis and eBoards on students' cultural proficiency in the Spanish classroom and it is significant because it compares two forms of technology (wikis vs. eBoards) to incorporate in the teaching of culture in

the foreign language classroom. Teachers are able to examine the different methods used and decide which, if any, would have a positive impact in their own classroom. The potential for this study lies in its ability to highlight how teachers can use new forms of collaborative technology in order to increase students' cultural proficiency. As a result of this study, students may be more invested in their foreign language education through the more efficient study of culture. In addition to teachers, curriculum coordinators and school administrators also find this study relevant in their decisions regarding not only *what* to teach in their foreign language classrooms (content), but also *how* to teach (delivery).

Moreover, this study effects social change because it informs decision making by allowing practitioners to observe, and possibly advocate for, the role of wikis, eBoards, or other forms of technology and their impact on student learning and attitudes toward culture. Practitioners may learn how to implement wikis and eBoards in ways that can help students take more ownership of their learning and help them learn more effectively. This study also identified effective strategies for teachers to use in any foreign language classroom in order to maximize the learning acquisition of their students.

Transition Statement

Culture is an integral part of the world language classroom. The *Standards for Foreign Language Learning in the 21st Century* (1999) provided instructions for teachers to incorporate culture in the classroom along three foci: cultural products, cultural perspectives, and cultural practices. Moran (2001) agreed with these three ways of teaching and viewing culture, but also incorporated cultural awareness within a fourth

category he called *cultural self*. This research study sought to discover how students' cultural proficiency is affected by two forms of technology, wikis and eBoards.

Section 2 of this study will describe the way in which the literature was searched and the relevant literature for the research questions. The inextricable connection between language and culture will be revealed through the scholarly literature. More in depth description of the concept of cultural proficiency and the ways in which culture can be taught will be explained. CMC will be discussed as a constructivist form of instructional technology and as an integral part of collaborative learning. Furthermore, research on the role of both wikis and eBoards as forms of asynchronous technology will be explored. In addition, the originality of this study is due, in part, to the fact that a comparison of eBoards and wikis in the foreign language classroom does not exist in the literature.

Section 3 will explain the research questions and the quasi-experimental quantitative design in further detail and will justify why it is effective for this research study. The variables, setting, sample, instrumentation, and materials will be discussed as well. The methods for establishing the validity of the instruments will be explained and justified. The data collection process, the timeline, and the data analysis procedures will be revealed. Finally, the limitations of the study and the rights of the participants will be explained. Section 4 will detail the findings from the research, and Section 5 will present a summary of the research findings, conclusions, and recommendations for further research.

Section 2: Literature Review

Introduction

The purpose of this study was to examine the effects of wikis and eBoards on the cultural proficiency of high school Spanish students. Research was conducted in order to review the relationship between language and culture in the classroom as well as the rationale for using wikis and eBoards. The databases searched in this research were primarily ERIC and EBSCO. The descriptors in these searches included (a) *language and culture*, (b) *cultural proficiency*, (c) *wiki*, (d) *eBoard* (e) *blog*, (f) *technology*, and (g) *computer-mediated communication (CMC)*. The search revealed that, due to its nascent nature, wikis and eBoards are not represented very well in recent scholarship. The following review of literature pays particular attention to the relationship between language and culture and the uses of wikis and eBoards as strategies for collaborative learning.

Language and Culture: A Perfect Partnership

Language and culture represent an effective pairing in the classroom due to their inexorable relationship and the role they play on student motivation. The interconnectedness of language and culture has been heavily supported by research (Calvin, 2005; Heusinkveld, 2006; Knutson, 2006; Kramsch, 1993; Moran, 2001; Omaggio Hadley, 2001; *Standards for Foreign Language Learning*, 1999; Tang, 2006). Knutson (2006), drawing on the seminal work of Kramsch (1993), underscored this relationship through the notion that modern language learners become learners of the target culture insofar as language cannot be understood void of a cultural context.

Similarly, Moran (2001) emphasized that any attempt to organize language learning must be aligned with cultural content that is framed around products, practices, and perspectives. In addition, Krasner (1999) noted that knowledge of language structures is not sufficient for holistic language learning, but learners need to have cultural knowledge as well. Furthermore, the language-culture connection is vital to consider because culture can serve as an important motivating factor for students to continue studying a language (Kormos & Scizér, 2008; Pratt & Santos, 2009; Stewart-Srobelt & Chen, 2003). According to the results of Pratt and Santos's (2009) study on high-school Spanish students, the extent to which students enjoyed learning about culture was ranked as the seventh-highest factor for students' extrinsic motivation when deciding whether or not to continue studying Spanish in high school (p. 808).

Culture and the Standards

A review of the literature can provide insight into the recent history of culture in second language acquisition (SLA). Cheatham (2007) argued that for most of the late 20th century, the typical view of teaching culture revolved around teaching "Big C" Culture and "little c" culture. Big "C" culture entailed history, art, music, and literature while little "c" culture examined the attitudes and values of the target culture. In the 1990s, however, the *Standards for Foreign Language Learning in the 21st Century* (National Standards, 1999) was published and serves today as the most widely used theoretical model for teaching culture. Begun in 1993 as a coalition of various organizations, the *Standards for Foreign Language Learning*, despite being published in 1999, is today the current foundation for viewing culture in Second Language

Acquisition (SLA). In fact, the *Standards for Foreign Language Learning* situates culture as one of the five most important areas in foreign language learning that include communication, culture, connections, comparisons, and communities (National Standards, 1999). Indeed, the *Standards* mandates that "students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied" in addition to "an understanding of the relationship between the products and perspectives of the culture studied" (National Standards, 1999, pp. 50-51). Most importantly, the *Standards* creates the "three P" structure whereby culture can be divided into three parts: (a) products, (b) practices, and (c) perspectives.

The *Standards* play a vital role in emphasizing culture in the foreign language classroom. Much of the literature in SLA (Cheatham, 2007; Lange, 1999; Tang, 2006) agrees that the *Standards for Foreign Language Learning* is useful in understanding culture because it separates different aspects of culture such as a work of art (product) from a birthday song (practice) or the Mexican Day of the Dead, which places death in a more celebratory view (perspective). Lange (1999) noted that the *Standards for Foreign Language Learning* enables students to "demonstrate an understanding of the practices, products, and perspectives of the culture being studied, as well as demonstrate an understanding of the concept of culture through comparisons of the culture studied and their own" (p. 85). Lange demonstrated that the *Standards for Foreign Language Learning* establishes important guidelines for content and a general level of performance. More recently, Wilbur and Monk (2010) reported that the Advanced Placement Spanish

exams, sponsored by the College Board, will have a greater emphasis on culture. Wilbur and Monk noted:

> The addition of "and culture" to the title of the courses reflects an important change in emphasis that better aligns the AP Spanish program with a standards-based Spanish curriculum. The updated courses feature a purposeful integration of the cultures, connections, and comparisons goal areas of the *Standards*. Students are expected to demonstrate understanding of cultural products, practices, and perspectives found in literature, music, and other workds of art from the target language cultures. (p. 103)

The concept of cultural proficiency. Although the *Standards for Foreign Language Learning* (1999) created the framework for understanding culture and the relationship between culture and language is far from tenuous, a true understanding of how students obtain cultural proficiency is problematic. One area of uncertainty is how students' attitudes impact their learning of culture. Knutson (2006) noted that learner attitudes in the FL classroom "may range from fear, hostility, and resistance, on one end of the spectrum, to attraction or even unquestioning fascination, on the other" (p.593). Hinkel (1999) explained that "a second language learner's understanding of conceptualizations and constructs in the second culture is fundamentally affected by his or her culturally defined worldviews, beliefs, assumptions, and presuppositions" (p. 6). Levy (2007) outlined five perspectives from which culture can be understood: (a) culture as elemental, (b) culture as relative, (c) culture as group membership, (d) culture as contested, and (e) culture as individual (variable and multiple; p. 104). In describing

"culture as individual" Levy suggested that the culture learner must receive a plethora of opportunities for contact with the new culture. Furthermore, Levy noted:

> Modes of learning also need to allow for thoughtful reflection to gradually build an understanding of the target culture as well as more direct engagement where learners are encouraged to develop the ability to recognise salient features of the context which influence meaning within a single cultural exchange. (p. 111)

To be sure, there are other ways with which student attitudes can be viewed. Storme (2002) utilized the American Association of Teachers of French (AATF's) Cultural Competence Chart in order to generate a model for teaching cultural proficiency. In Storme's view, "the Cultural Competence Chart sidesteps the decades-old debate of whether or not culture should be treated as information (content-driven) or a skill (process-driven) by embracing both" (2002, p. 658). Focusing on learner's attitudes toward the culture, Storme advocated for an Ethnocentrism-Ethnorelativism scale that would allow learners to reflect on their attitudinal levels in different stages: denial, defense, self-criticism, and minimization.

A new view of culture is necessary because the *Standards for Foreign Language Learning* represents what might be called a "simplified" way of looking at culture that does not take into account the various means of interpreting a cultural representation. Recent research (Byram, 2000; Heusinkveld, 2006; Moran, 2001; Schulz, 2007; Storme, 2002; Tang, 2006) eschews the typical manner of viewing culture and, instead, proposes different ways of perceiving culture that are more aligned to the complex nature of the concept itself. Byram (as cited in Ferreira da Cruz, 2008) underscored the concept of an

intercultural communicative competence (ICC) and defined it as "the ability to interact effectively with people from cultures that we recognize as being different from our own" (p. 297). In addition, the literature (Byram, 2000; Heusinkveld, 2006; Moran, 2001; Schulz, 2007; Storme, 2002; Tang, 2006) supports the notion that the integration of culture in the foreign language classroom must focus not on mere facts but rather on cultural proficiency. Thus, cultural proficiency must be defined as a dynamic process that is inexorably connected to the target culture. On the other hand, viewing culture as a static entity underscores mere fact-based information and does not delve into the core of culture—how culture both affects and is shaped by the learners of the language itself. In the simplest terms, cultural proficiency is the way a student interacts with culture as it relates to the language being learned. More importantly for this study, Moran (2001) utilized the tripartite cultural model (products, practices, perspectives) but also added a further category of cultural content: the self.

Table 1

Moran's Organization of Cultural Knowings: Content, Activities, Outcomes

	Content	Activities	Outcomes
Knowing about	cultural information	gathering information	cultural knowledge
Knowing how	cultural practices	developing skills	cultural behaviors
Knowing why	cultural perspectives	discovering explanations	cultural understanding
Knowing oneself	cultural self	Reflection	self-awareness

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From the scholarly literature culled for this study, Moran's (2001) research provides the best framework within which to view the diverse myriad of cultural content because it integrates multiple aspects (products, practices, perspectives, and self). Moran's framework of cultural knowings also aligns well with the Intercultural Communicative Competence (ICC) model (Liaw, 2006). Cultural proficiency is defined as the combination of Moran's cultural outcomes: cultural knowledge, cultural behaviors, cultural understanding, and cultural self-awareness.

Culture in the Foreign Language Classroom

Aside from study abroad, the most effective place for culture learning to occur is the classroom. Because language forms the cornerstone of the individual and the social, it reflects and helps create the context within which languages are acquired (Byram &

Grundy, 2002; Kramsch, 1993; Omaggio Hadley, 2001). The most pragmatic location for cultural learning to occur is the FL classroom itself (Byram & Grundy, 2002; Omaggio Hadley, 2001). When incorporating culture in the classroom, the *Standards for Foreign Language Learning* of cultural products, practices, and perspectives represents the general guidelines. Tang (2006), however, rejected the traditional tripartite model of the "three P" paradigm—cultural products, practices, and perspectives—in favor of a new framework of *cultural mind* (perspectives) and *cultural manifestation* that combines products and practices. Tang meshed products and practices into one, *cultural manifestation*, primarily because they are one in the same, "both being nothing but the manifestations or externalized forms of the underlying values, beliefs, and worldviews of a given society" (p. 91). The strength of Tang's work lies primarily in the fact that the act of combining what he terms *cultural manifestation* with *cultural mind* underscores the inherent connection between language and culture. Thus, recent research suggests that since language and culture are inexorably connected, teachers should keep in mind their interconnectedness when designing lessons and assessing students' proficiency in the foreign language classroom.

Differing methodologies. Research offers a plethora of strategies for teaching culture in the classroom, many of which do not involve using technology at all. Omaggio Hadley (2001) listed several important strategies to integrate culture in any language classroom:

1. Native informants can serve to provide meaningful current information as well as model accepted linguistic structures.

2. Ethnographic interviews (both audiotaped and videotaped) can provide valuable one-on-one opportunities for cultural interaction between student and interviewee.
3. Readings and *realia* for cross-cultural understanding allow students to step out of their ethnocentric framework to see the target culture through a new lens.
4. Culture capsules—brief descriptions of differences between the target and native culture—are an easy way for students to work independently or in small groups to compare aspects cross-culturally.
5. Word association and semantic mapping can be utilized in order to recycle vocabulary skills as well as build students' conceptual understanding of the target culture

(pp. 358-383).

In addition to the strategies outlined above, Seelye (1993) suggested the use of culture assimilators (readings outside of class), culture capsules (brief presentations with visuals) and culture clusters (capsules from everyday life). Research has advocated for the use of culture portfolios (Abrams et al., 2006; Byrd & Wall, 2009; Schulz, 2007), but these will be addressed further in Section 5.

Research has also revealed that culture can be taught through varying mediums. These mediums include art (Berho & Defferding, 2005; Calvin, 2005), literature (Scott & Huntingdon, 2000) and music (Heusinkveld, 2006). One way of underscoring the process of culture rather than just the information is to focus on a lesser known aspect of Hispanic culture such as graffiti. According to Calvin (2005), teachers should not only

situate culture in a prominent place in the Spanish classroom, but also they need to focus on the cultural proficiency of students. The graffiti lesson accommodates certain multiple intelligences due to its focus on visual cultural artifacts, and also goes beyond the superficial explanation of culture. In other words, the lesson facilitates students' critical thinking because it incites controversy causing students to question if graffiti really is a cultural expression or an art form.

Similar to Calvin's ideas about graffiti, Heusinkveld (2006) underscored the relevance of culture in her discussion of music and ethnographic interviews as motivational tools in the foreign language classroom. Akin to music, ethnographic interviews not only minimize stereotypes, but also "heighten awareness of one's own culture as well as the target culture, thereby providing a basis for cultural comparisons" (Heusinkveld, 2006, p. 62). Nevertheless, the research by both Calvin and Heusinkveld is problematic because it fails to explain the ways in which students *demonstrate* their knowledge of culture.

Intercultural communicative competence

One of the more recent attempts to understand the dual significance of language and culture is the model of intercultural communicative competence. Liaw (2006) adopted Byram's (1997, 2000) Intercultural Communicative Competence (ICC) as a model in his restructuring of the intercultural framework. Similar to Moran's (2001) framework of cultural knowings, the intercultural competencies proposed by Liaw (2006) are:

> (A) interest in knowing other people's way of life and introducing one's own culture to others, (B) ability to change perspective, (C) knowledge about one's own and others' culture for intercultural communication, and (D) knowledge about intercultural communication processes. (p.49)

However, the most salient element of intercultural competence may be the fact that "learners are now asked to take a step back and evaluate their own beliefs" in a way that allows them to reflect not only the target culture but on their own cultural self (Elola & Oskoz, 2008, p.456). In his study, Liaw (2006) examined Tiawanese Learners of English as a Foreign Language (EFL) and their ability to demonstrate intercultural competence through an online learning environment. The students read articles about their own culture and commented electronically about those topics with speakers of another culture. Liaw concluded that "intercultural language teaching should recognize that language and culture are intertwined and that by adopting an inquiring and reflective approach to language learning, students can be 'intercultural speakers'" (p. 59). Recently, Thorne (2008) called this type of learning "Internet mediated intercultural L2 education" because, in his view, it represents a shift in language education from a communicative focus to an intercultural focus (p. 427). Regarding this shift, Sercu (as cited in Thorne, 2008) commented:

> From the intercultural perspective, it can be said that what a foreign language learner needs to learn in order to attain communicative competence is not how to adapt to any one of the foreign cultures present, and forget about his/her own cultural identity. Rather, the task of the participants in such an intercultural

> situation will be to negotiate, by means of implicit or explicit cues, a situationally adequate system of (inter)cultural standards and linguistic and pragmatic rules of interaction. (p. 116)

This type of competence underscores the intercultural understanding more than the communicative understanding innate in language and demands that the language teacher, in the view of Kramsch and Thorne (2002), "prepare students to deal with global communicative practices that require far more than local communicative competence" (p. 100).

Additional research at the university level reveals positive student experiences in examining intercultural competence through instructional technology (Elola & Oskoz, 2008; Furstenberg et al., 2001; Schuetze, 2008). Schuetze (2008) analyzed the online dialogues of students of German in Canada and students of English in Germany. Schuetze concluded that students had more success in their online dialogue when they "asked wh-questions, shared personal experiences and gave examples" (p. 671). In a web-based, cross-curricular endeavor called *The Cultura Project*, Furstenberg, Levet, English and Maillet (2001) examined cross-cultural understanding between American and French university students. Furstenberg et al. organized the project around four progressive stages in which the students completed questionnaires (stage 1), analyzed their own answers (stage 2), communicated asynchronously with others in a forum (stage 3), and, finally, analyzed documents from both American and French culture (stage 4). Of particular importance in the *Cultura Project* is that it eschews any type of direct, face-to-face contact. Levy (2007) noted that *Cultura* "contains an approach to risk

management, enabling us to locate, perhaps for the first time, a practical solution to the problems of risk in culture learning and teaching" (p. 119). According to Ferstenberg et al. (2001), this lack of direct communication, in part, allowed the students to make "deep and insightful" comments about both French and American cultures (p. 92). Moreover, Elola and Oskoz (2008) examined intercultural competence between university students in two groups: study abroad students in Spain and at-home students in the United States. Utilizing blogs as the technological conduit, Elola and Oskoz (2008) found that the study abroad students provided more information about the target culture in Spain and the at-home students were motivated to learn more (p. 470). The study discovered that there were attitudinal changes toward the new target culture and that students perceived blogs as a positive way to interact about culture and to share their understandings of cultural information and perspectives (p. 472).

Despite the research that supports the teaching of culture (Knutson, 2006; Kramsch, 1993; Mitchell & Myles, 2004; Moran, 2001; National Standards, 1999; Schulz, 2007; Storme, 2002; Tang, 2006) little research exists concerning the marriage of teaching culture and instructional technology, thereby leaving a vast gap for potential research. This lack of research can be placed in further sharp relief due to the fact that teachers cited the integration of technology as one of their most pressing professional needs in a 2009 survey by the American Council on the Teaching of Foreign Languages (ACTFL). The results of the survey have yet to be published. However, according to one of ACTFL's publications, *The Language Educator* (Feb 2009), 70% of teachers that are not using technology reported that the biggest challenge is "learning to integrate

technology into their instruction" (p. 20). The results of this survey are similar to results from Arnold (2007), which reported that most of the participants use instructional technology (IT), but "at a very basic level" (p. 161). Interestingly, however, Arnold also noted that university courses that focused on culture used IT the most (p. 170). Nevertheless, the marriage of culture and technology is not very prevalent in the literature. In particular, one area that has been explored very little is that of wikis and eBoards, within which students not only communicate with each other via text or digitized media, but also have the ability to edit such media.

The use of the first language

The decision for which language to use—first or target—is one that needs to be considered. Research (Bauer, deBenedette, Furstenberg, Levet, & Waryn, 2006; Elola & Oskoz, 2008) has revealed that it is advantageous to use the first language (in this case, English) when examining culture using instructional technology. Bauer et al. (2006) reported that the use of L1 (first language) by students was positive because it (a) eliminated possible dominance by a group of individuals with respect to differing proficiency levels in the foreign language (L2) and put all students on an equal linguistic footing, and (b) enabled students to express their views fully and in detail, helped them formulate questions and hypotheses clearly, and allowed students to provide complex, nuanced information since they were not bound by limited linguistic abilities (p. 35). In addition, Elola and Oskoz (2008) chose to use L1 because they calculated that the students in their study (enrolled in intermediate-low courses) would have such low L2 proficiency levels that it would impede any type of profound cultural reflection (p. 460).

Thus, the use of the first language in any type of instructional technology involving student interaction should be chosen with careful consideration.

Computer-Mediated Communication (CMC)

CMC as constructivist instructional technology

CMC, which was developed initially for improving deaf education at Gallaudet University in the mid-1980s, is a fundamental form of instructional technology (Abrams, 2008). Instructional technology serves as an effective tool for student learning, particularly with regard to constructivist learning. Russian psychologist Lev Vygotsky (1978) used the term *zone of proximal development* to refer to the interpersonal space where children's abilities of spontaneous conception meet with the logical reasoning ability and guidance of adults. Similar to Vygotsky's notion of collaborative scaffolding inherent in theory of the zone of proximal development, instructional technology creates opportunities for beginning language learners to benefit from interactions with other, and sometimes more advanced language learners. Furthermore, instructional technology creates mediums (such as discussions) through which learners can understand personal interactions in socialized contexts, thereby enabling them to become active participants in the construction of meaning via peer interaction (Black, 2005). Durán-Cerda (2010) noted that technology has engendered not only a new digital generation, but also an entirely new digital language "in which students are the native speakers and the instructors are the immigrants who are making effeorts to understand this new way of communication" (p. 110). In this way, technology enables learners to be more active in the construction of their own knowledge.

However, the results of CMC use may depend heavily on whether CMC takes place in mediums that are synchronous (real time) or asynchronous (delayed time). Paulus (2007) noted that when given the freedom to transition between asynchronous modes (discussion forum) and synchronous modes (chat), students used the discussion forum more frequently, particularly for knowledge construction and conceptual comments (p. 1338). More recently, Paulus and Phipps (2008) compared the dialogues of preservice teachers in both synchronous and asynchronous CMC learning environments and found both advantages and disadvantages. In their research, asynchronous environments were more "convenient and linear, but participants may spend more time establishing their presence with participatory contributions" wherewas synchronous environments "may support interactive negotiation of meaning" but the conversations were more ambiguous and there are more technical problems (p. 477).

Another advantage to using instructional technology rests on the notion that students perceive that they are learning more effectively when receiving information through a digital medium. Research has revealed that students believe they learn more through instructional technology (Brewer & Klein, 2006; Corbeil, 2007; Dubreil, Herron, & Cole, 2004; Lester & King, 2009; Wang & Reeves, 2007). Corbeil (2007) studied 105 university-level learners of French and examined the placement of modifying adjectives to determine which method was more effective at presenting the material: PowerPoint (PPT) or the textbook + blackboard. Corbeil concluded that although there was no significant difference in pre- and posttest scores between the two groups, she did note

that students had much higher positive perceptions using the PPT technology. Corbeil stated:

> Students exposed to the PPTs indicated their preference for them over the textbook presentations and believed they were learning better when their attention was captured via highlighting, color coding, use of different fonts, and visual effects. (p. 649)

In a study involving 54 third-semester French students, Dubreil, Herron, and Cole (2004) examined the effectiveness of authentic French websites on cultural learning. Their findings concluded that students perceived video as a positive learning tool for cultural practices (celebrations, festivals, etc.) and they viewed the Internet for its potential to teach cultural products (artwork, literature, etc.; p. 58). Positive results are not isolated to foreign language learning either. Brewer and Klein (2006) studied business majors in an asynchronous, collaborative learning environment and found that students exhibited positive interdependence (being on the same side) and revealed concern for team members' success (p. 348). Wang and Reeves (2007) reported an increase in motivation for high school students in an earth science course that used an interactive fossilization unit. Collectively, these studies suggest that students have positive perceptions about their learning when receiving information through electronic methods.

Another form of instructional technology is Internet-mediated virtual reality (VR) learning. Research on VR classroom learning (Goodwin-Jones, 2005; LeLoup & Ponterio, 2004; Lester & King, 2009; O'Brien & Levy, 2008; Purushotma, 2005; Thorne, Black, & Sykes, 2009) suggests further positive student experiences regarding the CMC

medium. O'Brien and Levy (2008) explored the use of a virtual reality (VR) world in a German classroom and found that students enjoyed playing an exploratory game in a virtual Austrian city. O'Brien and Levy noted that "none of the students in the study had ever actually been to a German-speaking country, but the virtual world enabled them to experience a German-speaking city" (p. 675). Purushotma (2005) found positive student experiences when exploring VR family routines and LeLoup and Ponterio (2004) shared similar results when conducting VR museum tours. Goodwin-Jones (2005) reported on the effective use of the game Sim Copter in ESL classrooms in order to practice giving directions. Lester and King (2009) compared learning experiences of students in two types of visual communications course settings: face-to-face and online courses, particularly within the Second Life environment. The results indicated that students enjoyed the online environment of the course comparably to the traditional setting. Lester and King noted:

> The attitudes of the online students remained fairly constant from the beginning of the course to the end, while the attitudes of the face-to-face students actually dipped slightly. The fact that attitudes toward the online course remained constant is an encouraging sign that student expectations can be met by courses delivered in an online format. (p. 469)

DeHaan (2005) researched the impact of a baseball video game on the acquisition of Japanese listening comprehension and *kanji* character recognition. After a one-month study, DeHann concluded that the video game improved both listening and reading skills, in part because the medium "simultaneously presented aural and textual language" (p.

282). Gee (2003) predicted that virtual gaming will become the pinnacle of instructional technology in the immediate future. Recently, Thorne, Black, and Sykes (2009) explored Internet interest communities (fan sites, community spaces) as well as online games and their results revealed "extended periods of language socialization into sophisticated communicative practices" which "demonstrates the salience of creative expression and language use as tools for identity development and management" (p. 802). To be sure, virtual reality experiences are yet another example of how CMC can positively impact student learning.

Furthermore, instructional technology enables learners to move beyond traditional forms of demonstrating knowledge. Moore (2006) pointed out that instructional technology encourages foreign language learners to begin to abandon their "dependence on words (textbooks) and use instead a combination of sight, sound, and motion, made possible by computer graphics and the ease of importing film clips that can be used in the classroom" (p. 580). Specifically, computer-mediated communication (CMC) can provide an effective means to increase student learning (Belz & Vyatkina, 2005; Blake, 2005; Chappelle & Hegelheimer, 2004; Fotos & Browne, 2004; Jonassen et al, 1995; Savignon & Roithmeier, 2004; Van Deusen-Scholl et al, 2005). CMC refers to different forms of technologies that enable "spatially separated learners" to interact with one another through synchronous (real time) and asynchronous (delayed time) communication (Jonassen et al., 1995, p. 7). For example, Guerrero and Villamil (2000) reported that in second language peer revision students tended to create their own meaning through helping each other analyze the text that they were assigned. Blake

(2005) studied bimodal (oral and written) CMC through an asynchronous chat-like Spanish distance learning course and found that it enabled the learner to be engaged in the negotiation of meaning and even correct language mistakes (p. 497). Kern and Warschauer (as cited in Zaphiris & Zacharia, 2006) noted that social constructivism in the second language learning environment takes place in two distinct patterns: (a) peer interaction via computer and (b) interaction between the learner and the computer.

CMC creates opportunities for feedback, which can play a pivotal role in the learning process. Nicol and Macfarlane-Dick (2006) claimed that feedback can represent a type of formative assessment whereby students can assess their own learning. In this way, feedback is "anything that might strengthen the students' capacity to self-regulate their own performances" (p. 206). At certain intervals, students can use feedback in order to accelerate learning. Lee (2008) noted that corrective feedback was beneficial in collaborative learning activities between experts and novices provided that the experts did not intervene too much (p. 53). Ware and O'Dowd (2008) reported that students prefer feedback in telecollaborative exchanges, but that they tend to only occur when required through an "e-tutoring" conditional requirement (p. 43). Ertmer et al. (2007) examined the impact of peer feedback for online postings in a semester-long, graduate-level course. Ertmer et al. commented that "by asking students to provide constructive feedback to each other, instructors are inviting them to participate in each other's learning and thus achieve greater understanding and appreciation for their peers' experiences and perspectives" (p. 415). The results of the study indicated that students used information gained from feedback in order to improve their postings (p. 422). Moreover, the

receptive aspect of the feedback process was not the only valuable element, but rather participants commented that the act of giving feedback improved their understanding as well (p. 412). However, it should be noted that a pre- and post-survey indicated no significant improvement in the quality of students' postings from the beginning to the end of the course.

CMC supports the constructivist foundation whereby learners negotiate meaning in their own way (constructively) through interaction. Bruner (1966) highlighted the notion that learning is an interactive process where students learn most effectively through peer interaction. CMC creates unique opportunities for students to interact with each other more than the instructor. Van Deusen-Scholl, Frei, and Dixon (2005) studied CMC for both beginning and advanced German students and reported positive results on student interaction via CMC, noting an increase in student engagement and ownership in the construction of knowledge (p. 672). In a comparison of Chinese and English academic rhetoric, Xing, Wang, and Spencer (2008) reported that a group of Chinese students that used an e-course achieved a performance level that "equalled that of native speakers" (p. 71). Through CMC, students are able to negotiate the meaning of knowledge through the various forms of CMC peer interaction—wikis, blogs, chat, and so on—that allow them to experience learning in which the "give and take" nature is essential to the ebb and flow of the constructivist learning process.

The pressing need for CMC use in the classroom is more evident today. Chappelle and Hegelheimer (2004) suggest that the 21st-century language teacher must be equipped with the "know how to use communication tools such as chat rooms, bulletin

boards, email, and electronic mailing lists [in order] to increase learners' communicative competence through CMC" (p.309). Teachers can utilize CMC, possibly through the mediums of eBoards and wikis, in order to produce more complex forms of language. Moreover, CMC enables Mauritian Kreol, a French-lexified Creole, and other nonstandardized languages to develop writing norms in specific contexts (Rajah-Carrim, 2009). In addition, research by Belz and Vyatkina (2005) on German modal particles and by Savignon and Roithmeier (2004) on asynchronous English-German exchanges suggested that the collaborative nature of CMC can improve students' writing abilities. Finally, the asynchronous types of CMC (discussion, e-mail, etc.) may be more suited for the learning of culture. Levy (2007) noted:

> As a general principle, one would expect the use of asynchronous technologies to precede synchronous in culture learning. Direct contact introduces a high level of risk for the learner, and perhaps for the teacher as well, in terms of the potential for misunderstanding or disagreement. (p. 121)

The freedom for reflection that asynchrous CMC provides may reduce this perceived learner risk, thereby possibly lowering the affective filter and possibly engendering a much more comfortable learning environment.

Limitations of CMC

Despite the advantages, some research brings in sharp relief the barriers to effectively incorporate different forms of CMC. Hew and Brush (2007) reported that there are 123 possible barriers to incorporating instructional technology such as CMC, most notably resources, knowledge, and skills (p. 226). More specifically, when CMC

emphasizes text-based communication, there is a paucity of visual support and auditory clues (Vrasidas & McIsaac, 2000). Dutton, Cheong, and Park (2004) conducted a university-wide case study of a virtual learning environment and found that e-learning created a number of barriers, noting:

> Taken together, however, the cases reinforced our other findings that most uses of eClass were anchored in traditional teaching approaches, with eClass used primarily as a substitute for the copier or projector to support one-to-many forms of lecture-based instruction. (p. 76)

Belz (2005) noted that forms of CMC such as an e-mail telecollaboration can create risks for the learner, particularly the "risk of retreating within the self, reinforcing stereotypes and myths and even creating new, more negative stereotypes when confronted with the unknown" (p. 115). Kitade (2008) pointed out that a controversial feature of using CMC, particularly in the asynchronous mode, resides in the limitation of immediate feedback. Without instant feedback, students will likely miss a "key element in collaborative learning" (p. 65). An and Frick's (2006) study of college students netted similar criticism of the lack of instantaneous feedback. In their study, most students preferred face-to-face tasks over CMC. Furthermore, students mentioned that they would learn CMC more effectively if their instructors were more involved and if there were practical consequences (p. 497). Both Kitade (2006) and Lamy and Goodfellow (1999) indicated that as time intervals increase in asynchronous communication, it may cause a decrease in the understanding among students.

However problematic CMC may appear in the learning environment, it should be noted that a lack of immediate feedback may serve as a positive factor for certain language learners. Coryell and Clark (2009) examined self-assessed anxious learners enrolled in online Spanish courses and used qualitative analysis to determine if their anxiety was related to the synchronous learning interactions of the classroom. Coryell and Clark concluded that typical classroom experiences led to their language anxiety because of the focus of language as a performance with a strong emphasis on precision and correctness (p. 483). In this way, the synchronous nature of CMC may be more effective for students that present language learning anxiety (LLA).

The derth of feedback is not the only limitation of CMC. In addition to the lack of immediate feedback, research (O'Dowd & Ritter, 2006; Ware, 2005; Ware & Kramsch, 2005; Ware & O'Dowd, 2008) has discovered cultural miscommunication issues involved with telecollaboration. Ware and Kramsch (2005) reported that asynchronous telecollaboration can also lead to gross cultural misunderstanding and miscommunication between learner and teacher if the teacher does not carefully structure the environment and model an "intercultural stance" (p. 203). Ware and Kramsch stated that such a stance:

> Entails discussing jointly with the students ways of conducting this exploration and ways of imagining the logic of another person by interpreting his or her utterances, according to evidence from external facts and from the on-going discourse, not random speculation. As students explore the nature of language and communication across cultures through their technology-mediated interactions,

teachers will be pivotal in helping them take such an intercultural stance. (p. 203)

In order to avoid such miscommunication, O'Dowd and Ritter (2006) suggested that teachers should follow certain techniques such as: (a) classroom discussion of examples of failed communication, (b) developing an approach to communicating about issues, and (c) analyzing online interactions and feedback (p. 639).

Moreover, Allan Hanson (2007) argued that computers and computer-mediated cybercommunities can be collaborative, but they can also be divisive (e.g., virulent websites advocating white supremacy) (p. 27). Keen (2007), in his journalistic study of media in *The Cult of the Amateur*, noted that the Web 2.0 world is not creating useful information, but rather "an endless digital forest of mediocrity" (p. 3). Keen's research is useful because it demonstrates an astute observation of the potential weaknesses of multimedia technology. Keen used T.H. Huxley as a framework for his argument. Huxley was a 19th-century scientist and an early advocate for Darwinian evolutionary theory. Utilizing Huxley's use of the "infinite monkey theorem," Keen explained that the masses of people that have access to computers represent monkeys, and if infinite monkeys are provided with infinite typewriters, then eventually some monkey will create a masterpiece. Keen criticized the ubiquitous blog for creating a "cult of amateurs" that, much like the masses of monkeys, have undermined our ability to discern what is true from what is false.

A review of the literature revealed that a problematic component exists when students complete tasks via wikis. In a wiki-based collaborative environment, there is no consensus with regard to student preference toward focus on meaning (what is the task

saying/asking) and focus on form (grammatical accuracy). With respect to wiki-based collaborative writing, research suggests that there is no consensus on student focus while navigating the wiki environment. Kessler (2009) examined students' peer- and self-editing in a wiki-based environment among preservice Non-Native Speakers (NNS) English teachers. In his study, Kessler discovered that when students were asked to edit posts, the students preferred to focus on the meaning of the task in contrast to the form (grammatical accuracy). However, Storch (2005) found an increase in grammatical accuracy among students using wikis in small peer groups.

Collaborative learning and CMC

Despite the criticism of CMC by Keen (2007), the influence of CMC can be seen both in and beyond the classroom. Tutty and Klein (2008) used a computer literacy course to compare online collaboration with face-to-face collaboration. Their results indicated that the virtual environments (dyads) revealed "more questioning behaviors and significantly better project performance" while the face-to-face component led to better posttest scores (p. 101). Tapscott and Williams (2006) examined the impact of wikis and other forms of collaborative technologies in the workplace and on the global economy. In their view, the need for CMC in the business world is vital since "work has become more cognitively complex, more team-based and collaborative, more dependent on social skills, more time pressured, more reliant on technological competence, more mobile, and less dependent on geography" (p. 246). Tapscott and Williams added that the powerful nature of wikis as collaborative tools lies in their engagement of the users, and their ability to foster trust and enable users to share control (p. 254). The authors pointed out

that wiki workplaces are successful in such companies as Best Buy, Xerox, and Geek Squad. In their view, the wiki workplaces are effective because they increase innovation and improve morale by eliminating the traditional top-down hierarchy. As "weapons of mass collaboration," wikis enable employees to co-create with more people, anywhere in the world (p. 247).

To be sure, the collaborative element of CMC offers a humanistic path to mediate learning. Research related to the sociocognitive aspects of language (Atkinson, 2002; Gee, 2001) has suggested that there are strong socializing effects of second language acquisition. In particular, Gee (2001) posits that the function of language extends beyond mere communication but also includes scaffolding "human affiliation in cultures and social groups and institutions through creating and enticing others to take certain perspectives on experience" (p. 715). Moreover, research has shown that collaboration has many positive consequences (Hiltz & Goldman, 2005; Kohn, 1992). Kohn (1992) attempted to point out the need for collaboration through the disadvantages of its' dichotomous enemy, competition. Kohn argued that competition is essentially detrimental to every important aspect of human experience. In his view, relationships, self-esteem, enjoyment of leisure, and even productivity would all be improved if one were to break out of the pattern of relentless competition. According to Kohn, instead of helping students to be more productive, competition inhibits our performance (p. 50). Competition, rather than increasing productivity, strips people of their creative energy. Cooperation and collaboration, in contrast, suggest "group participation in a project where the result is the product of common effort, the goal is shared, and each member's

success is linked with every other's" (p. 50). To be sure, collaboration's focus on the concept of sharing may smack of a return to youth in which citizens use the nostalgia of the "sandbox" to teach cultural values. But collaboration, in addition, can also lead to greater productivity. Wikis provide a means to more productive collaboration by encouraging users (students) the opportunity to collaborate by editing the posting of others' ideas.

Cooperative learning can engender greater student achievement. Research on cooperative learning in the second language classroom (Allen, 2006; Alley, 2005; Opp-Beckham & Kieffer, 2004; Ortega, 2007) suggests positive student results with regard to both achievement and attitude. Allen (2006) examined a fourth-semester college-level French class and noted that group work and cooperative learning resulted in more individual accountability and structured independence. In a study involving high-school Spanish II students' use of discourse during group work, Alley (2005) examined five conversations among students in different role-play situations (store clerk and shopper, etc.). Alley noted that the use of English and off-task behavior was prevalent, but also indicated that group work led to metacognitive discourse (talking about the assignment) and metatalk (talking about vocabulary and grammar) (p. 250). Alley also added that group work engendered opportunities for peer tutoring and allowed students to help each other in vital ways since "students often recognize and attend to other students' problems more readily than the teacher" (p. 256).

Additionally, Opp-Beckham and Kieffer (2004) explored a collaborative model for online instruction and concluded that asynchronous forms of technology, such as

wikis and eBoards, provide the instructor with a variety of activities to ensure a fruitful discussion. The authors reported that "before responding to a question prompt, to build or activate schemata, students may be asked to read a document, respond to a survey, work on related vocabulary, listen to a sound recording, or view a video clip" (2004, p. 239). They also noted that these peer exchanges provide motivation to learners through personal interaction and a cultural connection (p. 240). Opp-Beckham and Kieffer also recommended that the instructor define the purpose of each discussion, encourage reflective thinking, and prompt the students to think beyond mere surface answers. These forms of collaboration are participatory in nature and allow instructors to utilize forms of CMC that merge both written and oral skills. Such CMC activities not only provide opportunities for practice (Ortega, 2007), but also they provide vital confidence and support in improving more authentic, face-to-face forms of communicating (Roed, 2003; Schuetze, 2008; Shang, 2005; Simpson, 2005).

Most studies involving the use of asynchronous technology focus on post-secondary education. In one such study, Castaneda (2007) examined the use of wikis and blogs with regard to university-level Spanish students learning the two forms of the past tense in Spanish: the preterite and the imperfect. He reported that there were no significant differences in students' levels of performance or satisfaction between those using wikis and those using blogs. Nevertheless, Castaneda's study focused entirely on the linguistic nature of language, albeit grammar use in context, whereas the current research study will apply eBoards and wikis in order to examine cultural proficiency.

More importantly, however, the current study will examine the use of these forms of technology within the K-12 classroom.

Role of Wikis and eBoards as Asynchronous Instructional Technology

Wikis

Wikis (from the Hawaiian "wiki wiki" meaning "quick") are web pages that are designed to be intensely collaborative and to allow users to create and edit information from virtually anywhere. In this way, wikis represent an alternative to class web pages that can only be created by the teacher and viewed by the students (Bryant, 2006). Wikis allow users to create, reflect on their written thoughts, and then edit those thoughts as necessary, even before they are posted (Hiltz & Goldman, 2005). With regard to educational potential, the collaborative aspect of wikis allows learners to work together, in ways that are similar to what they will do as workers, in order to create one finished product (Brown & Adler, 2008). Engstrom and Jewett (2005) underscored one example in which middle-school science students in Missouri became engaged in an authentic geographic issue in which the wikis were used "to promote students' ability to view and discuss river issues from more than one perspective" (p. 12). A typical wiki makes no distinction between "author" and "audience," leaving the notion of authorship purposefully vague. Thorne (2006) noted that wikis eliminate the need to "merge individual contributions in order to avoid deleting one another's work" since wiki engines will track every modification to the group work (p. 15). Despite the fact that most instructional wikis are private and password protected, wikis are founded on the idea of universal write/access in which anyone can have access to collaborating on the group

wiki (Reinhardt & Thorne, 2007). The disadvantages of wikis include the fact that, in some cases, a wiki server is necessary and costly (Dobeli, 2005). Furthermore, Emigh and Herring (as cited in Thorne, 2008) found that "despite the potential of wiki environments to transform notions of authorship and processes of writing, wiki use does not necessarily promote the production of heterogeneous, creative, or nonstandard genres of text" (p. 441). Research on wikis (Augar et al., 2004; Dobeli, 2005; Engstrom & Jewett; Farabaugh, 2007; Kost, 2007; Lomicka, Lord, Ducate, & Arnold, 2007; Oskoz & Elola, 2008; Park, Lee, & Cheong, 2007; Raitman et al., 2005) has pointed out many advantages, including the simplicity, the openness, the user-friendly nature for both instructor and students, and the instantaneous publication of all revisions/edits. Park, Lee, and Cheong (2007) examined instructors' perspectives on accepting the use of technology and reported that the "perceived use of a system had a significant impact on perceived usefulness" (p. 163). In this way, the advantages of wikis enables instructors to more likely see them as useful instructional tools.

Furthermore, the use of the wikis and their relationship to cultural proficiency provides an effective study because students focus on the vital mode of task-based instruction. As students communicate and compose their written opinions, vital thought and language processes are enveloped around meaningful task-based instruction. The importance of meaning in second language instruction cannot be overstated. Antokhin, Boussalhi, Chen, Combacau, and Koppany (2004) underscored that task-based instruction serves to increase the linguistic accuracy of learners who focus on the task at hand instead of the perfection of the linguistic form. Antokhin et al. further stated that "when

learners are involved in a meaningful and interesting activity that requires the use of the foreign/second language, their motivation is increased . . . and a more effective interlanguage is developed" (p. 185). In this way, wikis can serve to foster this link between language and meaning when accomplishing tasks. Wikis provide a medium whereby students have the potential to focus on tasks such as those necessary to acquire language in the L2 classroom (reading and interpreting texts, writing and responding to questions, etc).

EBoards

EBoards, much like wikis, can serve a multitude of educational roles. As mere disseminators of information, they allow teachers, schools, and districts to post relevant information in a user-friendly, readable format. Without the interactive and collaborative nature, eBoards would simply be nothing more than websites. However, eBoards can also contribute to the collaborative nature of student learning since they have the capability for students to blog, or interact by posting their thoughts in serial postings on the eBoard. In this way, eBoards represent forms of asynchronous technology in which learners can interact with each other and collaborate without constraints of time or location. Campbell and Guisinger (2003) noted that a virtual elementary school project in Michigan that involved 150 students utilized eBoards in order to structure learning in a collaborative framework. An additional advantage of eBoards is their innate relationship with education. Other forms of technology, such as Blogger, are routinely blocked by filtering policies of school systems (Carvin, 2006). This inextricable connection to

education leads to the availability and accessibility of eBoard even in school districts with strong technological filters that block websites that encourage blogging.

Wikis and eBoards, along with blogs and many other innovative open source platforms, represent "second generation" web applications, or elements of Web 2.0, a term coined by Dale Doughtery (O'Reilly, 2004). These applications enable greater participation and production for almost anyone that has the access, knowledge, and motivation. Sykes, Oskoz, and Thorne (2008) noted:

> Wikis and blogs are spaces in which students have the potential to move from the conventional epistemic stance of knowledge consumer to that of knowledge producer, and, in so doing, to shift also from mere participation in an educational community to contributive and co-constitutive roles in that community. (p. 530)

Wikis and eBoards, as representatives of Web 2.0, fill a necessary void in utilizing Internet mediated communication as both effective socializing and instructional tools. Thorne and Black (2007) noted that the increase in socializing sites on the Internet means that for many people, "performing competent identities in second and additional language(s) now involves Internet mediation as or more often than face-to-face and nondigital forms of communication" (p. 149).

To be sure, the presence of weblogs, or blogs, on the Internet is truly ubiquitous. Technorati, a site that collects and organizes blogs in the blogosphere (world of blogs), and distributes lists of blogs, recently published their *State of the Blogosphere 2008* report. According to Technorati (2008), since 2002 there have been 133 million blogs. Reinhardt and Thorne (2007) reported that over 100,000 blogs are created daily.

Research (Goodwin-Jones, 2003; Thorne & Payne, 2005) suggested that blogs have evolved into a process of socialization by which "bloggers" are able to connect themselves inextricably to a web of human thought and expression.

In addition to their ubiquitous nature, blogs can increase student motivation. Research has revealed that students have positive perceptions about using blogs in the classroom (Almedia Soares, 2008; Barbosa & Serrano, 2005; Bloch, 2007; Dickey, 2004; Wang & Fang, 2005; Xie & Sharma, 2004). Thus, eBoards have the potential for positive impact on students because of their similarities with blogs. The characteristic of blogging within eBoards may provide a relevant connection for high-school students in particular due to the interactive and social nature of blogs. Swanson and Early (2009) state:

> Blogs form an interactive virtual environment where bloggers (blog authors) share opinions, experiences, and information with readers, who, in turn, have the ability to become co-authors by posting comments to blog contents. (p. 17)

The fact that eBoards demonstrate blog-like features may illustrate many advantages that teachers can utilize for instructional purposes. Blogs "provide students with a way of reflecting on their own experiences while connecting with other students facing similar opportunities and challenges" (Bryant, 2006, p. 61). The socializing effect of blogs can have a tremendous impact on the motivational learning of students (Downes, 2004). Another advantage of blogs underscored by Thorne and Payne (2005) is that "the chronological ordering of blog entries creates for each student an archive of their personal work that they can, and do, revisit and reflect upon" (p. 382). Blogs enable

learners (or users) to publish on the Internet, meaning that they can reach an audience beyond merely classmates (Goodwin-Jones, 2003).

Similar to any form of technology, there are disadvantages to blogs. Some schools do not allow permission to certain blogs based on content filters. Grohol (as cited in Castaneda, 2007) criticized blogs because they require more time monitoring than a traditional web page, because they lack consistency in writing, and because they are only effective if the author commits to maintaining the blog (p. 21).

Despite the disadvantages, eBoards and their blogging counterparts help users push beyond the classroom walls. Downes (2004) noted that blogs help level the playing field for authoritative information. Blogs enable ideas to be founded not on origin (e.g., a professor at a university), but rather on merit, and quality ideas will filter across the blogosphere in rapid fashion (Downes, 2004). Despite the benefits of the personal nature of blogs, Downes also pointed out that blogs are more than mere personal journals since a blog incorporates "the best features of hypertext: the capacity to link to new and useful resources" (2004, p. 18). For instructors, blogs are useful alternatives to classroom web pages, more effective organizers of in-class discussions, and summaries for readings (Downes, 2004). Huffaker (2005) pointed out that blogs allow even the novice blogger to publish to the web, thus enabling anyone to develop a sense of digital literacy. More importantly, blogging creates opportunities for authentic engagement with content and reflecting to, criticizing, questioning, and reacting to ideas (Downes, 2004).

The literature has shown that there is a large gap in research related to eBoards. Because of their relative new status as asynchronous tools, there is very little research

available regarding eBoards. In addition, although research in using blogs and wikis for instructional purposes abounds, research for using forms of asynchronous technology such as wikis or eBoards to study culture does not exist. Therefore, the intention of this research was to examine if there is a difference in students' level of cultural proficiency when using wikis compared to using eBoards. This study also examined the satisfaction levels of students using eBoards compared with those using wikis. The following section contains in detail the methodology used for this study.

Summary

Language and culture are so interconnected that good teaching practices suggest the teaching of culture alongside the linguistic nature of any language. The literature demonstrates that there is a great deal of variance in defining culture itself and which forms should be taught in the second language classroom. The literature with regard to teaching culture accounts very little for the use of CMC (computer-mediated communication) in order to explore students' cultural proficiency. The literature on eBoards and wikis suggests that they can serve as effective means for student interaction, collaboration, reflection, and understanding. These asynchronous forms of technology seem to harness a potential for student growth in cultural proficiency, and the literature suggests that a collaborative learning environment may be ideal for student learning, particularly with regard to positive student perceptions of their own learning.

Section 3: Research Method

Introduction

As illustrated in Section 1, this study addressed the problem that even though the teaching of culture is necessary to the acquisition of language, it tends to be overlooked in the classroom. The primary research question was: What are the effects of wikis and eBoards on students' level of cultural proficiency? Key methodology questions answered in this section include: What research method was more effective in answering the research question given the context of the study? What was the validity of the study sample? Was the study environment appropriate for reliable data collection?

Quantitative Research Design

The purpose of this study was: (a) to explore the effects of wikis and eBoards on students' cultural proficiency and (b) to describe the students' attitudes towards the use of wikis and eBoards in a second language classroom.

The research questions guiding this study were:

RQ1: Is there a difference in level of cultural proficiency (dependent variable) between those students using wikis and those students using eBoards (independent variable)?

RQ2: Are there differences in satisfaction levels for students learning about Spanish culture via eBoards as compared to those learning via wikis?

Variables

In this research study, the independent variable was represented by the various strategies by which students will interact about culture. Three methods were used (wikis,

eBoards, and a traditional face-to-face classroom). Two forms of asynchronous technology (wikis and eBoards) were compared with a control group (traditional face-to-face classroom) in order to explore how students' cultural proficiency was affected by the three strategies. Experimental Group A utilized the wikis and Experimental Group B used the eBoards in order to interact through the posting of questions, answers, and opinions related to a cultural unit on Spain. The control group did not use any form of technology but rather used traditional in-class interactions among students (face-to-face).

The dependent variable was the students' cultural proficiency, defined according to Moran's (2001) theoretical framework of culture as (a) cultural information, (b) cultural practices, (c) cultural perspectives and (d) cultural self. The dependent variable was represented by the gains in students' cultural proficiency and was measured through a posttest that included questions that assessed each of the four measures that make up cultural proficiency as defined by the terms of this research study. The gains were adjusted to take into consideration the differences between the pretest and the posttest. The value of the dependent variable is that it enables a comparison of the various methods (independent variables). Students answered one of four multiple-choice responses for each question. The results of the posttest were processed using Statistical Program for the Social Sciences (SPSS) software. This study contained a second dependent variable, student satisfaction levels, which were assessed through an attitudinal survey.

The Research Method

Quantitative research is a valuable research paradigm insofar as it allows a researcher to use experiments on smaller groups of participants to make generalizations about the larger population (Creswell, 2003). The research method used for this study was quasi-experimental quantitative design. This quantitative study utilized a nonequivalent pretest and posttest comparative group design that contained one control group but two separate experimental groups (Experimental Group A used wikis and Experimental Group B used eBoards) in order to examine the effectiveness of wikis and eBoards in improving students' cultural proficiency in the Spanish 3 classroom. This design is most effective for this type of research because the all three groups that were used for the study were intact classrooms that could not be divided and separated for random assignment. For the purposes of this research, the Experimental Group A received the treatment of the wikis and the Experimental Group B received the treatment of the eBoards. The control group received no treatment (no form of collaborative technology) but received the same cultural instruction as both experimental groups. The Experimental Group A and the Control Group B were both selected without random assignment.

An attitudinal survey added to the quantitative format. The survey was cross-sectional, followed a Likert-based scale, and was presented after the posttest to each of the participants. In addition, this study was based on action research, a form of research that is conducted "for the sake of investigating practice, usually in concert with those

working on the front lines, and improving that practice based on what is discovered" (Hatch, 2002, p. 31).

The Setting and Sample

The level 3 Spanish students were targeted for this study because they have sufficient linguistic proficiency through which they are able to interpret certain sections of the cultural unit in the target language. The participants in this study all attended the same school, a suburban high school of approximately 1,700 students in Georgia. They were selected based on a convenience sampling (due to the fact that they were enrolled in the courses) and while diversity (gender, ethnic, socioeconomic, etc.) was likely represented, it could not be guaranteed to be represented based on the type of sampling used. These students were chosen because they have taken 2 years of a foreign language. The students within this population varied in age, but were mostly second-year (Grade 10), third-year (Grade 11) or fourth-year (Grade 12) high school students of both genders and multiple ethnicities.

Heritage speakers (students with a native background in Spanish or with frequent contact with native Speakers) were isolated and analyzed separately from traditional students. These students were identified using the demographic survey. Any significant differences between Heritage speakers and traditional, non-Heritage students were reported. Based on the population of Spanish 3 students, the ideal sample size was 120 and was determined using a sample size calculator for a 5% error and a 95% confidence level. The participants in the sample were enrolled in Spanish 3 courses that have approximately 25 students per course and were taught by three teachers. Each teacher

taught two sections, resulting in a total of 6 sections, or approximately 150 participants. Convenience sampling was used because the sample was composed of naturally formed groups (entire classes or sections).

Treatments

The independent variable in this research consisted of two different instructional technological tools (wikis and eBoards) that allowed both students and teachers to interact by posting textual comments or other forms of multimedia within a cultural unit on Spain. The organization of the cultural unit is presented in Table 2.

Table 2

Organization of Cultural Unit

	Content	**Activities**	**Outcomes**
Knowing About	Cultural information/products • Picasso's *Guernica* (art) • Alhambra (architecture) • Flamenco (dance)	gathering information	cultural knowledge
Knowing How	Cultural practices • Eating *tapas* • *Camino de Santiago* • *Semana Santa*	developing skills	cultural behaviors
Knowing Why	Cultural perspectives • *La Tomatina* • Bullfighting • Christmas	discovering explanations	cultural understanding
Knowing Oneself	Cultural self • Your views on dancing • Your eating habits • Your views on bullfighting	Reflection	self-awareness

The Experimental Group A utilized the wikis in order to post their comments and responses related to the cultural content (products, practices, perspectives, and self-reflection). The Experimental Group B used the eBoards as a different way to interact with the cultural content. Each experimental group received 50 minutes of instruction per week on the cultural topic and was given 50 minutes of access each week in the computer lab. The research participants in each experimental group were required to post contributions to their respective technology as well as answer questions that are aligned with Moran's (2001) theory on culture and that relate to the cultural content of Spain (see Table 2). There were 2 types of questions that each group was required to answer: content and reflective. The content questions were related to the cultural content itself (e.g., when do Spanish children receive presents at Christmastime?). The reflective questions were much more open-ended since their purpose was for the students to reflect about their own culture vis-à-vis Spanish culture (see Appendix A for all of the reflective questions).

In order to standardize the instruction the control group received the same instruction as both experimental groups; however, the control group did not receive the treatment of either wikis or eBoards. The control group instead used traditional forms of classroom expression (paired speaking, written activities) that were used only in class. The control group took place within the researcher's own classroom. While this situation was not ideal, it was necessary because there was a limited number of teachers at the researcher's school who teach level 3 Spanish. Every attempt was made by the researcher to follow all normal class procedures with the control group.

Moreover, links to authentic resources were posted to the eBoards and wikis and students were required to view these resources, answer questions related to the cultural aspects of the content, and respond to classmates' questions and opinions. The language of use for all of the resources in all groups was the target language of Spanish. However, based on second language research (Bauer, deBenedette, Furstenberg, Levet, & Waryn, 2006; Elola & Oskoz, 2008), the language with which the students responded was their first language of English. In addition, all of the authentic resources (podcasts, readings, websites, and Power Points) were standardized for the two teachers to use in order to minimize teacher influence on how much or how little content the students were receiving. A different PowerPoint was created for each cultural category (products, practices, and perspectives) for the 3 respective weeks (see Appendices B, C, and D for the PowerPoints). Students in both experimental groups were given one class period per week in order to complete their postings, but they were also encouraged to contribute outside of class as well. The class syllabus states that Classwork/Homework is worth 10% of the final grade, and all postings were graded according to these requirements. In other words, both of the treatments aligned within the curriculum and the grading procedures already in place in the school. Students in the control group were not given time to complete postings since they will not be receiving the treatment, but instead were given time during class to interact verbally and answer the same questions in small groups on large pieces of paper.

Instrumentation and Materials

Three instruments (see Table 3) were used to gather the data for this study: a demographic survey, pre- and posttest, and an attitudinal survey. The data received from these instruments will be explained in Section Four.

The first instrument was a demographic survey that contained questions about the participants' age, gender, among others (see Appendix E for the complete demographic survey). The second instrument was a pretest and posttest (see Appendix F for the test) that measured the students' cultural proficiency in four outcomes based on the work of Moran (2001): cultural knowledge, cultural behavior, cultural understanding, and cultural self-awareness. The instrument was validated by experts in the field. The test was administered to each student before and after the intervention by three different teachers.

The third instrument, the attitudinal survey (see Appendix G for complete survey), examined student levels of satisfaction with the intervention. The survey posed questions related to the asynchronous technology (wikis or eBoards), the activity, the student interaction, perceived value of the activities, and future desire to study Spanish culture. The forced-response survey utilized a Likert-based scale and was validated by professionals in the field of foreign language instruction. In addition, both the pre- and posttest and the attitudinal survey were aligned to Moran's (2001) theory on teaching culture and met the standards proposed by ACTFL (American Council on the Teaching of Foreign Languages; see Appendix H for details).

Table 3

Relationship Between Instruments and Their Purpose in the Study

Instrument	Purpose
Demographic Survey	Description of participants
Pre- and PostTest	RQ1 - Is there a difference in level of cultural proficiency (dependent variable) between those students using wikis and those students using eBoards (independent variable)?
Attitudinal Survey	RQ2 - Are there differences in satisfaction levels for students learning about Spanish culture via eBoards as compared to those learning via wikis?

Measurement Instrument Validity

The instruments were measured in order to validate their representantiveness and clarity. Suggestions by Creswell (2003) were used to ensure that the language was clear for all instruments. Following the model used by other foreign language researchers (Castaneda, 2007), three experts in the field of foreign language instruction were consulted in order to validate both the representativeness and the clarity of the items in the instruments. The experts were selected based on their experience (many years of teaching) in addition to their reputation as well-respected Spanish instructors at the researcher's school. Using a 4-point scale, the experts rated each of the items with regard to how well they represented the appropriate research question (representativeness) and

how clear the items were (see Appendices I and J). In addition, I met with each expert in order to discuss any discrepancies and to determine the content validity of each item.

After receiving the response forms and meeting with the experts, the content validity was analyzed. According to Rubio (2005), content validity is a critical first step and refers to how well items derive from the same content domain. Furthermore, content validity has the advantage of utilizing expert judgment to measure how well the measurements reflect the content (Gay & Airaisan, 2003). In this study, two forms of data analysis were used: (a) interrater reliability and (b) a content validity index. First, the interrater reliability measured how consistently each expert agreed on their responses. In order to calculate the "percentage of agreement among the raters" it was necessary to take the total number of responses that are agreed upon on the 4-point scale and divide by the total number of expert raters (Rubio, 2005, p. 497). Finally, the interrater reliability for the entire instrument was calculated by dividing only the items that had 100% agreement by the total number of items.

$$\text{Item Interrater Reliability} = \frac{\text{Number of experts that agreed on the rating}}{\text{Total number of experts}}$$

$$\text{Scale Interrater Reliability} = \frac{\text{Total number of items with 100\% agreement}}{\text{Total number of items}}$$

The second analysis was for the Content Validity Index (CVI), a measure of the representativeness and clarity of the items measured (Rubio, 2005, p. 497). The CVI was calculated by taking the total number of responses of either 3 or 4 (out of the four-point

scale) and dividing by the total number of experts. The CVI for the entire measurement was determined by taking the average CVI of all the original items.

Item CVI = number of experts that rated the item either 3 or 4

Total number of experts

The results (see Appendices K and L) illustrated that the first measurement, the pre- and posttest, demonstrate an interrater reliability of .90 (90%) for representativeness and .95 (95%) for clarity. Finally, the pre- and posttest reported a content validity index of 1.0 (100%) for both representativeness and clarity. One expert commented that Item 26 could influence the answer to Item 25, and after disussion it was determined that the researcher would change Item 26. The second measurement, the attitudinal survey, demonstrated a 1.0 (100%) for both interrater reliability and the content validity index, for both representativeness and clarity. Rubio (2005) noted that a CVI of .80 or higher is ideal. Thus, it can be stated that both measurements (pre- and posttest as well as attitudinal survey) demonstrated high consistency among the experts with regard to interrater reliability and the content validity index.

Data Collection and Analysis

Research hypotheses

The research hypotheses for RQ1 were:

$H_{0:}$ There is no difference in levels of cultural proficiency between those students using wikis and those students using eBoards.

H_{a}: There is a difference in levels of cultural proficiency between those students using wikis and those students using eBoards.

The research hypotheses for RQ2 were:

H_0: There is no difference in levels of satisfaction between those students using wikis and those students using eBoards.

H_a: There is a difference in levels of satisfaction between those students using wikis and those students using eBoards.

Data collection processes

The study took place over a period in the Fall of 2009 after receiving IRB approval (approval # for this study is 11-05-09-0353438). In accordance with IRB guidelines, a Data Use Agreement was signed by the researcher and the school principal, and no names or other identifiers of individual students were used. The data collection (see Figure 1) was conducted in the foreign language laboratory as well as the Spanish 3 classrooms at a suburban high school in Georgia at a time that was convenient for the instructor collecting the data. The demographic survey and pre-test took place at the beginning of the 4-week research period (see Figure 1).

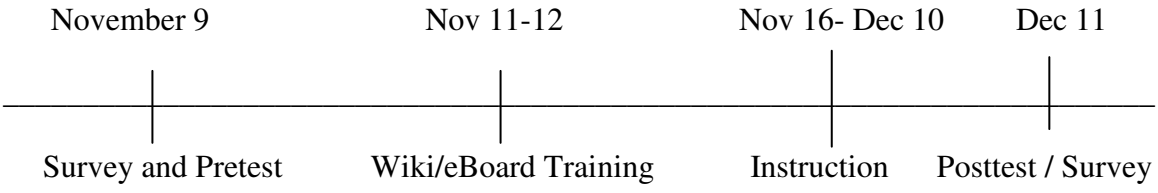

Figure 1. Data collection timeline.

The demographic survey and the pretest were completed in a typical 50-minute class period. The data collection process was discussed with the participating teachers. This was done in the general discussion of the entire research study. A training day was planned and implemented for the wikis and the eBoards for each of the participating

instructors and their classes in the two experimental groups. At this time students were given instructions (see Appendices M and N) on how to use the wikis and eBoards. No training day was necessary for the control group since they did not receive any form of the treatment. At this time, the participants received help in setting up their access to their respective technology, and the participating teachers and their students were informed that no names or other individual identifiers of students were to be used. The facilitator of the data was the classroom teacher who taught the lessons. There were two different teachers for the experimental groups and a third teacher for the control group. Each of the classroom facilitators were in the classroom the entire time that all instruments were completed by the students. The following figures represent the ways in which the students used the wiki and eBoard technologies.

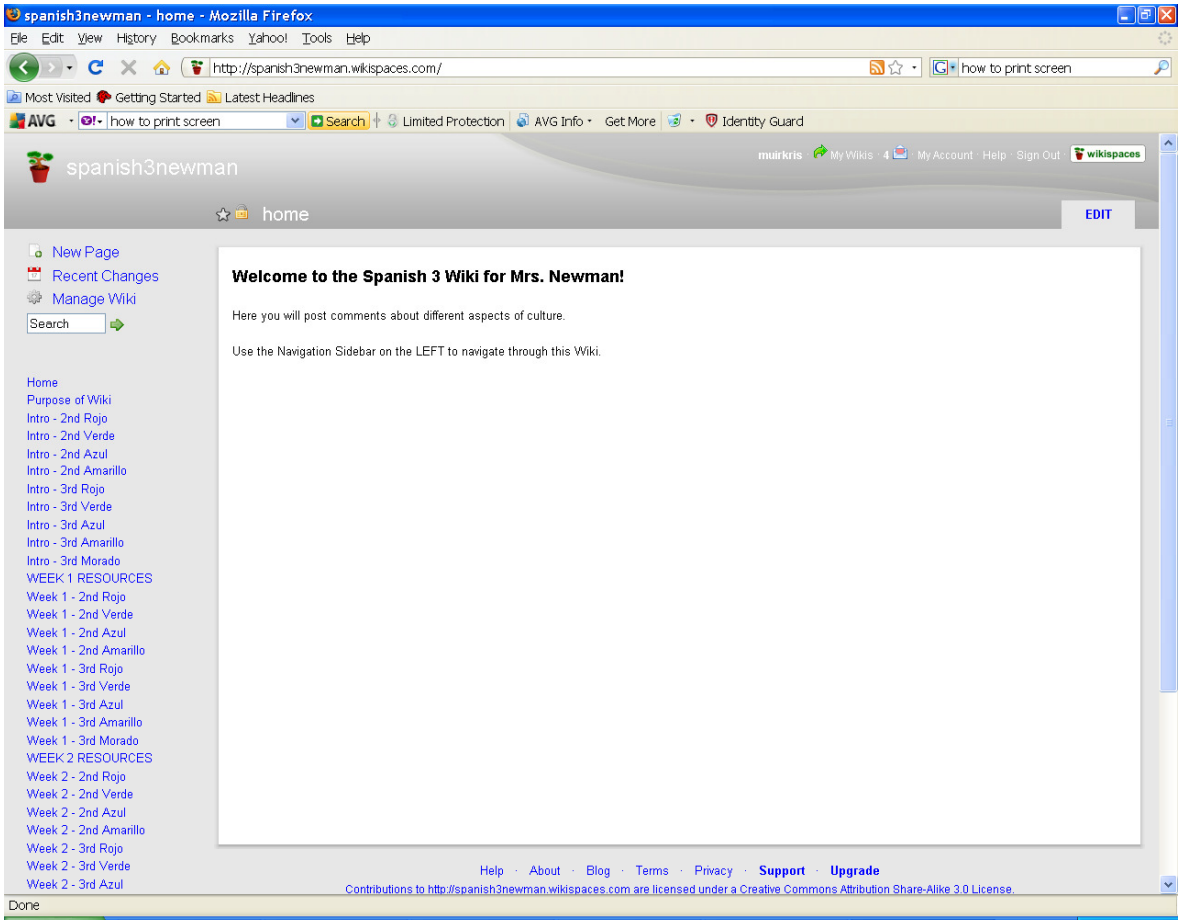

Figure 2. Wiki homepage created by researcher.

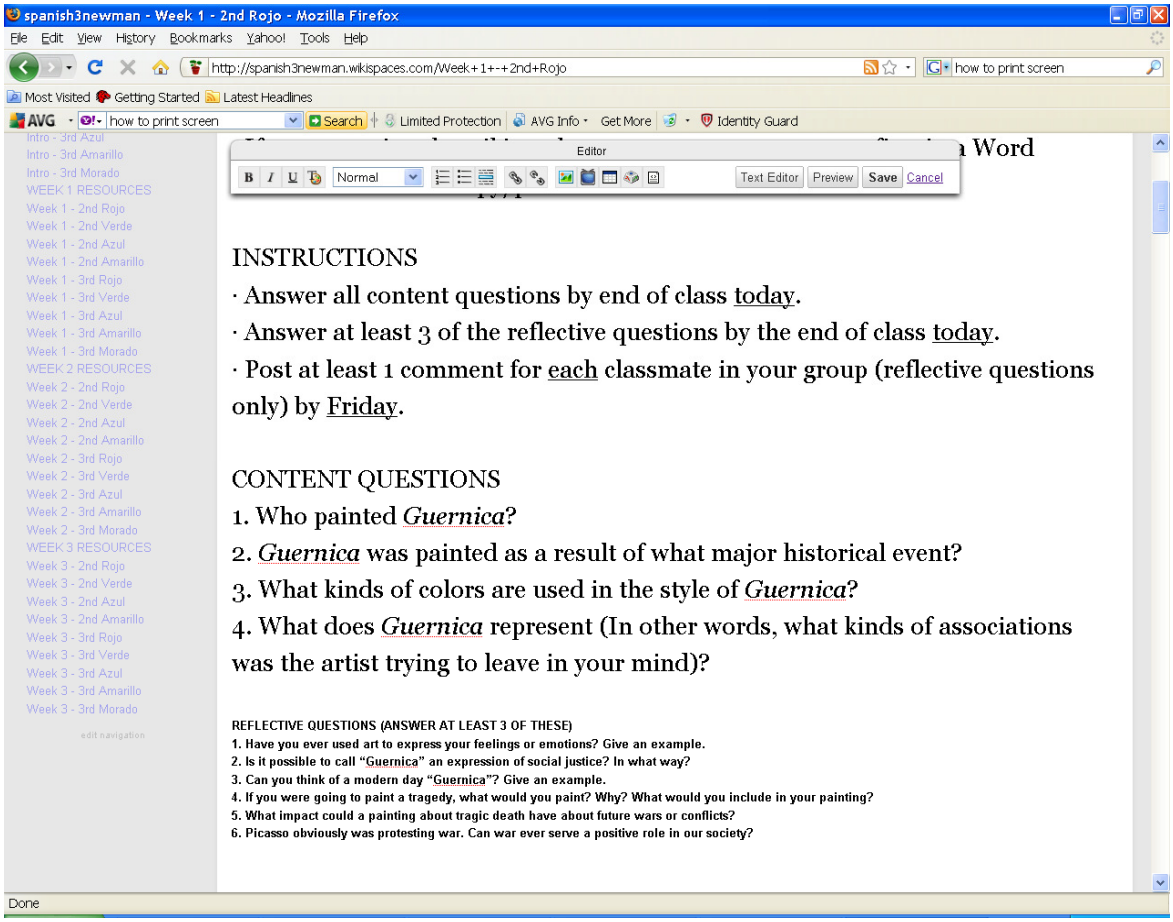

Figure 3. Wiki edit mode with floating toolbar.

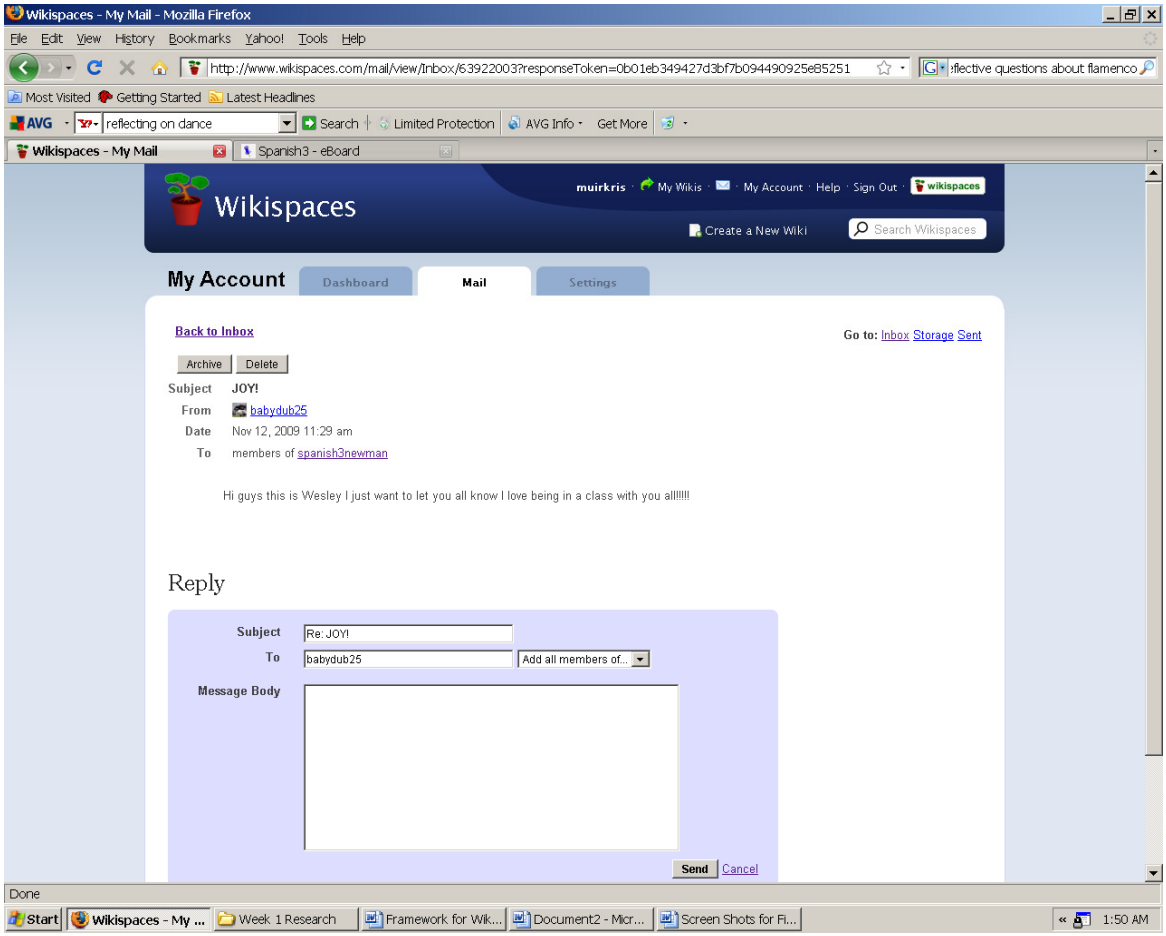

Figure 4. Wiki message feature.

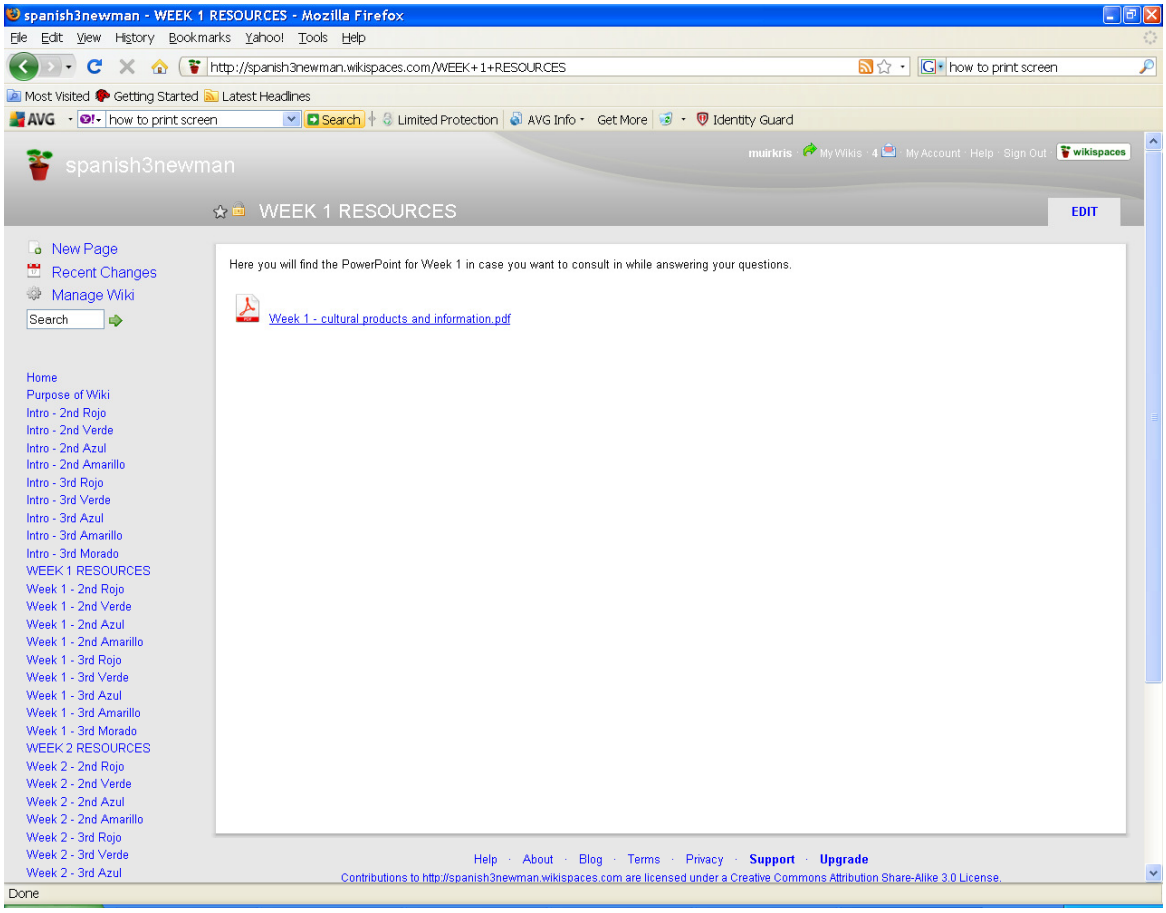

Figure 5. Student resources for their postings.

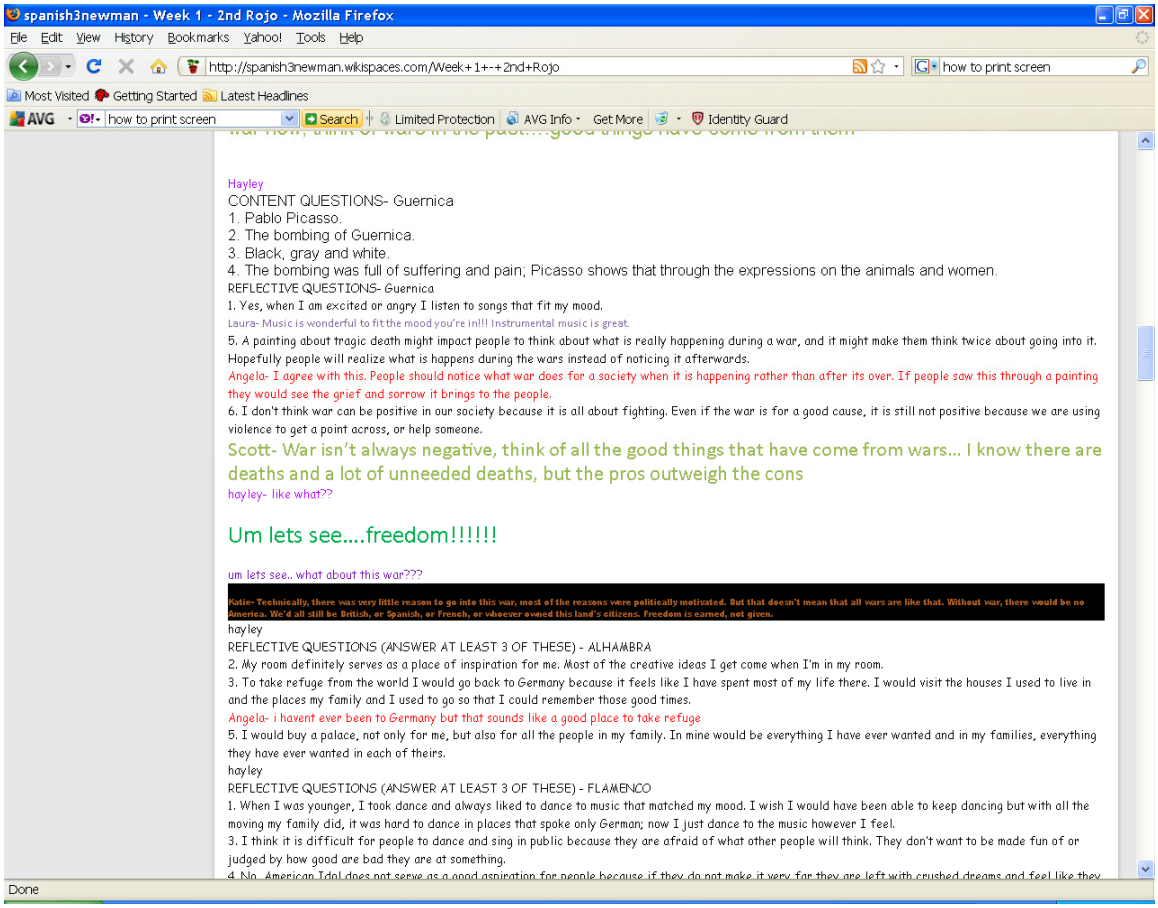

Figure 6. Student postings about reflective questions.

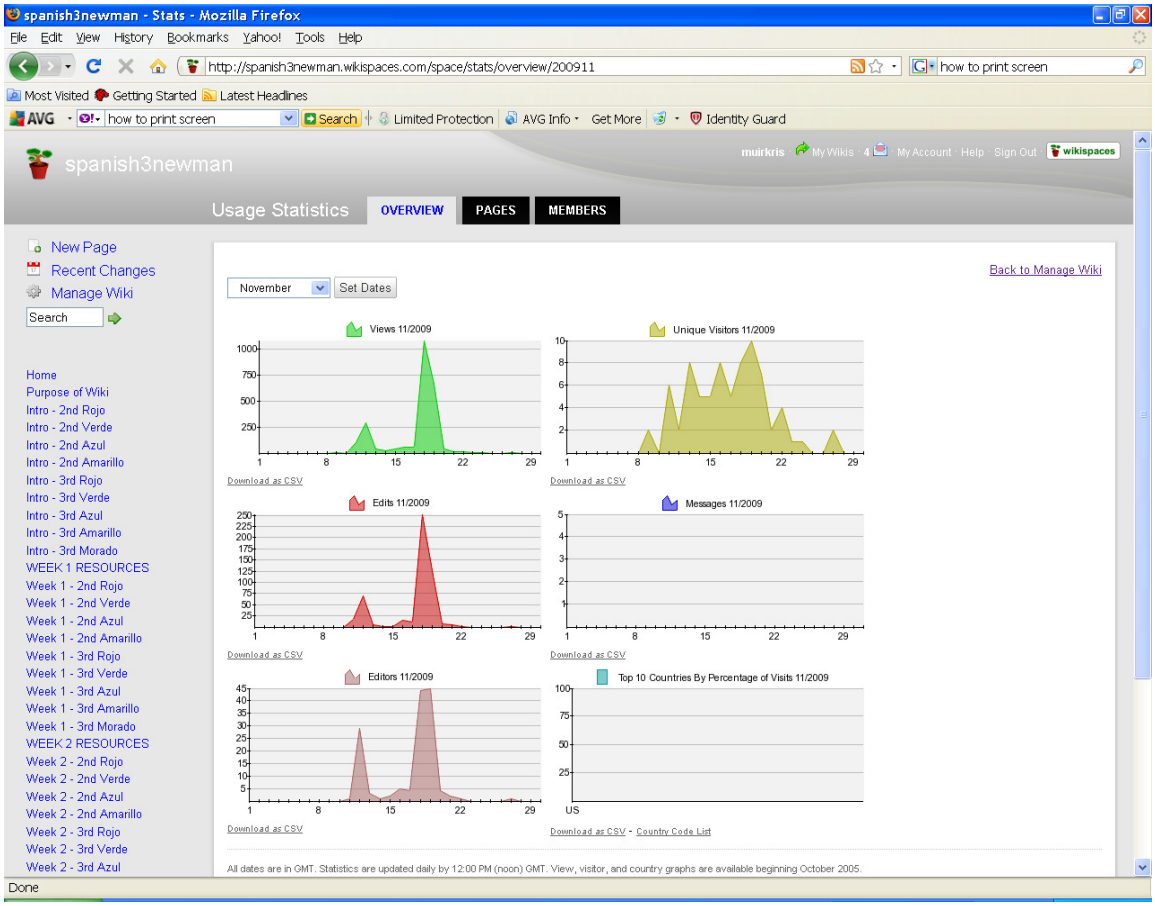

Figure 7. Chart of student usage during November of 2009.

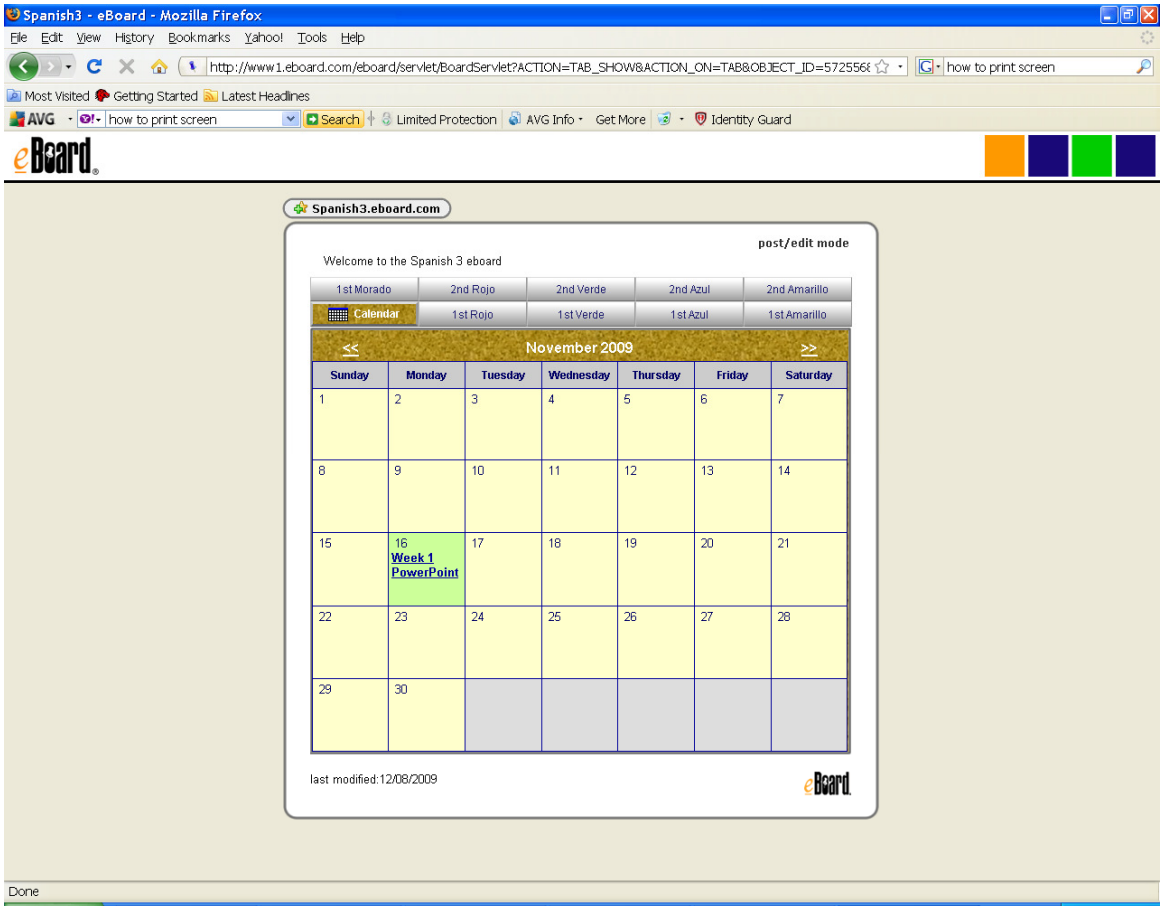

Figure 8. EBoard calendar feature.

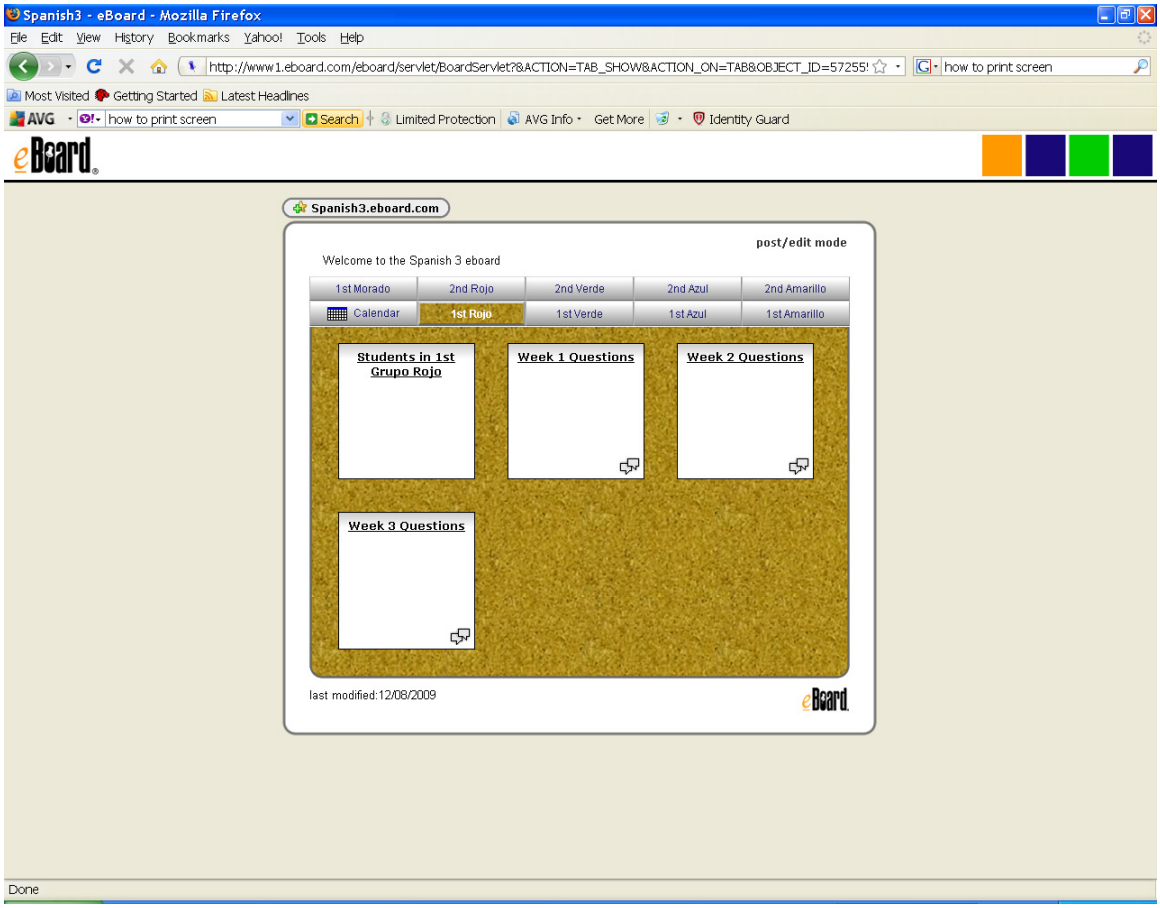

Figure 9. EBoard corkboard interface.

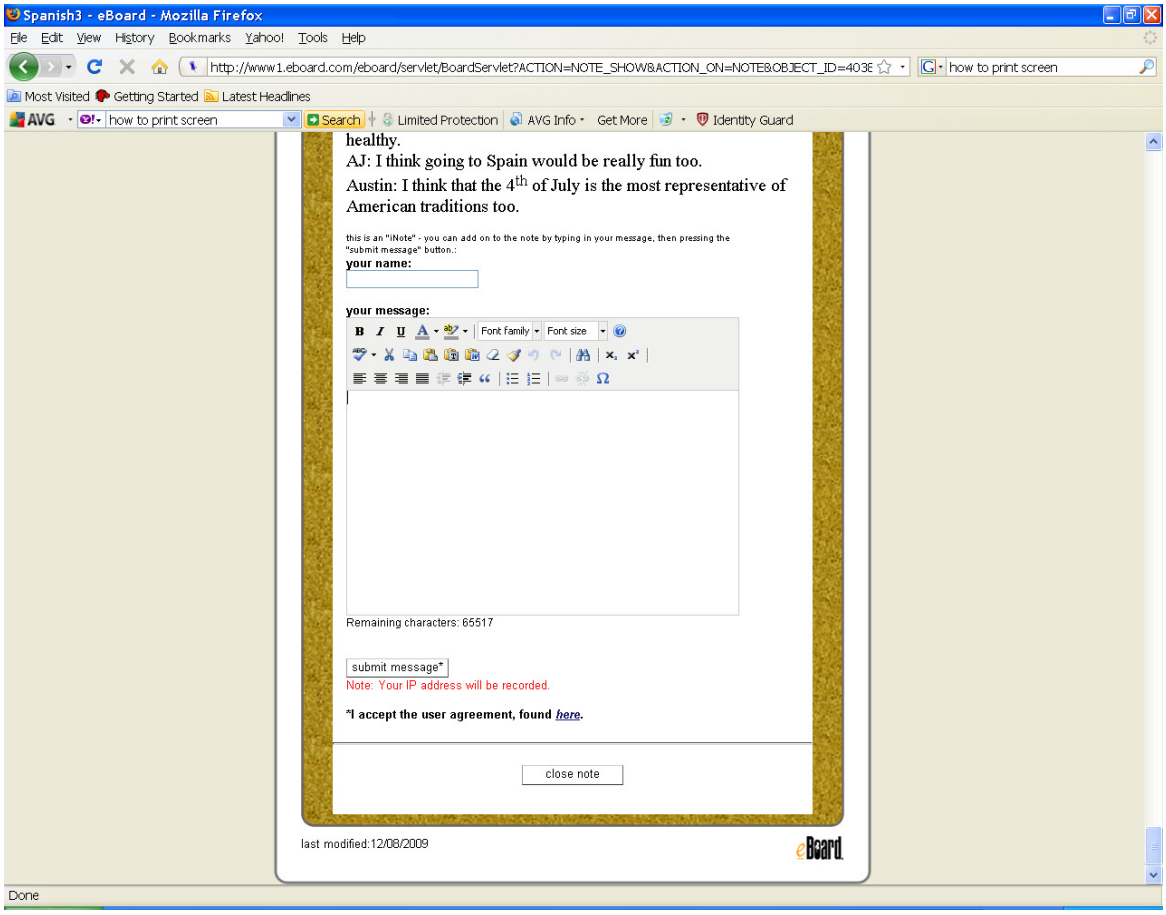

Figure 10. EBoard student edit mode.

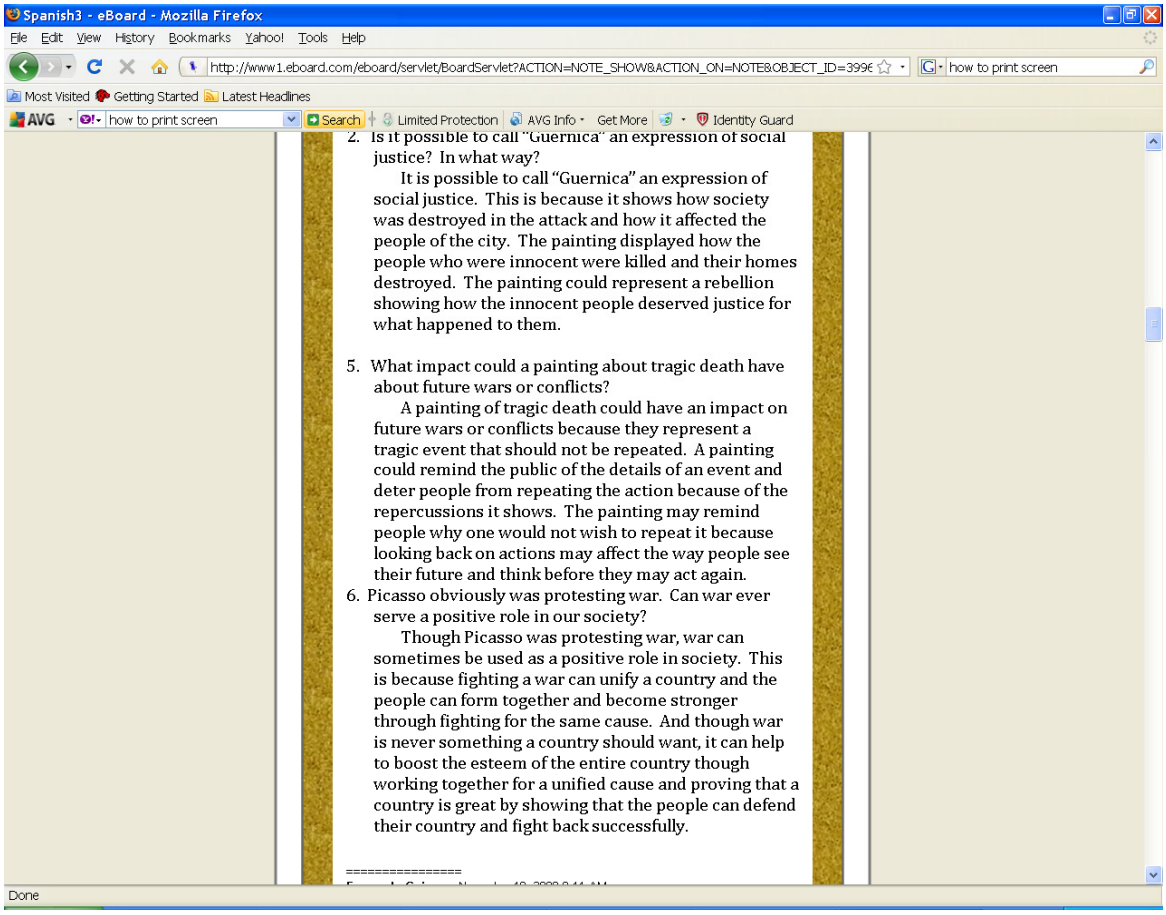

Figure 11. EBoard student posting on reflective questions.

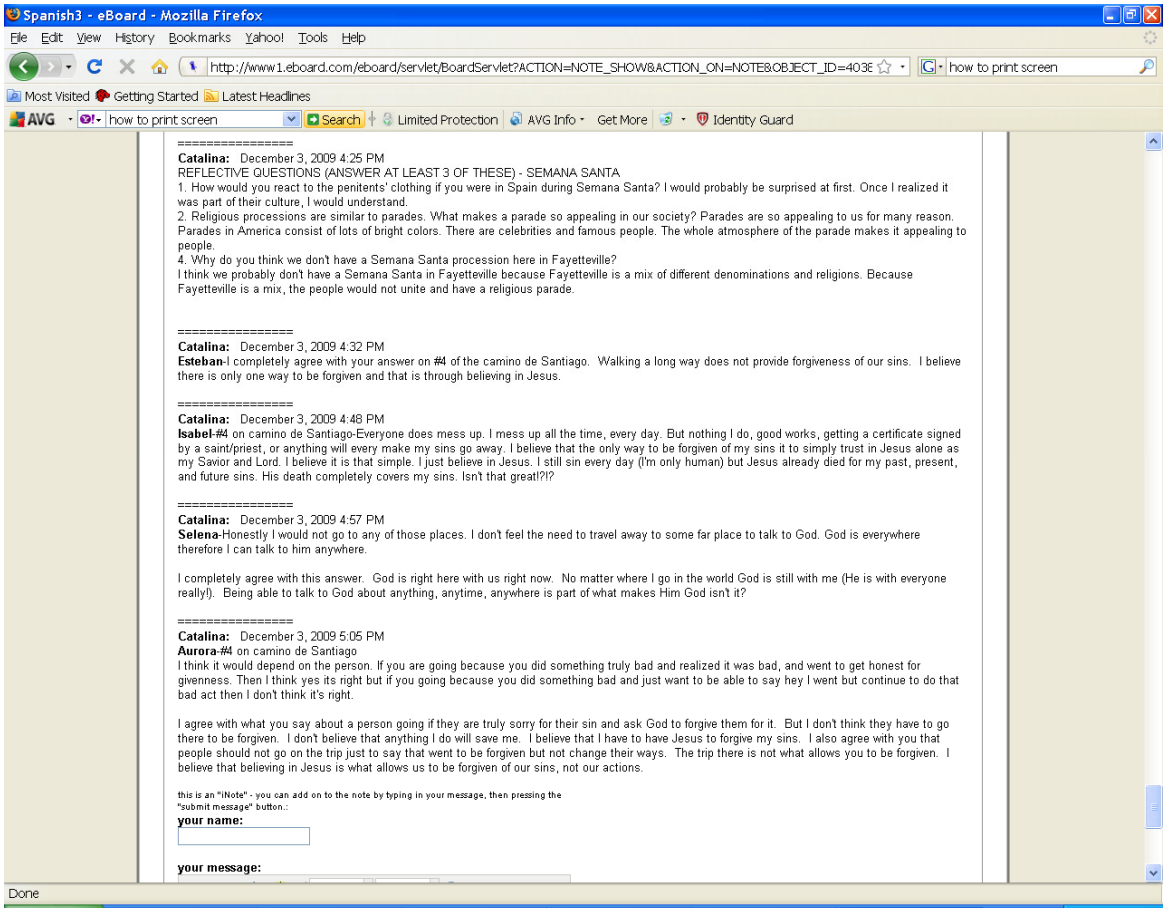

Figure 12. EBoard student comments for peers.

Data analysis

Data analysis began as soon as the pretest, posttest, and the survey had been collected and scored. The data were entered into Microsoft Excel spreadsheets and then uploaded into the Statistical Program for the Social Sciences (SPSS). The specific analysis that was conducted included minimum values, maximum values, mean gain scores, and standard deviations. An independent-samples *t* test was conducted as part of an independent-measures research design in order to determine if there was a statistically significant difference between the gains scores of the two forms of asynchronous technology. A between-subjects design was chosen because it compared two groups of individuals that contain separately independent samples (Gravetter & Wallnau, 2007).

The independent-samples *t* test compared the gain scores of students in all groups: Experimental Group A (wikis), Experimental Group B (eBoards), and control group (traditional classroom interactions). The *t* tests compared the differences between the pretest and posttest in order to determine if there were statistically significant differences in terms of how much they improved. SPSS was used in order to analyze the data for the differences in pretest and posttest gains in both groups. Descriptive statistics was used in order to organize and simplify the data (Gravetter & Wallnau, 2007). In addition, an independent-samples *t* test was conducted in order to analyze the differences between Heritage speakers and traditional students (whose first language is English, in this case) as well as determine if there were any statistically significant differences among Heritage speakers between groups.

The analysis of covariance (ANCOVA) compared the two experimental groups (wikis and eBoards) with the control group (traditional face-to-face interactions with no technology). Essentially, the ANCOVA compared the 3 groups to see if one outperformed the other when considering their initial pretest scores. The strength of the ANCOVA in this study lies, in part, in the fact that the two experimental groups and the control group were not randomly assigned and were composed of a different number of samples. The ANCOVA may also increase the statistical power of the study. Using a significance level of $< .05$, the ANCOVA was calculated in order to determine if one group outperformed the other.

Limitations of the Study

The main limitations of this study were:

1. Since the focus of this study was the use of wikis and eBoards, the results were limited to these specific forms of instructional technology.
2. The study took place for 4 weeks. First, at its very nature this study sought to examine an aspect of the Foreign Language classroom that was already underutilized: teaching culture. Research by Bell (2005) and Byrnes (2002) suggest that teachers are not teaching culture to the degree that is satisfactory either to their colleagues or to their students. Therefore, this study not only proposed to examine research-based strategies, but also sought to find innovative and time-saving ways for teachers to incorporate culture into the classroom. Second, I made every attempt to align the research with the curriculum already in place for the

Spanish 3 classroom at the research site. This was done because the school curriculum has very little room for additional units added to the school year that already sees many interruptions (statewide testing, pep rallies, etc.). Finally, the research may have the potential for greater social change if it demonstrates an effective means of utilizing culture in a brief, manageable time period. In this way, more foreign language teachers may see the benefit in utilizing the culture and, thus, the study may better address the original research problem statement of how to effectively teach culture in the classroom. The results of the study might have benefitted from a longer study period.

3. If students were not honest in their reponses or did not perform their best on the pretest, posttest, and/or survey, then this behavior may have impacted the results of their gains in cultural proficiency.
4. Because the groups were chosen through convenience sampling and were left as intact classes, the possible effect of group dynamics may have skewed the results of the study.
5. Since the research was conducted at the researcher's school, bias and personal relationships may have inhibited the objective nature of the study.

The Rights of Participants

As recommended by Creswell, it is vital to receive the approval of the "gatekeepers" (2003, p. 184) and all appropriate steps were taken to receive permission

from the administration of the school as well as the participants in the study. In order to protect the rights of the participants, the procedures of Walden University and the IRB were followed in order to fulfill the requirements of the proposal. In addition, approval was requested from the local school district in order to obtain permission to conduct research in the particular school. Participation was voluntary and students' data were not used in the results of the study. No names or other identifiers of individual students were used in this study. Three instruments were created: (a) demographic survey, (b) pre- and posttest benchmark assessments and (c) the attitudinal survey that were given to the participants. The different types of instruction to be delivered were discussed with each class and steps were taken to ensure that the teachers were properly trained to use the technology. The types of assessment used in the different classes were discussed with each teacher as well.

Dissemination of Findings

The results of this study were disseminated during a 50-minute session at the annual Foreign Language Association of Georgia (FLAG) conference held on March 13, 2010 in Augusta, GA. The audience consisted of a combination of teachers, district coordinators, and post-secondary instructors. In addition, all foreign language teachers at the researcher's school were informed about the results of this study and the positive student perceptions toward the use of wikis in the foreign language classroom.

Summary

The objective of this research study was to determine if there were statistically significant differences in students' cultural proficiency and satisfaction levels when

learning a cultural unit on Spain via eBoards and wikis. The participants included Spanish 3 students at a suburban high-school in the SouthEast. The instruments that were used in this study were a demographic survey, and pre- and posttest for cultural proficiency, and an attitudinal survey. This study was conducted from November 9, 2009 until December 11, 2009. Independent-sample *t* tests and an ANCOVA were used for the method of data analysis in this research study.

Section 4: Results

Introduction

The purpose of this quasi-experimental quantitative study was to examine the effects of two forms of technology, wikis and eBoards, on students' cultural proficiency in the foreign language classroom. Cultural proficiency was generally defined as a mix of student knowledge, behavior, understanding, and self-awareness about culture. Student achievement in cultural proficiency was defined as the difference between the scores obtained from the pretest and the posttest. This section includes information related to the research tools in addition to data analysis and a summary of the findings.

The participants in this study all attended the same school, a high school of approximately 1,700 students, and were enrolled in level 3 high school Spanish. These students were chosen because they had taken two years of a foreign language and demonstrated the linguistic skills necessary to interpret the authentic content (podcasts, readings, etc.) in the target language. All students were given pretests at the beginning of the study and then received 3 weeks of treatment using wikis, eBoards, or traditional classroom discussions.

The following research questions and hypotheses were addressed:

RQ1: Is there a difference in level of cultural proficiency (dependent variable) between those students using wikis and those students using eBoards (independent variable)?

H_o: There is no difference in levels of cultural proficiency between those students using wikis and those students using eBoards.

H_a: There is a difference in levels of cultural proficiency between those students using wikis and those students using eBoards.

RQ2: Are there differences in satisfaction levels for students learning about Spanish culture via eBoards as compared to those learning via wikis?

H_o: There is no difference in levels of satisfaction between those students using wikis and those students using eBoards.

H_a: There is a difference in levels of satisfaction between those students using wikis and those students using eBoards.

Research Tools

Three instruments (see Table 3) were used to gather the data for this study: a demographic survey, pre- and posttest, and an attitudinal survey. The first instrument was a demographic survey that contained questions about the participants' age, gender, among others (see Appendix E for the complete demographic survey). The second instrument was a pretest and posttest (see Appendix F for the test) that measured the students' cultural proficiency in four outcomes based on research by Moran (2001): cultural knowledge, cultural behavior, cultural understanding, and cultural self-awareness. The instrument was validated by experts in the field. The test was administered to each student before and after the intervention by three different teachers. The third instrument, the attitudinal survey (see Appendix G for complete survey), examined student levels of satisfaction with the intervention. The survey posed questions related to the asynchronous technology (wikis or eBoards), the activity, the student interaction, perceived value of the activities, and future desire to study Spanish culture.

The forced-response survey utilized a Likert-based scale and was validated by professionals in the field of foreign language instruction. In addition, both the pre- and posttest and the attitudinal survey were aligned to Moran's (2001) theory on teaching culture and met the standards proposed by ACTFL (American Council on the Teaching of Foreign Languages; see Appendix H for details).

Data Analysis

The data (pretest, posttest, and surveys) were entered into Microsoft Excel spreadsheets and then uploaded into the Statistical Program for the Social Sciences (SPSS). For the surveys the students' responses were entered and coded numerically. These numerical codes reflected the ordinal nature of the survey responses. The specific analysis from the pretest and posttest that was conducted included means, minimum values, maximum values, mean gain scores, and standard deviations. An independent-samples *t* test was conducted as part of an independent-measures research design in order to determine if there was a statistically significant difference between the gains scores of the two forms of asynchronous technology. A between-subjects design was chosen because it compared two groups of individuals that contain separately independent samples (Gravetter & Wallnau, 2007).

The independent-samples *t* test compared the gain scores of students in all groups: Experimental Group A (wikis), Experimental Group B (eBoards), and control group (traditional classroom interactions). The *t* tests compared the differences between the pretest and posttest in order to determine if there were statistically significant differences in terms of how much they improved. SPSS was used in order to analyze the data for the

differences in pretest and posttest gains in both groups. Descriptive statistics was used in order to organize and simplify the data (Gravetter & Wallnau, 2007). In addition, an independent-samples *t* test was conducted in order to analyze the differences between Heritage speakers and traditional students (whose first language is English, in this case) as well as determine if there were any statistically significant differences among Heritage speakers between groups. Finally, independent *t* tests were conducted in order to determine whether one particular cultural category (products, practices, and perspectives) had higher student gains over another category.

The analysis of covariance (ANCOVA) compared the two experimental groups (wikis and eBoards) with the control group (traditional face-to-face interactions with no technology). Essentially, the ANCOVA compared the 3 groups to see if one outperformed the other when considering their initial pretest scores. Using a significance level of $< .05$, the ANCOVA was calculated in order to determine if one group outperformed the other.

Descriptive Data and Findings

Demographic Survey

The study took place at a suburban high school in Georgia and the participants were approximately 144 students enrolled in 6 separate classes of Spanish 3. Originally there were 147 students who began the study. However, throughout the study there were 3 students who did not complete the tasks assigned to them and, therefore, they were excluded from the results. A demographic survey was given to each student prior to the treatment intervention. Results of the demographic survey indicated that 59 (41%) of the

participants were male and 85 (59%) were female. One (0.7%) of the participants was in ninth grade, 46 (32%) were in tenth grade, 87 (60%) were in 11th grade, and ten (6.9%) were in 12th grade. When asked their reason for taking the Spanish 3 class, 53 (37%) of the participants chose to take the class as a requirement, 51 (35%) took it because of personal interest, and 40 (28%) enrolled in the class for "other" reasons, which varied from "my parents made me take this class" to "3 years of a foreign language is required for college." With regard to motivation in the course, 37 (26%) of the participants had high motivation, 101 (70%) had medium motivation, and six (4.2%) had low motivation. In terms of their preference for working alone or in groups, 39 (27%) of the participants preferred to work alone and 105 (73%) preferred to work in groups. With regard to their level of confidence in Spanish, 49 (34%) had "a lot" of confidence, 54 (38%) indicated "a little" confidence, 39 (27%) had "some" confidence, and two (1.4%) indicated "none." When asked about how much effort the students were putting into this course, 21 (15%) indicated "more than in other classes," 116 (81%) said "about the same as in other classes," and seven (4.9%) indicated "less than in other classes." Finally, students were asked to indicate their level of exposure to Spanish outside the classroom in order to take into consideration Heritage speakers. The data (pretest, posttest, and gain scores) were later isolated in order to determine if there were any statistically significant differences between Heritage speakers and non-Heritage speakers. Eight (5.5%) of the participants indicated exposure to Spanish outside the classroom in a family environment while 136 (94%) indicated that they "rarely" had exposure.

Research Question 1

Data were collected from the pretest and posttest to address RQ1: Is there a difference in level of cultural proficiency (dependent variable) between those students using wikis and those students using eBoards (independent variable)? The null hypothesis for this question was there is no difference in levels of cultural proficiency between those students using wikis and those students using eBoards. The alternate hypothesis for this question was there is a difference in levels of cultural proficiency between those students using wikis and those students using eBoards. Descriptive statistics from the pretest and posttest scores coupled with the gain/loss scores for each group are illustrated in Table 4.

Table 4

Cultural Proficiency by Time and Group

Group	Source	*N*	Min	Max	Mean	Median	*SD*
Wiki Experimental	Pretest scores	47	19.0	44.0	32.09	33.0	7.15
Wiki Experimental	Posttest scores	47	56.0	91.0	79.19	81.0	8.77
Wiki Experimental	Gain scores	47	12.0	65.0	47.11	48.0	11.31
eBoard Experimental	Pretest scores	47	21.0	48.0	32.49	33.0	5.52
eBoard Experimental	Posttest scores	47	53.0	98.0	83.87	88.0	10.15
eBoard Experimental	Gain scores	47	25.0	70.0	51.38	51.0	9.89
Control	Pretest scores	50	19.0	49.0	32.58	30.0	7.79
Control	Posttest scores	50	37.0	100.0	81.80	84.0	12.01
Control	Gain scores	50	-10.0	70.0	49.22	50.0	14.04

The results illustrated in Table 4 indicate that on the pretest mean scores, the control group outperformed both experimental groups (32.58 vs. 32.49 / 32.09) however not by a very significant margin. This demonstrates that the control group had the highest baseline performance and, conversely, the wiki experimental group had the lowest baseline performance prior to the intervention. With regard to the posttest, the eBoard experimental group had the highest mean posttest score (83.87) compared to the control group (81.80) and the wiki experimental group (79.19). Finally, the gain scores illustrate that the eBoard experimental group had the highest mean gain scores (51.38) compared to the control group (49.22) and the wiki experimental group (47.11).

In addition to the descriptive statistics, independent samples *t* tests, illustrated in Table 5, were conducted on the pretest, posttest, and gain scores for all 3 groups (wiki / eBoard / control).

Table 5

Results From Independent Samples Test: Pretest, Posttest, and Gain Scores by Group

Group	Source	*df*	*t*	*p*
Wiki / eBoard	Pretest scores	92	-.307	.760
Wiki / eBoard	Posttest scores	92	-2.392	.019
Wiki / eBoard	Gain scores	92	-1.951	.054
Wiki / Control	Pretest scores	95	-.325	.746
Wiki / Control	Posttest scores	95	-1.215	.227
Wiki / Control	Gain scores	95	-.813	.418
eBoard / Control	Pretest scores	95	-.066	.948
eBoard / Control	Posttest scores	95	.915	.363
eBoard / Control	Gain scores	95	.872	.385

The results indicated that there was a statistically significant difference between the posttest scores of students in the two experimental groups in favor of students using eBoards, (t (92) = -2.392, p = .019). Thus, students in the eBoard group had higher mean posttest scores than those in the wiki group. However, it was necessary to correct for baseline performance (pretest) and perform a test comparing the gain scores. When comparing the gain scores the independent samples *t* test indicated that there was no

statistically significant difference in gain scores between experimental groups A and B, (t (92) = -1.951, p = .054).

In addition, an ANCOVA was conducted to determine if there was a difference in the cultural proficiency of students using wikis compared to students using eBoards and students in the control group (using no technology). The posttest scores of all 3 groups were compared after controlling for pretest scores. The means and standard deviations for the posttest results are displayed in Table 6.

Table 6

Means and Standard Deviations of Posttest Cultural Proficiency by Group

Student Group	*M*	*SD*	*N*
Wiki experimental	79.19	8.77	47
eBoard experimental	83.87	10.15	47
Control	81.80	12.01	50

Levene's test was not significant (p = .281), which suggests that the error variances for all 3 groups were equal. The results of the ANCOVA, presented in Table 7, indicate that, after correcting for baseline performance in the pretest scores, the between-subjects factor group demonstrated no significant effect, F (2, 140) = 2.316, p = .102, partial η^2= .032. Therefore, the null hypothesis was accepted for RQ1.

Table 7

Results From ANCOVA: Posttest Cultural Proficiency by Group

Source	*SS*	*df*	Mean Square	*F*	Sig.	η^2
Covariate	153.564	1	153.564	1.415	.236	.010
Group	502.859	2	251.430	2.316	.102	.032
Error	15196.946	140	108.550			
Total	975288.000	144				

Note. Pretest cultural proficiency entered as covariate in this model.

The results for RQ1 indicate that the scores were not significantly different (F (2, 140) = 2.316, p = .102). Although the students using eBoards had slightly higher gain scores than those in the wiki group and the control group, the gains were not statistically significant. Finally, student posttest scores were not statistically equivalent, as illustrated in Figure 13.

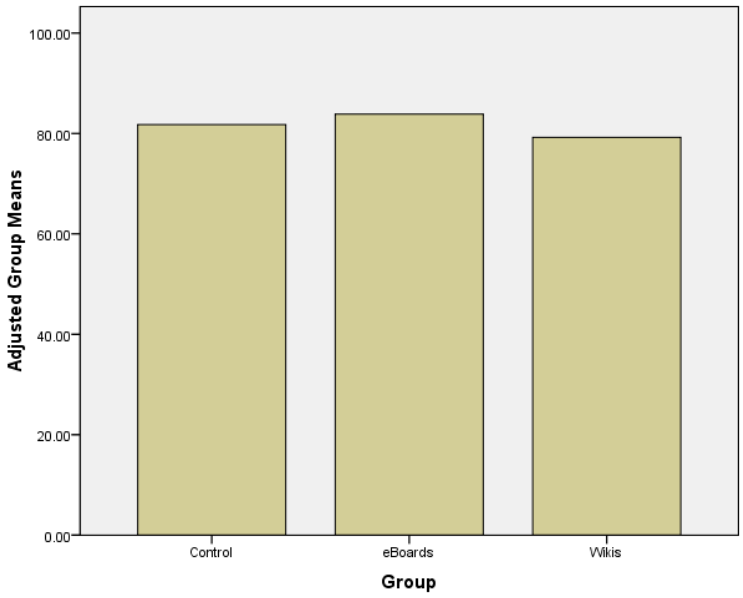

Figure 13. Adjusted mean posttest performance by group.

Heritage Speakers

In this study, there were 8 Heritage speakers. The demographic survey was used to determine which students, if any, were Heritage speakers. In this study, Heritage speakers were any students who were native speakers or had weekly contact with Spanish in their own home. Table 8 illustrates the number of Heritage speakers by group.

Table 8

Heritage Speakers and non-Heritage Speakers by Group

Student Background	Wiki Group	eBoard Group	Control Group
Heritage Speakers	1	3	4
non-Heritage Speakers	46	44	46

Each of the three groups contained one or more Heritage speakers. Table 9 reveals the minimum, maximum, mean, and median scores on the pretest, posttest and the gain/loss results of Heritage speakers compared to non-Heritage speakers.

Table 9

Cultural Proficiency of Heritage Speakers Compared to non-Heritage Speakers

Group	Source	*N*	Min	Max	Mean	Median	*SD*
Heritage Speakers	Pretest scores	8	21.0	49.0	34.88	33.5	8.82
Heritage Speakers	Posttest scores	8	51.0	95.0	78.38	80.0	13.98
Heritage Speakers	Gain scores	8	21.0	65.0	43.50	43.5	13.59
non-Heritage Speakers	Pretest scores	136	19.0	48.0	32.24	33.0	6.74
non-Heritage Speakers	Posttest scores	136	37.0	100	81.82	84.0	10.33
non-Heritage Speakers	Gain scores	136	-10.0	70.0	49.57	51.0	11.83

On the pretest, Heritage speakers had a higher mean score (34.88) than the non-Heritage speakers (32.24). In contrast, on the posttest the non-Heritage speakers had the higher mean score (81.82) compared to the Heritage speakers (78.38). The gain scores showed that the non-Heritage speakers had higher gain scores (49.57) than the Heritage speakers (43.50). Due to the possibility that Heritage speakers may impact the results of the study, *t* tests were conducted between the Heritage speakers and the non-Heritage speakers in order to determine if there was a statistically significant difference in their results. Table 10 displays the results of these tests that indicated that there was no statistically

significant difference in the gain scores of Heritage speakers compared to non-Heritage speakers (t (142), = -1.400, p = .164).

Table 10

Results from Independent Samples Tests: Pretest, Posttest, and Gain Scores for Heritage Speakers and Non-Heritage Speakers

Group	Source	*df*	*t*	*p*
Heritage Speakers / non-Heritage Speakers	Pretest scores	142	1.055	.293
Heritage Speakers / non-Heritage Speakers	Posttest scores	142	-.897	.371
Heritage Speakers / non-Heritage Speakers	Gain scores	142	-1.400	.164

Results Divided by Cultural Category

In this study the pretest and posttest measured cultural proficiency in 3 different categories: products, practices, and perspectives. These cultural categories were based on the ACTFL Standards (see Appendix H). Results of the percentage of items incorrect for each cultural category (products, practices, and perspectives) by group are illustrated in Table 11. Table 11 indicates that the control group had a lower mean percentage wrong (29.33) than both of the experimental groups for items on the posttest that related to cultural products (*Guernica*, *el Alhambra*, *el flamenco*). However, the results demonstrate that the eBoard group had the lower mean % wrong (17.20) for both cultural practices (eating tapas, the *camino de Santiago*, *Semana Santa*) and (4.00) for cultural perspectives (*la Tomatina*, bullfighting, *la Navidad*).

Table 11

Posttest Mean Scores for Percentage Incorrect on Items Relating to Cultural Categories by Group

Student Group	Cultural Category	*Mean % Wrong*	*SD*	*N*
Wiki experimental	Products	34.92	28.40	47
eBoard experimental	Products	30.67	28.04	47
Control	Products	29.33	22.33	50
Wiki experimental	Practices	21.53	12.27	47
eBoard experimental	Practices	17.20	10.24	47
Control	Practices	20.00	11.17	50
Wiki experimental	Perspectives	9.81	12.81	47
eBoard experimental	Perspectives	4.00	5.37	47
Control	Perspectives	8.00	7.45	50

The results from several independent samples *t* tests, illustrated in Table 12, indicate that there was no statistically significant difference in the mean percentage wrong for any of the cultural categories when comparing each of the groups.

Table 12

Results from Independent Samples Test: Posttest Mean Scores for % Incorrect on Items Relating to Cultural Categories by Group

Student Group	Cultural Category	*df*	*t*	*p*
Wiki / eBoard	Products	22	.369	.716
Wiki / eBoard	Practices	28	1.014	.319
Wiki / eBoard	Perspectives	30	1.674	.105
Wiki / Control	Products	22	.536	.597
Wiki / Control	Practices	28	.346	.732
Wiki / Control	Perspectives	30	.489	.628
eBoard / Control	Products	22	.129	.898
eBoard / Control	Practices	28	-.691	.495
eBoard / Control	Perspectives	30	-1.743	.092

The findings of this study indicate that there were no significant differences in posttest performance in cultural proficiency between wikis and eBoards. To date, I did not find any other research that examined culture through wikis and eBoards. Therefore, the results of the present study are unique insofar as there is no other research to support or critique these results. Conversely, this present study matched similar findings by Castaneda (2007), who examined wikis and blogs in terms of student achievement for the grammatical preterite and imperfect past tenses. Castaneda found no significant

differences in student achievement gains for the university students studying Spanish when using those two forms of technology.

Research Question 2

Data were collected from the attitudinal survey to address RQ2: Is there a difference in satisfaction levels between those students using wikis and those students using eBoards? The null hypothesis for this question was there is no difference in satisfaction levels between those students using wikis and those students using eBoards. The alternate hypothesis for this question was there is a difference in satisfaction levels between those students using wikis and those students using eBoards. On the attitudinal survey, most of the survey items related to student perception of *strongly disagree* (value = 1) to *strongly agree* (value = 4) but some related to time-frequencies. The 16 survey items that related to student perception were coded in order to create an overall interval level survey score. Higher scores were indicative of positive responses. However, one item (#19), needed to be recoded in order to account for the lower score to indicate a positive response. This was done in order to create a systematic coding system. It should be noted that the control group was not given the attitudinal survey regarding technology since their intervention did not involve technology.

The descriptive statistics in Table 13 indicated that the students in the wiki group had higher mean scores on their overall interval level survey score on the attitudinal survey (53.38 vs 50.57) than the eBoard group. Moreover, the results of an independent *t* test revealed that there was a statistically significant difference in the perceptions of

students using wikis compared to students using eBoards, $t(92) = 2.281$, $p = .025$. Therefore, the null hypothesis was rejected for RQ2.

Table 13

Student Perceptions by Group

Group	Source	*N*	Min	Max	Mean	Median	*SD*
Wiki Group	Attitudinal survey	47	34.0	62.0	53.38	54.0	5.06
eBoard Group	Attitudinal survey	47	32.0	61.0	50.57	51.0	6.76

The distribution of overall interval survey scores, based on the attitudinal survey, is found in Figure 14. The histograms in Figure 14 indicate that students in the wiki group tended to have more positive satisfaction levels toward using wikis than those in the eBoard group based on the higher number of responses found on the high end of the scale.

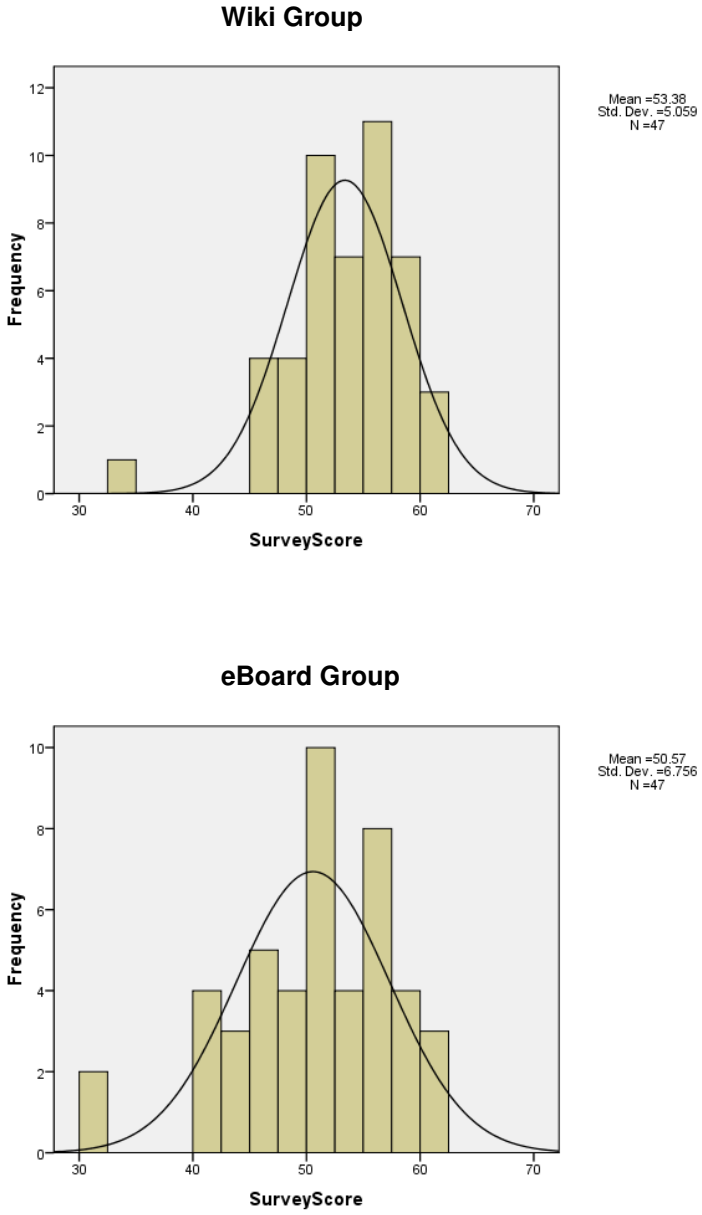

Figure 14. Distribution of overall interval survey scores by group.

The results of each of the survey item means for students in the wiki group compared to students in the eBoard group are indicated in Table 14. With regard to questions related to general task satisfaction of using the technology, questions 1-5 and question 19 suggest that students in the wiki group (3.43 mean for Qs1-5 and Q19) had higher mean scores than those in the eBoard group (3.12). However, questions 6-8, which focused on the perceptions of learning about cultural proficiency, indicate that students in the eBoard group (3.58) had higher mean scores than those in the wiki group (3.54). Questions 9-11 related to student perceptions of self-reflection regarding their own cultural views, and Table 15 indicates that students using wikis (2.99) had higher mean scores than those using eBoards (2.85). Questions 12-15, which focused on student perceptions of feedback and the general nature of the electronic form, indicate that students in the wiki group (3.31) had higher mean scores than those in the eBoard group (3.16). Results of independent sample *t* tests for each individual item on the attitudinal survey are also illustrated in Table 15. The results indicate that there was a statistically significant difference between the wiki and eBoard groups for items 1, 3, 4, 9, 15, and 19. Students that used the wikis were much more likely to have positive satisfaction levels with regard to how much they enjoyed using the technology ($t(92) = 3.677$, $p = .000$), how comfortable they felt working with classmates ($t(92) = 3.665$, $p = .000$), their satisfaction about their postings and contributions helping them understand things that they would not have learned on their own ($t(92) = 2.994$, $p = .004$), their perspective that posting electronically about views on dancing gave them the opportunity to reflect on their own cultural views on dancing ($t(92) = 2.039$, $p = .044$), their view that the forum of

the electronic postings provided less anxiety and a more relaxed environment than classroom discussions ($t(92) = 2.448$, $p = .016$), and, finally, their opinion that the class was better with the technology than without it ($t(92) = 2.998$, $p = .004$).

Table 14

Results from Independent Samples Test: Attitudinal Survey Items by Group

Survey Item	Wiki Mean	eBoard Mean	*df*	*t*	*p*
#1 enjoyment	3.43	2.94	92	3.677	.000
#2 tasks easy to accomplish	3.57	3.51	92	.549	.584
#3 felt comfortable working with classmates	3.74	3.32	92	3.665	.000
#4 contributions helped me understand	3.36	2.94	92	2.994	.004
#5 learned from my classmates	2.83	2.83	92	.000	1.000
#6 learned about cultural products using this technology	3.53	3.60	92	-.533	.595
#7 learned about cultural practices using this technology	3.55	3.60	92	-.368	.714
#8 learned about cultural perspectives using this technology	3.53	3.55	92	-.183	.855
#9 posting about dancing led me to reflect on my own cultural views on dancing.	2.91	2.60	92	2.039	.044
#10 posting about eating habits led me to reflect on my own eating habits.	2.85	2.81	92	.316	.753

(*table continues*)

Survey Item	Wiki Mean	eBoard Mean	*df*	*t*	*p*
#11 posting about bullfighting led me to reflect on my own cultural views on bullfighting.	3.21	3.13	92	.515	.608
#12 I provided sufficient feedback	3.11	3.13	92	-.143	.886
#13 I received enough feedback	3.13	3.13	92	.000	1.000
#14 I had reasonable amount of time	3.47	3.23	92	1.602	.113
#15 The forum provided less anxiety and than classroom discussions.	3.53	3.13	92	2.448	.016
#16 I spent between 0-2 hours per week	3.38	3.06	92	1.659	.100
#17 I spent between 2-4 hours per week	1.83	1.72	92	.318	.751
#18 I spent between 4-6 hours per week	1.50	1.32	92	1.156	.251
#19 I would have liked this class better without this technology.	3.62	3.15	92	2.988	.004

Note: Survey Item 19 was re-coded so that lower numbered responses (1=*strongly disagree*) were changed to be higher responses because for all other items higher responses were positive. For Item 19 a higher mean score indicates more students disagreed with the statement.

This study suggested positive student perceptions toward instructional technology, with a preference toward using wikis. These findings about positive perceptions support research on the impact of technology on student attitudes (Corbeil, 2007; Elola & Oskoz, 2008; Liaw, 2006; Schuetze, 2008). However, these studies were conducted at the university level while the present study is unique in that it examined the effects on student perceptions at the high-school level. The most significant finding from RQ2 is that there was a statistically significant difference in student perceptions in favor of using wikis. The positive impact of wikis in this study supports research on positive student perceptions of wikis (Engstrom & Jewett, 2005; Hiltz & Goldman, 2005; Opp-Beckham & Kieffer, 2004). However, the results of this present study contrast with a recent study by Castaneda (2007) in which he found no significant differences in student attitudes toward using wikis or blogs.

Summary of Outcomes

The study findings revealed that there was no significant difference in gains in student cultural proficiency between students using wikis and those using eBoards, although students in the eBoard group had slightly higher gains. In addition, after isolating the results of the Heritage speakers it was found that there were no significant differences in gains between Heritage speakers and non-Heritage speakers. Moreover, there were no significant differences in student cultural proficiency between the groups with regard to cultural categories (products, practices, and perspectives). However, results from the attitudinal survey indicated that there were statistically significant

differences in student levels of satisfaction between the two experimental groups in favor of students using wikis.

Section 4 presented the results of the study, and Section 5 will present a summary of the findings, conclusions, and recommendations for further research.

Section 5: Summary, Conclusion, and Recommendations

Introduction

This section will summarize the effects of two forms of asynchronous technology, wikis and eBoards, on Spanish students' cultural proficiency. The purpose of this study was to determine which, if any, of these methods would be more effective than traditional classroom methods in producing student gains in cultural proficiency and student satisfaction levels.This section will illustrate a discussion of the findings, the implications for social change, and recommendations for further research.

Summary of the Study

This research study was conducted in order to examine whether or not wikis or eBoards would be more effective in teaching culture than traditional methods. A review of the literature suggested that there is an inexorable connection between language and culture, but there was much debate in how to most effectively teach culture in the foreign language classroom. In addition, as more and more schools are focusing on how best to use technology in order to increase student achievement, this study sought to address a missing component in the literature by examining the effects of 2 innovative technologies, wikis and eBoards, and their potential to improve high school Spanish students' cultural proficiency.

Findings

Research Question 1

Is there a difference in the level of cultural proficiency between those students using wikis and those students using eBoards (independent variable)? Descriptive

statistics were conducted using the Statistical Program for the Social Sciences (SPSS) and included minimum values, maximum values, mean gain scores, and standard deviations. In addition, independent samples *t* tests and an analysis of covariance (ANCOVA) were conducted to determine if there were any statistically significant differences (.05 value or less) between the gain scores of the two experimental groups (wikis and eBoards) and the control group.

The results for RQ1 indicate that the eBoard experimental group had higher posttest scores and gain scores than both the wiki experimental group and the control group. In addition, there was a statistically significant difference between the posttest scores of students in the two experimental groups in favor of students using eBoards, (t (92) = -2.392, p = .019). However, after correcting for baseline performance, independent samples *t* tests showed that there were no statistically significant differences found between any of the groups with regard to gain scores. The ANCOVA was conducted in order to compare all three groups after controlling for initial performance on the pretest. The ANCOVA served to estimate what the posttest performance would represent if the pretest scores were equivalent. The results of the ANCOVA demonstrated no significant effect between the groups (F (2, 140) = 2.316, p = .102). Therefore, the null hypothesis was accepted for RQ1.

Research Question 2

Are there differences in satisfaction levels for students learning about Spanish culture via eBoards as compared to those learning via wikis? Descriptive statistics were conducted using the Statistical Program for the Social Sciences (SPSS) and included

minimum values, maximum values, mean gain scores, and standard deviations. In addition, independent samples *t* tests were conducted to determine if there were any statistically significant differences (.05 value or less) in satisfaction levels of those students using wikis and those using eBoards.

The results for RQ2 indicate that the students in the wiki group had higher mean scores on their overall interval level survey score on the attitudinal survey (53.38 vs 50.57) than the eBoard group. In addition, the results of an independent *t* test revealed that there was a statistically significant difference in the perceptions of students using wikis compared to students using eBoards, $t(92) = 2.281$, $p = .025$. In other words, students in the wiki group tended to have more positivite satisfaction levels than those in the eBoard group. Therefore, the null hypothesis was rejected for RQ2.

Interpretation of the Findings

Research Question 1

Is there a difference in the level of cultural proficiency between those students using wikis and those students using eBoards (independent variable)? As noted in Section 4, the pretest showed that the control group (32.58) had higher mean scores than both the wiki (32.09) and eBoard experimental (32.49) groups, although there was no significant different in baseline performance among groups. I concluded that the pretest findings demonstrate a similar baseline performance for all 3 groups. These findings indicate that none of the 3 groups had significantly higher prior knowledge of the Spanish cultural products, practices, and perspectives that were assessed through the pre- and posttest. The similar pretest performance findings can be due, in part, to the fact that

each of the groups attends the same school in which they are taught using similar methods and following a shared curriculum.

The posttest, as noted in Section 4, indicated that the eBoard experimental group had the highest mean score (83.87), the control group had the second highest score (81.80), and the wiki experimental group had the lowest score (79.19). Multiple independent *t* tests were conducted and the results indicated that there was a statistically significant difference between the posttest scores of students in the two experimental groups in favor of students using eBoards, (t (92) = -2.392, p = .019). I concluded that the higher posttest scores could be due to the fact that the students in the eBoard group simply learned faster than students in the wiki group. Since the study was a relatively short period of time (3 weeks) it is possible that the rate at which students learned the material could have greatly influenced their results. Another possible interpretation was due to the fact that each group was taught by a different teacher. Although I made every effort to standardize the content material that was presented (see Appendices B, C, and D), each teacher has a unique teaching style and personality and there exists the possibility that the individual teacher's presentation of the material influenced how much (or how little) the students learned.

As noted in Section 4, the gain scores demonstrated that the eBoard experimental group netted the highest mean gain scores (51.38) compared to the control group (49.22) and the wiki experimental group (47.11). When comparing the gain scores the independent *t* test indicated that there was no statistically significant difference in gain scores between the wiki and eBoard experimental groups, (t (92) = -1.951, p = .054).

However, it should be noted that the *p* value is relatively close to representing a statistically significant difference in favor of eBoards ($p = .054$). I concluded that since the eBoard group had the higher posttest scores and the higher gain scores, it is possible that the relatively short time period of the research limited the statistical implications. In other words, if the research had been carried out over a longer period of time such as 9 weeks or even a semester of 18 weeks, it is possible that there would be a statistically significant difference in gain scores in favor of eBoards.

The final test conducted for RQ1 was an ANCOVA in order to determine if there was a difference in the cultural proficiency of students using wikis compared to students using eBoards and students in the control group (using no technology). After controlling for pretest scores, the posttest scores of all 3 groups were analyzed and compared using the ANCOVA. The results of the ANCOVA demonstrated no significant effect, F (2, 140) = 2.316, $p = .102$, partial $\eta^2 = .032$. I can interpret that the results of the ANCOVA conclude that I must accept the null hypothesis for RQ1.

Heritage Speakers

The demographic survey was used to determine which students, if any, were Heritage speakers. The survey determined that there were 8 Heritage speakers scattered among the 3 groups. In this study, Heritage speakers were defined as any students that were native Speakers or had weekly contact with Spanish in their own home. There were 4 Heritage speakers in the control group, 3 in the eBoard group, and 1 in the wiki group. The results of Heritage speakers were then isolated from non-Heritage speakers to determine if there were any significant differences. As noted in Section 4, minimum,

maximum, mean, and median values for each of the groups were compiled for the pretest, posttest, and gain scores. With regard to baseline performance, Heritage speakers had a higher mean score on the pretest (34.88) than the non-Heritage speakers (32.24). In contrast, on the posttest the non-Heritage speakers had the higher mean score (81.82) compared to the Heritage speakers (78.38). The gain scores revealed that the non-Heritage speakers had higher gain scores (49.57) than the Heritage speakers (43.50).

Since it was possible that Heritage speakers may impact the results of the study, *t* tests were conducted between the Heritage speakers and the non-Heritage speakers. However, the results indicated that there were no statistically significant difference in the gain scores of Heritage speakers compared to non-Heritage speakers (t (142), = -1.400, p = .164). From these results, I concluded that the results of the Heritage speakers did not need to be excluded from the study since there were no significant differences. I also concluded that the cultural content of the study probably impacted the results. It should be noted that all of the Heritage speakers had family ancestry from Latin America (Argentina, Mexico, Puerto Rico, etc.) and not from Spain. Since the cultural unit used in this study focused on cultural aspects of Spain, the Heritage speakers did not have direct cultural contact with these products, practices, and perspectives. This fact may help explain why the results of the Heritage speakers were not significantly different from those of non-Heritage speakers.

Cultural Categories

The primary measurement tool for RQ1 (pretest and posttest) in this study evaluated cultural proficiency in 3 different categories: products, practices, and

perspectives. These cultural categories were based on the ACTFL Standards (see Appendix H). As noted in Section 4, an analysis of each category (products, practices, and perspectives) was conducted in terms of the percentage of items missed (marked incorrect) on the posttest for the wiki, eBoard, and control groups. These results indicated that the control group had a lower mean percentage wrong (29.33) than both of the experimental groups for items on the posttest that related to cultural products (*Guernica*, *el Alhambra*, *el flamenco*). Conversely, the results demonstrated that the eBoard group had the lower mean % wrong (17.20) for both cultural practices (eating tapas, the *camino de Santiago*, *Semana Santa*) and (4.00) for cultural perspectives (*la Tomatina*, Bullfighting, *la Navidad*). Furthermore, independent *t* tests were conducted that compared each of the 3 groups (wiki, eBoard, and control) with the 3 cultural categories (products, practices, and perspectives). However, as noted in Section 4, the tests revealed that there were no statistically significant differences in posttest performance by cultural category.

Research Question 2

Are there differences in satisfaction levels for students learning about Spanish culture via eBoards as compared to those learning via wikis? As noted in Section 4, the results of the attitudinal survey indicated that the students in the wiki group had higher mean scores on their overall interval level survey score on the attitudinal survey (53.38) than the eBoard group (50.57). Therefore, students in the wiki group were more likely to have higher positive responses regarding using wikis than those in the eBoard group. More importantly, the results of an independent *t* test indicated that there was a

statistically significant difference in the perceptions of students using wikis compared to students using eBoards, $t(92) = 2.281$, $p = .025$. Therefore, the null hypothesis was rejected for RQ2.

In addition, an item analysis of each of the survey items was conducted. As noted in Section 4, students in the eBoard group had slightly higher positive responses regarding the perceptions of learning about cultural proficiency (3.58 vs. 3.54). However, students in the wiki group had higher positive response means for questions related to (a) general task satisfaction (3.43 vs. 3.12), (b) student perceptions of self-reflection regarding their own cultural views (2.99 vs. 2.85), and (c) student perceptions of feedback and the general nature of the electronic form (3.31 vs. 3.16). Moreover, independent *t* tests for each individual survey item were conducted to determine if there was a significant difference between groups. The results revealed that there was no significant difference in favor of eBoards, but there was a stastically significant difference in favor of wikis for 5 of the survey items. Specifically, students in the wiki group were more likely to have positive satisfaction levels regarding how much they enjoyed using the technology ($t(92) = 3.677$, $p = .000$), how comfortable they felt working with classmates ($t(92) = 3.665$, $p = .000$), their satisfaction about their postings and contributions helping them understand things that they would not have learned on their own ($t(92) = 2.994$, $p = .004$), their perspective that posting electronically about views on dancing gave them the opportunity to reflect on their own cultural views on dancing ($t(92) = 2.039$, $p = .044$), their view that the form of the electronic postings provided less anxiety and a more relaxed environment than classroom discussions ($t(92)$

= 2.448, p = .016), and, finally, their opinion that the class was better with the technology than without it ($t(92)$ = 2.998, p = .004).

Study in the Context of the Literature

The present study found no statistically significant difference in student cultural proficiency when comparing wikis, eBoards, and a control group. The results of the ANCOVA and independent *t* tests for RQ 1 support research by Castaneda (2007) in his comparison of wikis and blogs and their impact on student grammatical knowledge of the preterite and imperfect past tenses. Castaneda found no significant differences in student achievement gains for the university students studying Spanish when using those two forms of technology.

Findings from this present study suggested positive student perceptions toward instructional technology, with a preference toward using wikis. These results support research on the impact of technology on student attitudes (Corbeil, 2007; Elola & Oskoz, 2008; Liaw, 2006; Schuetze, 2008). However, these studies were conducted at the university level while the present study is unique in that it examined the effects on student perceptions at the high-school level. However, the results of this present study contrast with a recent study by Castaneda (2007) in which he found no significant differences in student attitudes toward using wikis or blogs. The most significant finding from RQ2 is that there was a statistically significant difference in student perceptions in favor of using wikis. The positive impact of wikis in this study supports research on the use of wikis (Engstrom & Jewett, 2005; Hiltz & Goldman, 2005; Opp-Beckham & Kieffer, 2004).

Significance of the Study

This study was designed to examine the effectiveness of two forms of asynchronous instructional technology, wikis and eBoards, on students' cultural proficiency in the Spanish classroom. Wikis and eBoards are significant enough to merit study because they contribute to the collaborative nature of student learning, reveal interactive elements that may result in a positive socializing effect, and also create an archive of personal work that can be revisited by both student and teacher. This study is significant because it further reveals which forms of instructional technology (between wikis vs. eBoards) are most effective for teachers to incorporate in the teaching of culture in the foreign language classroom. As a result of this study, students may become more invested in their foreign language education through the more efficient study of culture. In addition to teachers, curriculum coordinators and school administrators also find this study relevant in their decisions regarding not only *what* to teach in their foreign language classrooms (content), but also *how* to teach (delivery).

Specifically, the results of RQ1 imply that foreign language teachers that want to incorporate instructional technology could use either wikis or eBoards in their classroom. An examination of the advantages and disadvantages of wikis and eBoards can also help teachers make classroom decisions that will best serve their students. The advantages of wikis include: (a) free, (b) simple interface, (c) easy and quick to create, (d) popular (Wikispaces.com has over 200,000 free wiki sites for K-12 education), (e), ability to send messages within site, (f) ability to embed multimedia, and (g) ability to both track and chart student usage through views, edits, and messages. Conversely, the advantages of

eBoards include: (a) email options, (b) visual interface that includes a corkboard and post-it notes, (c) calendar feature, (d) postings that appear in chronological order with date/time stamps, and (e) eBoards are usually more permissible and accessible for public school districts. In whis way, eBoards differ from blogs because blogs are generally blocked by technological filtering policies. While both wikis and eBoards carry advantages, the findings from RQ2 suggest that wikis may be the most effective option for teachers since they lead to more positive student perceptions. In addition, the fact that wikis are a no-cost instructional tool makes them much more attractive to both teachers and other instructional agents in foreign language education.

Implications for Social Change

This study was designed, as observed in Section 1, to examine the effectiveness of two forms of instructional technology, wikis and eBoards, on students' cultural proficiency and attitudinal preferences in the Spanish classroom. The teaching and learning of culture not only allows students to develop an intimate knowledge of the target language, but also provides a way of looking at the world that is both new and refreshingly different. Moreover, the presence of Spanish in the United States both as a language and as a cultural influence engenders greater need for the study of how best to teach and understand culture. According to the Modern Language Association, there are approximately 28 million "speakers of Spanish or Spanish Creole" in the United States, accounting for 10 percent of the population (2007). In addition, Barnwell (2008) reported that the sheer number of Spanish speakers places the U.S. as the fifth-largest "Spanish speaking population in the world, after Mexico, Spain, Colombia and

Argentina" (p. 239). In addition to the large presence of Spanish speakers, instructional technology can continue to play a pivotal role in educational curricula. This study examined two of the more popular (and accessible) forms in wikis and eBoards. The significance lies in the fact that teachers are faced with a litany of barriers to effective teaching and these forms may help provide yet another tool to help them. In addition, research has revealed that culture tends to be minimized in the foreign language classroom, and instructional technology such as wikis and eBoards may help reveal the link between language and culture and make it easier for teachers to foster this connection in the classroom.

As noted in Section 4, the outcomes of this study revealed that there was no significant difference in gains in student cultural proficiency between students using wikis and those using eBoards, although students in the eBoard group had slightly higher gains. However, it was also noted in Section 4 that the lack of significant differences may be due to the relatively short period of the study. The results from the attitudinal survey indicated that there were statistically significant differences in student levels of satisfaction between the two experimental groups in favor of students using wikis.

Moreover, the use of instructional technology such as wikis and eBoards has further implications for social change due to the fact they are (a) rooted in a constructivist learning model, (b) collaborative in nature, and (c) easy to make, access, maintain, and utilize both inside and outside the classroom. As noted in Section 2, some of the most effective instructional techniques are structured around a constructivist learning framework. The concept of collaboration carries heavy advantages both in modern

educational institutions and in the workplace. A focus on collaboration in the classroom not only sets the stage for higher student achievement and more positive student experiences, but also can help create a skill set that engenders more productive workers. The ease with which teachers can create and use both of these forms of instructional technology adds to the need to study further which one is most effective. Moreover, both wikis and eBoards can serve as mediating tools that serve to foster the inexorable link between language and meaning when accomplishing tasks in the foreign language classroom. Foreign language education should not be about merely knowledge consumption and data retrieval. Instead, foreign language instruction must take into account the inherent connections that make the study of language and culture not only intriguing but also desirable and appealing to students. Beyond teachers, this study effects social change because it informs decision making by allowing practitioners to observe, and possibly advocate for, the role of wikis, eBoards, or other forms of technology and their impact on student learning and attitudes toward culture. Practitioners may learn how to implement wikis and eBoards in ways that can help students take more ownership of their learning and help them learn more effectively.

Recommendations for Action

It is strongly recommended that decision makers consider using wikis and other forms of instructional technology in their schools. Research has demonstrated that the incorporation of culture in the foreign language classroom is both necessary and effective (Berho & Defferding, 2005; Byram & Grundy, 2002; Calvin, 2005; Cheatham, 2007; Elola & Oskoz, 2008; Heusinkveld, 2006; Knutson, 2006; Kramsch, 1993; Liaw, 2006;

Moran, 2001; Omaggio Hadley, 2001; National Standards, 1999; Storme, 2002; Tang, 2006). The results of this study revealed no statistically significant differences between wikis and eBoards in terms of cultural proficiency. However, based on the results of the attitudinal survey and certain advantages listed above, primarily the fact that wikis are free, easy and quick to create, and have the ability to send messages within the site, embed multimedia, and track student usage, it is recommended that teachers strongly consider utilizing wikis as an integral tool in their curriculum. Moreover, when teachers, curriculum coordinators, and administrators are considering what forms of instructional technology to incorporate in their schools, they should always consider student opinions and perceptions about what helps students learn best. The results of the attitudinal survey in this study displayed a clear student preference toward the use of wikis. Student perception is vital to student learning because students are much more likely to learn when they feel comfortable and they feel that what they are doing is useful, relevant, and engaging. Therefore, it is recommended that decision makers strongly consider training their teachers how to create, maintain, and utilize wikis effectively in their schools and districts.

This study was completed during the Fall 2009 Semester and the the results were disseminated to teachers, district coordinatos, and post-secondary instructors at the annual Foreign Language Association of Georgia (FLAG) conference on March 13, 2010. In addition, all foreign language teachers at the researcher's school were informed about the results of this study and the positive student perceptions toward the use of wikis in the foreign language classroom. All foreign language teachers need to pay close

attention to the positive preference of students toward instructional technology, particularly wikis. In addition, in the school where the research took place, the number of students choosing to take foreign language classes has declined recently. It is possible that the teaching of culture in the language classroom via instructional technology such as wikis can have a positive impact on further student growth in foreign language enrollment.

Recommendations for Further Study

This study examined the effectiveness of two forms of instructional technology, wikis and eBoards, on students' cultural proficiency and attitudinal preferences in the Spanish classroom. Recommendations for futher study include incorporating a longer data collection period, using different language levels, examining emerging technologies, and evaluating online culture portfolios. This study took place over a 4-week period in the Fall of 2009. The relatively short time period may have impacted the results, and it is recommended that a similar study utilize a period of 9-weeks, a semester, or even an academic year to determine whether or not there may be significant differences over a longer timeframe. Moreover, it is possible that a delayed posttest (e.g., 9 weeks after the initial posttest) may have indicated different gain scores even with the relatively short 3-week instructional period. It is also recommended that a similar study be conducted that incorporates different levels of language learning. This study used only Spanish 3 students based on the notion that they had the linguistic listening and reading skills to interpret authentic materials in the target language. A study that compared the use of instructional technology with different levels of language study (e.g., Spanish 1 vs.

Spanish 2) may net interesting findings about when it is most effective to incorporate tools such as wikis. It is also recommended that further study be conducted on emerging technologies and specifically their impact on language learning. Computer-mediated communication (CMC) technologies such as wikis, eBoards, blogs, podcasting, vblogs (video blogs), You Tube, Second Life, Facebook, and many others require further study because (a) they are inherently instructional, collaborative, and social and (b) their potential impact on both student motivation and student learning may be positive in second language acquisition.

The question that lingers most from the results of this study, however, is how can cultural proficiency be most effectively taught and assessed in the language classroom? How can teachers be sure that their students are culturally proficient and what are the most effective strategies that teachers can employ in order to achieve such proficiency? A final recommendation would be to mesh instructional technology with culture portfolios. Research on culture portfolios (Abrams et al., 2006; Byon, 2007; Byrd & Wall, 2009; Schulz, 2007) reveals that they can serve as a valuable role in determining cultural proficiency. Byrd and Wall (2009) suggest the use of long-term cultural portfolios (LCPs) as a way to enable teachers to address culture in a "substantial manner" while removing the pressure for teachers to be the "sage on the stage" (p. 774). Furthermore, culture learning portfolios can be effective because they:

> Encourage students' critical reflection and self-evaluation and, at least in theory, provide continuous formative instructor guidance and feedback, thus encouraging

> discussion, collaboration, revision, elaboration, and—important in the area of cultural learning—use of multiple sources of evidence. (Schulz, 2007, p. 18)

However, research has not focused on the use of technology with portfolios, despite the fact that the two seem to represent a good match. Technology in its broadest sense, the ability to encapsulate information and then transmit that information across various media to an audience with similar interests, can serve as an effective springboard for producing and sharing culture portfolios. Therefore, it is recommended that research be conducted using instructional technology (such as wikis) in creating, maintaining, and revisiting culture portfolios in which students can interact both with each other and with their instructor. The use of multiple skills—research through databases and the Internet, production and editing of various media, and the presentation of cultural relations, interactions, and so on—could not only increase students' self-efficacy in the language, but could also align well with the dynamic nature of a portfolio. It is important to remember that one of the strengths of a portfolio is the ability to document progress over time. An online culture portfolio could attempt to mimic the "learning-over-time" aspects of cultural learning, and, in the process, create an effective means of assessing cultural proficiency. Research into online culture portfolios would not only provide teachers with a meaningful classroom- and research-based component that they could incorporate into their classroom curriculum, but also could create a springboard for discussion about cultural proficiency that could enable teachers to continue an academic dialogue in their area of interest—the teaching of foreign languages.

Conclusion

The purpose of this study was to examine the effectiveness of two forms of instructional technology, wikis and eBoards, on students' cultural proficiency and attitudinal preferences in the Spanish classroom. A review of the literature not only revealed a strong connection between language and culture, but also indicated uncertainty about how to most effectively teach culture in the foreign language classroom. The study findings revealed that there was no significant difference in gains in student cultural proficiency between students using wikis and those using eBoards, although students in the eBoard group had slightly higher gains. In addition, after isolating the results of the Heritage speakers it was found that there were no significant differences in gains between Heritage speakers and non-Heritage speakers. Moreover, there were no significant differences in student cultural proficiency between the groups with regard to cultural categories (products, practices, and perspectives). However, results from the attitudinal survey indicated that there were statistically significant differences in student levels of satisfaction between the two experimental groups in favor of students using wikis. Students were much more likely to have positive experiences using wikis.

Findings from this study contribute to social change because the results provide classroom-based evidence on the use of instructional technology in teaching culture in the foreign language classroom. Decision makers such as teachers, district coordinators and administrators are able to use these results in order to observe and make data-based decisions on how best to incorporate instructional technology in their schools. Research supports the use of wikis and eBoards as well as other forms of CMC as important tools

in providing innovative and alternative teaching tools that foster collaboration and increase student engagement with the material. Learning a foreign language is not an easy task and it is hoped that this study revealed ways in which teachers can make that learning more attainable for all students.

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Appendix A:

Reflective Questions

Content	Reflective Questions for Knowing Oneself: 4th Component of Cultural Proficiency
Cultural products • Picasso's *Guernica* (art)	•Have you ever used art to express your feelings or emotions? Give an example. •Is it possible to call "Guernica" an expression of social justice? In what way? •Can you think of a modern day "Guernica"? Give an example. •If you were going to paint a tragedy, what would you paint? Why? What would you include in your painting? •What impact could a painting about tragic death have about future wars or conflicts? •Picasso obviously was protesting war. Can war ever serve a positive role in our society?
Cultural products • Alhambra (architectur e)	• In your view, what does the Alhambra represent about Spain's past? • The Alhambra has served as a kind of inspiration for poets and writers for centuries. Are there any places that serve as inspiration for you? Your room? A coffee shop? • If you were to go somewhere like the Alhambra to take refuge for a few months from the world, where would it be and why?

	• Today the Alhambra is a World Heritage protected site. Why is it so important to protect cultural buildings?
	• If given an unlimited supply of money, would you build yourself a palace? If so, what would you include?
Cultural products	• Have you ever used music or dance to express your feelings or emotions? Give an example.
• Flamenco (dance)	• In what ways can our music or dance influence how we view the world?
	• Why is it so difficult for people to dance or sing in public?
	• Do TV programs such as American Idol serve as good aspirations for young people? Why or why not?
	• If only one could exist, music or dance, which would you want to have in your world? Explain your reasons.
Cultural practices	• Do you think that eating smaller meals such as *tapas* would make our society healthier?
• Eating *tapas*	• Invent your very own *tapas* dish and include at least 3 ingredients.
	• Which of the 3 possible historical origins of *tapas* do you believe is true? Explain your reasoning.
	• Some food critics claim that "you are what you eat." What do you think they mean?
	• Which is better: eating food sold at school or food brought from

	home? Defend your position.
Cultural practices • *camino de Santiago*	• Christians go to Santiago de Compostela. Jewish go to Jerusalem. Muslims go to Mecca. Where would you go? Why? • Would you want to trek the journey of the camino de Santiago? • Have you ever gone for a long walk to clear your thoughts? What is it about walking that helps us think and reflect? • For some Catholics, the camino de Santiago represents doing something good to make up for something bad. Do you agree with this worldview? • Where is one place in the world that you must visit before you die?
Cultural practices • *Semana Santa*	• How would you react to the penitents' clothing if you were in Spain during Semana Santa? • Religious processions are similar to parades. What makes a parade so appealing in our society? • If you were to build your own *paso*, who or what would you build and why? • Why do you think we don't have a Semana Santa procession here in Fayetteville? • Semana Santa celebrates the traditions of Spain. What holiday in the U.S. is most representative of our traditions?
Cultural	• What does it say about Spanish society when they use 90,000

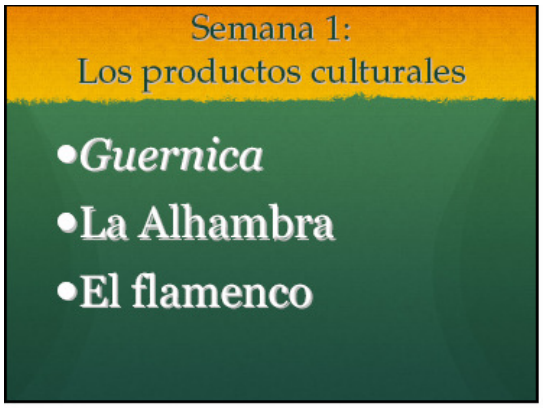
perspectives • *La Tomatina*	pounds of tomatoes in a celebration while people are homeless and hungry in their own country? • What makes the idea of a food fight so appealing? • Some Spaniards see the *Tomatina* as "controlled chaos." Can you think of a similar example, here in the U.S. or somewhere else in the world? • If given the chance, would you participate in the *Tomatina*? Why or why not?
Cultural perspectives • Bullfighting	• Bullfighting: culturally acceptable or morally unethical? Pick a side and defend it. • What does it say about Spanish society and even our own society that we are willing to kill for entertainment? • If given the chance, would you attend a bullfight? 1. Some people might associate bullfighting with dog fighting. In your opinion, are they inherently the same or culturally different?
Cultural perspectives • Christmas	• At Christmas time, is it better to share a large dinner with your family or help feed someone that has no home? • Do you have enough willpower to wait until January 6 to open your presents like Spanish children? • Christmas is a time to give, yet as a society we focus more on receiving. What does that say about us? Does that incite us to

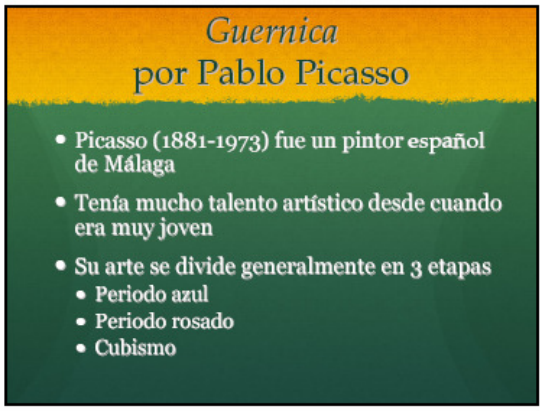
change ourselves or simply make us feel guilty?

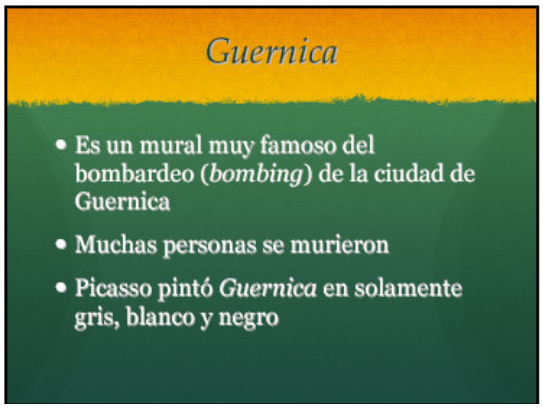
- Walmart and other stores have replaced greetings such as “Merry Christmas” with “Happy Holidays.”
- Do you see this more as an attack on Christmas or an attempt to be inclusive of all religions?

Appendix B:

PowerPoint for Cultural Products

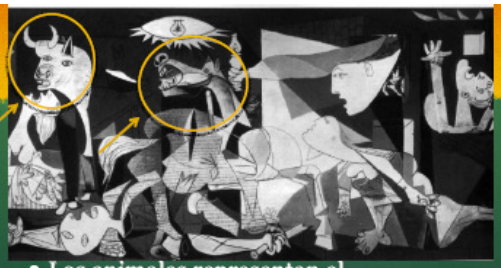




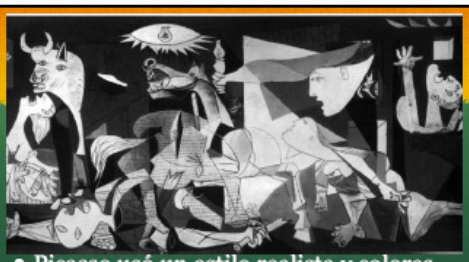


Guernica

- Picasso pintó *Guernica* a causa de un evento trágico en la ciudad de Guernica, España
- El bombardeo ocurrió durante la Guerra Civil en España (1936-1939) por los aviones alemanes (*German*)
- Picasso pintó la obra en 1937 para la Feria Mundial de Paris

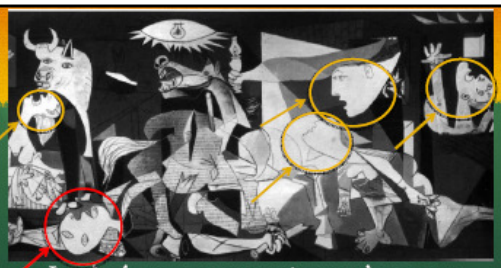


- Los animales representan el sufrimiento y la agonía de la gente
- ¿Por qué usó Picasso animales?



- Picasso usó un estilo realista y colores monocromáticos (un solo tono / *shade*)
- Monocromático aquí = BLANCO y NEGRO
- ¿Por qué no usa Picasso otros colores?

- Hay un animal entre las cabezas del toro y el caballo.
- ¿Qué es? ¿Qué representa?
- Es una paloma (dove) y representa la paz.



- Las imágenes representan mujeres que gritan, empujan y corren
- ¿Por qué usó Picasso mujeres?

Guernica

- Video #1

Preguntas orales: *Guernica*

- ¿Quién pintó *Guernica*?
- ¿Por qué pintó *Guernica*?
- ¿Cómo son los colores?
- ¿Qué representa el mural?

La Alhambra

- Video #1

La Alhambra

- Es una fortaleza-palacio árabe en Granada
- Significa "fortaleza roja" en la lengua árabe

La Alhambra

La Alhambra

- En un papel, escribe 3 o 4 diferencias entre un palacio y una casa

La Alhambra

- Es un gran ejemplo de arquitectura musulmana (islámica)

La Alhambra

- Las columnas del Patio de los Leones son delicadas y sofisticadas
- Hay inscripciones del Corán (libro del islám como la Biblia para el cristianismo)

La Alhambra: la historia

- El jefe y fundador de la Dinastía Nasrid fue Ibn Nasr
- Ibn Nasr (moro) luchaba contra el rey Fernando III (cristiano)
- Cuando Ibn Nasr estaba en peligro, se fue a Granada

La Alhambra

- Video #2

La Alhambra: la historia

- Ibn Nasr y los moros controlaban el Alhambra y Granada hasta 1492
- En 1492 Fernando e Isabel tomaron control de la Alhambra

La Alhambra

- Fue construida en el siglo 14 por los moros (*Moors*)
- Refleja el poder político y la cultura del emirato (*emirate*) Nasrid de Granada

Línea cronológica

La influencia

- Muchos poetas, escritores y cantantes fueron inspirados por la Alhambra
  - El poema "Movies" por Langston Hughes
  - Los cuentos "Tales of the Alhambra" por Washington Irving

Flamenco

Los palacios y los jardines

- Los palacios y los jardines son muy famosos
- Representan un refugio (*refuge*) o un lugar donde es posible relajar, pensar y reflejar (*reflect*)

Flamenco

- El flamenco representa el baile y la música de la región de Andalucía, España (en el sur)
- El origen es una combinación cultural de los gitanos (*Gypsies*) y los árabes
- Es un baile muy antiguo

Preguntas orales: la Alhambra

- ¿Qué significa "alhambra" en la lengua árabe?
- ¿Dónde está la Alhambra?
- ¿Qué tipo de arquitectura representa la Alhambra?
- ¿Cuál emirato islámico tenía mucha influencia cultural en la construcción?

Flamenco

- Es una presentación pública y la persona que baila puede ser mujer o hombre
- ¿Puedes tú cantar las palabras del flamenco típico?

Flamenco

- Video #1

Flamenco

- Video #2

Flamenco: el *compás*

- Es la métrica, o el ritmo, de la música

- En flamenco es más importante "sentir" (*feel*) el ritmo

Flamenco: artistas populares

- Camarón de la Isla fue un gitano muy popular del flamenco

Flamenco

- Hay 3 formas de expresión

1. El toque: la guitarra
2. El cante: el acto de cantar con la voz
3. El baile: la danza y los movimientos

Preguntas orales: el Flamenco

- ¿De qué parte de España originó el flamenco ?
- ¿Qué significa "compás" en el baile flamenco?
- ¿Cuáles son las formas de expresión en el flamenco?
- ¿Quién es un artista famoso del flamenco?

Appendix C:

PowerPoint for Cultural Practices

Semana 2: Las costumbres culturales

- Comer *tapas*
- El camino de Santiago
- Semana santa

Comer *tapas*

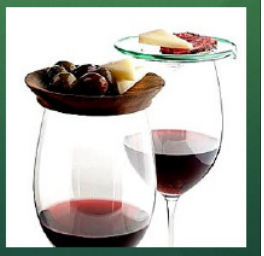
1. En tu papel, escribe entre 3 y 5 de tus comidas favoritas
2. Escribe, en ordén, la lista de comida que quieres comer en tu última cena

Comer *tapas*

- Las tapas son platos pequeños de comida
- Normalmente los españoles comen tapas antes de comer la comida principal
- A veces comer tapas es gratis (free) si compras una bebida
- Muchas personas comparten (share) cuando comen tapas

Comer *tapas*

- La palabra *tapa* significa "lid" o "cover"
- El verbo *tapar* significa "to cover"



Bares de tapas

Comer *tapas*

- Los españoles comen tapas (y la cena) muy tarde por la noche
- Normalmente se come tapas después de las 9 o las 10 de la noche

Historia de *tapas*

- Historia #1: el rey de España usaba jamón para "tapar" (to cover) su vaso de vino para quitar las moscas (flies)
- Historia #2: un rey estableció una ley (law) que la gente tenía que comer algo cuando bebía alcohol (para no emborracharse en público)
- Historia #3: un rey de España mezcló (mixed) platos pequeños con vino para recuperar cuando estaba enfermo

Ejemplos de tapas

Tipos de tapas

En un restaurante

- Para llamar la atención del mesero/camarero (waiter), es bueno decir "perdone"

Preguntas orales: comer *tapas*

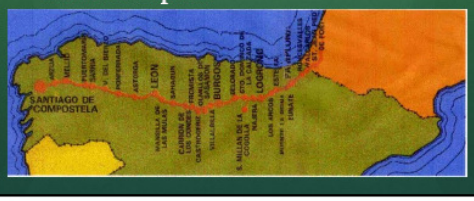
- ¿Qué significa la palabra "tapas"?
- ¿A qué hora comen los españoles típicamente para comer tapas en España?
- ¿Cuáles son algunos platos típicos de tapas? Escribe entre 3-5.
- En un restaurante, ¿cuál frase necesitas usar parallamar al mesero?
- ¿Cuáles son las dos interpretaciones históricas de las primeras tapas?

El camino de Santiago

3. En tu papel, escribe 3 lugares en el mundo que quieres visitar antes de morir

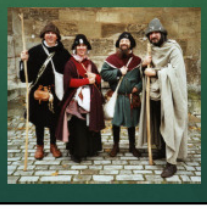
El camino de Santiago

- El camino de Santiago (the Way of St. James) es un viaje espiritual en el norte de España



El camino de Santiago

- Históricamente las personas viajaban en el camino de Santiago para un peregrinaje (pilgrimage) religioso



El camino de Santiago

- Hoy muchas personas viajan en el camino como una aventura

El destino

- El destino final es la catedral en la ciudad de Santiago de Compostela

Historia

- El camino se basa en la figura histórica de Santiago (San Iago = Saint James)

Los objetos simbólicos

- El bastón (pilgrim's staff)
- la concha (scallop shell)
- El pasaporte (pilgrim's passport)
- la *Compostela* (certificate)

la *Compostela*

- La compostela representa hoy un certificado pero en el pasado representaba un acto de indulgencia (perdón religioso)
- Recibir un certificado = la iglesia te perdona por un pecado (sin)

Preguntas orales: el camino de Santiago

- ¿Dónde ocurre el camino de Santiago? ¿En qué parte de España?
- ¿Cuál fue el motivo (motivation) original para el camino de Santiago?
- ¿El camino se basa en cuál figura histórica?
- ¿Cuáles son los objetos que son símbolos del camino de Santiago?
- ¿Cuál objeto representaba un acto de indulgencia (perdón religioso) en el catolocismo medieval?

Semana Santa

4. En un papel, escribe 2-3 diferencias entre un desfile (parade) y una procesión religiosa (religious procession)

Semana santa

- La semana santa = holy week
- Semana Santa en España ocurre en muchas ciudades durante el mes de abril en la semana antes de la Pascua (Easter)

Choque cultural

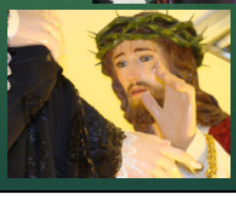
- Semana Santa en España es un choque (shock) cultural para los americanos porque la ropa de los penitentes es muy similar a la ropa de Ku Klux Klan

Los nazarenos

- Nazarenos = penitentes (penitents)
- Los nazarenos representan la penitencia de los participantes
- Penitencia = sorrow for sins

Los pasos

- Los pasos son esculturas de madera (wooden sculptures) y normalmente son religiosos
- Los pasos son más característicos de Sevilla



León

- Semana Santa en León es famoso por una procesión de 9 horas

Los costaleros

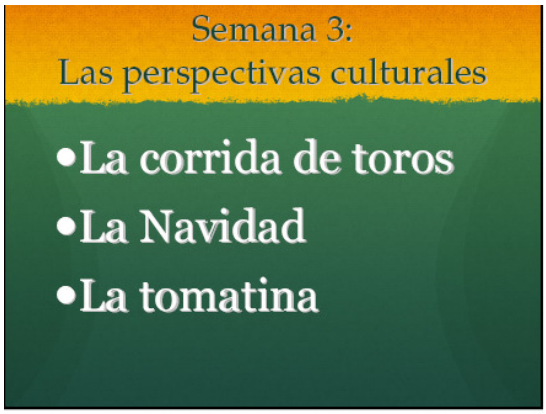
- Los costaleros son personas que esconden (hide) en los pasos y caminan
- Es un trabajo muy difícil

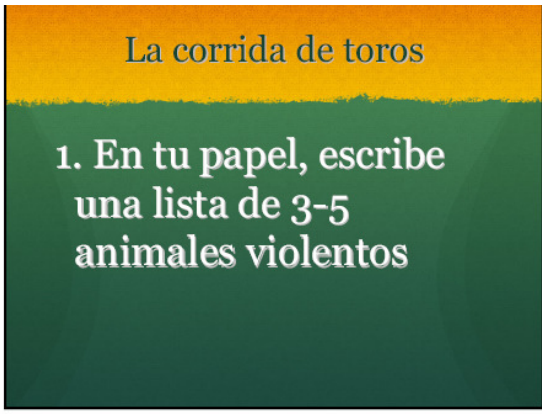
Preguntas orales: Semana Santa

- ¿Por qué son las celebraciones de Semana Santa un choque cultural (cultural shock) para los americanos?
- ¿Qué representan los nazarenos durante la Semana Santa?
- ¿Dónde se representan los pasos, o esculturas religiosas de madera, durante Semana Santa?
- ¿Qué caracteriza la Procesión de los Pasos en León, España?
- ¿Cuál es el rol (role) cultural de los costaleros durante la Semana Santa?

Appendix D:

PowerPoint for Cultural Perspectives





La corrida de toros

- En una corrida española, el matador que tiene una exhibición excepcional recibe
  - la cola (tail) del toro
  - una o dos orejas
  - un aplauso del público

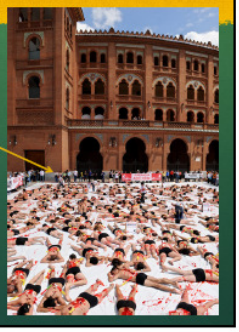
- Una trompeta marca la última entrada del matador

Matadores famosos

- Manolete (1917 – 1947) fue el mejor matador en la historia de España

Abolicionistas

- En España las corridas son una tradición antigua
- Pero en años recientes hay más consideraciones para los animales y más protestas
- Muchos españoles piensan que las corridas son brutales, bárbaros y estúpidas
- En agosto de 2007 el gobierno de España decidió cancelar la emisión de corridas en la televisión



La corrida de toros

- Video 1

Preguntas orales: la corrida de toros

1. Nombra todas las personas que están en una corrida de toros (bullfight).
2. ¿Cómo es diferente el estilo de corrida de toros en España al estilo de otros países?
3. En una corrida de toros, ¿qué recibe el matador si tiene una exhibición excepcional?
4. ¿Cuál es la señal para la entrada del último matador?
5. ¿Qué paso en agosto de 2007 que fue culturalmente importante con respecto a las corridas en España?

La Navidad

2. En tu papel, escribe 2 tradiciones de tu familia para la Navidad

La Navidad

- La Navidad en España es similar y diferente a los Estados Unidos

La Navidad: lo similar

- Como los EE UU, en España las personas prefieren "mandar un Christmas" (send a Christmas card)
- Los españoles tienen árbol de Navidad y también intercambian regalos

La Navidad: lo diferente

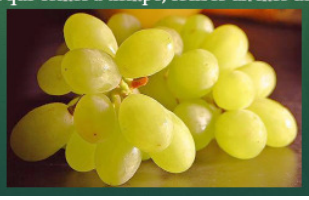
- Durante la nochebuena (24 de diciembre), los españoles típicamente comen el cordero (lamb), los camarones (shrimp) y el jamón
- En España las familias intercambian regalos el 6 de enero, no el 25 de diciembre

El 6 de enero

- Los españoles celebran el Día de los Reyes Magos el 6 de enero
- Los reyes son Gaspar, Melchor y Baltasar
- En España se come el roscón de reyes

La nochevieja

- Durante la nochevieja (31 de diciembre) los españoles "toman las uvas" o comen una uva con cada timbre (strike of the bell) y comen 12 uvas con las 12 sonidos
- Para cada uva que comes a tiempo, recibes un mes de buena suerte



Preguntas orales: la Navidad

1. ¿Qué significa la frase "mandar un Christmas"?
2. Identifica 2-3 comidas que los españoles comen típicamente durante la Nochebuena (24 de diciembre).
3. ¿En qué día intercambian regalos los españoles típicamente?
4. Identifica una de las tradiciones culturales para los españoles durante la Nochevieja (31 de diciembre).
5. Nombra todos los reyes representados en el Día de los Reyes Magos (6 de enero) en España.
6. ¿En qué día comen los españoles el roscón de reyes?

La tomatina

3. En tu papel, escribe 2-3 comidas ideales para tirar en una lucha de comida en la cafeteria

La tomatina

- La tomatina ocurre en Buñol, España
- Ocurre el último miércoles de agosto
- Es una costumbre muy divertida
- Las personas tiran sobre 150.000 tomates en una hora

La historia de la tomatina

- En 1944 la gente de Buñol estaba en la plaza para celebrar fiestas religiosas
- Los organizadores seleccionarion algunos jóvenes para cargar (carry) las estatuas religiosas
- El problema fue que los jóvenes llegaron tarde, así que los organizadores buscaron a otros voluntarios
- Cuando llegaron los primeros jóvenes, perdieron su oportunidad y se enojaron (got angry)
- Para protestar los jóvenes tiraron tomates

Las actividades

- La tomatina de Buñol incluye otras actividades
  - Hay fuegos artificiales
  - Hay una gran competencia de paella

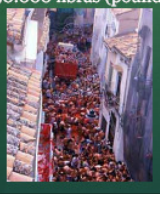
Caos y estructura

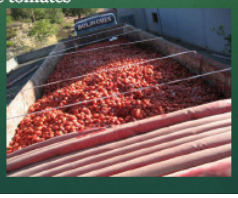
- Hay caos (chaos) y estructura
- La estructura es que las personas pueden tirar tomates solamente por una hora

- Hay un cohete (rocket) que explota para empezar la pelea y otro que explota para designar el fin de la pelea

Caos y estructura

- Antes de empezar, las personas gritan "¡Tomates, tomates, tomates . . .!"
- Apróximadamente 20.000 personas participan y tiran 90.000 libras (pounds) de tomates





Caos y estructura

- No hay alianzas (alliances) en esta guerra porque son todos contra todos: hermano contra hermano, amigo contra amigo, padre y madre contra hijos

La tomatina

- Video 1

Preguntas orales: la Tomatina

1. ¿Dónde ocurre la tomatina?
2. ¿Cómo empezó históricamente la tomatina?
3. ¿Cuáles actividades incluye la tomatina?
4. ¿Cuál es un elemento de estructura en la caos (*chaos*) de la tomatina?
5. ¿Apróximadamente cuántas personas participan en la tomatina?

TAREA

- Escribe 4-5 frases a favor de o en contra las corridas de toros.

Appendix E:

Demographic Survey

Instructions: Please circle or write the answer that best describes you. This survey is anonymous so please do not write your name anywhere on the survey. Please answer all 8 questions (do not leave any answers blank) and answer honestly. This survey is not a test. This survey should take about 10 minutes to complete, and when you finish please return it to your Spanish teacher.

1. Date of birth: _____
2. Gender:MaleFemale
3. Grade in school:9th10th11th12th
4. Reason for taking this class (please choose one):
    a. Requirement
    b. Personal interest
    c. Other (please specify): _____
5. How do you consider your motivation for this class (please choose one)?
    a. High
    b. Medium
    c. Low

6. How do you prefer to work (choose one)?
    a. alone
    b. in groups
7. How do you consider your level of confidence learning Spanish (please choose one)?
    a. A lot
    b. A little
    c. Some
    d. None
8. How much effort are you putting into this class (please choose one)?
    a. More than in other classes
    b. About the same as in other classes
    c. Less than in other classes
9. How much exposure do you have to Spanish outside the classroom in a family environment?
    a. Every day
    b. 2-3 times per week
    c. 2-3 times per month
    d. Rarely

Thank you for completing this survey!

Adapted from: Daniel Alex Castaneda, 2007

Appendix F:

Pre- and Posttest for Cultural Proficiency

1. Who painted *Guernica*?
    a. Salvador Dalí
    b. Pablo Picasso
    c. Diego Velásquez
    d. Diego Rivera
2. *Guernica* was painted as a result of what major event?
    a. Adolf Hitler's invasion of Poland
    b. Political corruption in Spain
    c. Adolf Hitler's bombing of a northern Spanish town
    d. The death of the wife of the painter
3. What is the style of *Guernica*?
    a. surrealist and bright colors
    b. realistic and bright colors
    c. surrealist and monochromatic colors
    d. realistic and monochromatic colors
4. What does *Guernica* represent?
    a. Victory and courage
    b. Elements of nature
    c. Chaos and destruction
    d. Political corruption

5. What does the *Alhambra* mean in Arabic?
    a. Castle on a hill
    b. Fortress on a hill
    c. Elegant palace
    d. Red fortress
6. Where can the *Alhambra* be found?
    a. Puebla, Mexico
    b. Salamanca, Spain
    c. Seville, Spain
    d. Granada, Spain
7. Which of the following best describes the *Alhambra*?
    a. Mexican architecture
    b. Spanish art
    c. Islamic architecture
    d. Mexican art
8. Who had the most cultural influence on the *Alhambra*?
    a. El Cid
    b. Don Quijote
    c. Qu'ran
    d. Nasrid emirate

9. *Flamenco* originated from which area?

    a. Castilla-La Mancha

    b. Andalusia

    c. Cataluña

    d. Basque Country

10. In *flamenco*, what does the *compás* describe?

    a. The style of clothing

    b. a musical instrument

    c. the rhythm of the music

    d. the dancer

11. Which of the following is NOT a form of expression of *flamenco*?

    a. Toque

    b. Cante

    c. Baile

    d. Ritmo

12. Which of the following current artists best represents *flamenco*?

    a. Pedro Iturralde

    b. Camarón de la Isla

    c. Juanes

    d. Ester Andujar

13. *Tapas* can have several meanings depending on the region of Spain. Which of the following is NOT one of those meanings?

    a. Small portion of food that is free with any drink that you purchase

    b. Small portion of food that you pay for

    c. Large portion of food to be shared by 2 or more people

    d. Small portion of food to be shared by 2 or more people

14. At what time would people most likely go out to eat *tapas* in Spain?

    a. 4pm – 6pm

    b. 5pm – 7pm

    c. 10pm - midnight

    d. after midnight

15. Which of the following would NOT be considered *tapas*?

    a. ensaladilla rusa

    b. *gambas*

    c. *chorizo*

    d. *paella*

16. When ordering *tapas* at a Spanish restaurant, which phrase is best to get the waiter's attention?

    a. *Oiga, chico*

    b. *perdone*

    c. *ayuda, por favor*

    d. *hola*

17. Which of the following is NOT one of the possible historical interpretations of the first *tapas*?

    a. A Spanish king went to Andalusia and ordered a wine. When the king stood up, the bartender covered his drink with a piece of ham to keep dust from getting in the glass, then everyone in the bar ordered some type of food to cover their drink.

    b. In order to keep people from getting drunk, a local law was passed that stated that in order to have a drink people had to order something to eat as well

    c. A Spanish king used wine mixed with small meals in order to recuperate from a sickness that he suffered.

    d. A Spanish king had a very small appetite and was not able to eat large meals. In order to gain favor with the king, everyone starting eating smaller meals to mimic how the king ate.

18. The *camino de Santiago* covers which part of Spain?

    a. Northern

    b. Eastern

    c. Western

    d. Southern

19. What was the original motivation for people to follow the *camino de Santiago*?

    a. Religious pilgrimage

    b. Athletic contest

    c. Religious punishment

    d. Travel for settlement in new lands

20. The *camino de Santiago* is based on which historical figure?

    a. Saint John

    b. Saint Iago

    c. Saint James

    d. Saint Paul

21. Which of the following objects is NOT symbolic of the *camino de Santiago*?

    a. pilgrim's staff

    b. pilgrim's passport

    c. cross

    d. scallop shell

22. Which object related to the *camino de Santiago* represented an act of indulgence (religious forgiveness) in medieval Catholicism?

    a. *Compostela*

    b. Pilgrim's staff

    c. Cross

    d. Scallop shell

23. Why are the Spanish celebrations of *Semana Santa* culturally shocking to some Americans?

    a. Because the costumes represent typical clothing worn by KKK members

    b. Because there are animal sacrifices

    c. Because the celebrations question the authority of the Church

    d. Because the bulls are killed

24. What do the *nazarenos* represent during the Spanish *Semana Santa*?

    a. The corruption of the Church

    b. the penitence of processional participants

    c. the glory of the artists of Spain

    d. the entry of Jesus Christ into Jerusalem

25. The *pasos*, or lifelike religious wood sculptures, are represented mainly in which city during *Semana Santa*?

    a. Sevilla

    b. Málaga

    c. Madrid

    d. Linares

26. What best characterizes the *Procesión de los Pasos* in León?

    a. a long, nine-hour procession

    b. the two oranges and bottle of Orujo that are carried through the procession

    c. the representation of the Last Supper

    d. the religious wood sculptures

27. What cultural role do *costaleros* play during Spanish *Semana Santa*?

    a. They play music during the procession

    b. They hide inside and carry the *pasos*

    c. They hold mass in the Church at the end of the procession

    d. They are carried and displayed during the procession

28. Where does *La tomatina* take place?

    a. Barcelona

    b. Valencia

    c. Buñol

    d. Salamanca

29. How did *La tomatina* begin historically?

    a. A group of boys were protesting the fact that their religious duties were taken away from them and given to a different group

    b. Two trucks carrying tomatoes crashed in the plaza of the town, thus spilling tomatoes everywhere

    c. Citizens were protesting the political corruption of the mayor

    d. *La tomatina* developed out of a carnival-like celebration

30. *La tomatina* includes all of the following activities except which one?

    a. Paella competition

    b. Tomato fight

    c. Fireworks

    d. Religious processional

31. The chaotic nature of *La tomatina* is structured in what way?

    a. Participants are only given 6 tomatoes to throw

    b. Everything must stop after one hour

    c. Participants must form teams of 4-5 persons

    d. Everything stops at dusk (around 7pm)

32. Approximately how many people participate in *La tomatina*?

    a. 200

    b. 2,000

    c. 20,000

    d. 200,000

33. In a Spanish bullfight, which of the following is NOT involved?

    a. *Picador*

    b. *Pandillero*

    c. *Bandillero*

    d. *Matador*

34. What distinguishes Spanish-style bullfighting from other countries?

    a. The bull is not physically injured

    b. The bull is killed, but away from the sight of the audience

    c. Cows are used instead of bulls

    d. There are three stages, or *tercios*

35. In a Spanish bullfight, an exceptional performance by the *matador* will earn him all of the following EXCEPT?

    a. The tail of the bull

    b. A *vuelta*, or the dragging of the bull around the ring

    c. One or two ears cut off the bull

    d. A standing ovation

36. In a Spanish bullfight, what signal is generally used for the entrance of the final *matador*?

    a. siren

    b. applause

    c. trumpet

    d. drums

37. What was culturally significant about August 2007 with regard to bullfighting in Spain?

    a. Barcelona voted that it would no longer allow bullfighting

    b. State-controlled Spanish TV decided to cancel all live coverage of bullfights

    c. Bullfighting was completely outlawed in Spain

    d. Manolete, a celebrated bullfighter, died by goring

38. What is the cultural meaning for a Spaniard to “mandar un Christmas”?

    a. Send a Christmas present

    b. Send typical Christmas food

    c. Send a Christmas tree

    d. Send a Christmas card

39. All of the following foods would typically be eaten in Spain during *la Nochebuena* (December 24) EXCEPT which one?

    a. shrimp

    b. lamb

    c. oysters

    d. ham

40. Typically, on what day are gifts typically given in Spain?

    a. December 24

    b. December 25

    c. January 1

    d. January 6

41. Which of the following is a typical Spanish cultural tradition during *la Nochevieja* (December 31)?

    a. Make three wishes for the New Year

    b. Eat one grape with each strike of the bell before midnight

    c. Take a sip of a drink with each strike of the bell before midnight

    d. Scream *Olé*

42. All of the following characters represent *el Día de los Reyes Magos* in Spain EXCEPT which one?

    a. Melchor

    b. Baltazar

    c. Macario

    d. Gaspar

43. Typically, on what day is *roscón de reyes* typically eaten?

    a. December 24

    b. December 25

    c. January 1

    d. January 6

Appendix G:

Attitudinal Survey

Please indicate your level of agreement with each of the following items by circling the appropriate number.	Strongly **disagree**	Disagree	Agree	Strongly **agree**
1. I enjoyed using this technology during this class.	1	2	3	4
2. The assignments and activities were easy to accomplish.	1	2	3	4
3. When working, I felt comfortable working with other classmates.	1	2	3	4
4. My contributions (postings) during this class helped me understand things that I would not have learned on my own.	1	2	3	4
5. I learned a lot from my classmates using this technology.	1	2	3	4
6. I learned information about cultural products (Picasso's *Guernica*, the *Alhambra* palace, and the *flamenco* dance) using this technology that I would not have learned on my own.	1	2	3	4
7. I learned information about cultural practices (eating *tapas*, the pilgrimage to Santiago de Compostela, and the *Semana Santa*) using this technology that I would not have learned on my own.	1	2	3	4
8. I learned information about cultural perspectives (*La Tomatina*, Bullfighting, and Christmas) using this technology that I would not have learned on my own.	1	2	3	4
9. Posting electronically about cultural views on dancing gave me the opportunity to reflect on my own cultural views on dancing.	1	2	3	4
10. Posting electronically about cultural views regarding eating habits gave me the opportunity to reflect on my own cultural views regarding eating habits.	1	2	3	4
11. Posting electronically about cultural views on bullfighting gave me the opportunity to reflect on my own cultural views on bullfighting.	1	2	3	4
12. I provided sufficient feedback to my classmates.	1	2	3	4

13. I received enough feedback from my classmates.	1	2	3	4
14. I was provided a reasonable amount of time to complete the activities.	1	2	3	4
15. The forum of the electronic postings provided less anxiety and a more relaxed environment than classroom discussions.	1	2	3	4
16. I spent between 0-2 hours per week using the technology.	1	2	3	4
17. I spent between 2-4 hours per week using the technology.	1	2	3	4
18. I spent between 4-6 hours per week using the technology.	1	2	3	4
19. I would have liked this class better without this technology.	1	2	3	4

Thank you for completing this survey!

Adapted from: Arnold & Ducate, 2006

Appendix H:

ACTFL Standards for Culture

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

This standard focuses on the ***practices*** that are derived from the traditional ideas and attitudes (*perspectives*) of a culture. Cultural practices refer to patterns of behavior accepted by a society and deal with aspects of culture such as rites of passage, the use of forms of discourse, the social "pecking order," and the use of space. In short, they represent the knowledge of "*what to do when and where*."

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

This standard focuses on the ***products*** of the culture studied and on how they reflect the perspectives of the culture. Products may be tangible (e.g., a painting, a piece of literature, a pair of chopsticks) or intangible (e.g., an oral tale, a dance, a sacred ritual, a system of education). Whatever the form of the product, its presence of the product within the culture is required or justified by the underlying beliefs and values (*perspectives*) of that culture, and the cultural practices involve the use of that product.

Source: ACTFL (American Council on the Teaching of Foreign Languages). Retrieved from http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf

Appendix I:

Response Form for the Rating of the Pre- and Posttest Items

Name: _____

INSTRUCTIONS: This form is designed to measure the content validity of an instrument (pre- and posttest) that will be used to measure students' cultural proficiency when learning a cultural unit on Spain via wikis and eBoards.

Please rate each item as follows:

- Please rate the level of representativeness with respect to the RQ1 being measured on a scale of 1-4, with 4 being the most representative. Space is provided for you to comment on the item or suggest revisions.
- Please indicate the level of clarity of each item, also on a four-point scale. Please make any comments in the space provided.
- Please evaluate the level of clarity of the instructions to the participants, also on a four-point scale. Please make the comments in the space provided.

Research question being measured:	Representativeness:	Clarity:
RQ2 - Is there a difference in level of cultural proficiency between those students using wikis and those students using eBoards?	1 = Item is not representative of the research question. 2 = Item needs major revisions to be representative 3 = Item needs minor revisions to be representative 4 = Item is clear	1 = Item is not clear 2 = Item needs major revisions to be clear 3 = Item needs minor revisions to be clear 4 = Item is clear

Item for Rater	Representativeness	Clarity
1. Who painted *Guernica*? a. Salvador Dalí b. Pablo Picasso c. Diego Velásquez d. Diego Rivera	1 2 3 4 Comments:	1 2 3 4 Comments:

2. *Guernica* was painted as a result of what major event? a. Adolf Hitler's invasion of Poland b. Political corruption in Spain c. Adolf Hitler's bombing of a northern Spanish town d. The death of the wife of the painter	1 2 3 4 Comments:	1 2 3 4 Comments:
3. What is the style of *Guernica*? a. surrealist and bright colors b. realistic and bright colors c. surrealist and monochromatic colors d. realistic and monochromatic colors	1 2 3 4 Comments:	1 2 3 4 Comments:
4. What does *Guernica* represent? a. Victory and courage b. Elements of nature c. Chaos and destruction d. Political corruption	1 2 3 4 Comments:	1 2 3 4 Comments:
5. What does the *Alhambra* mean in Arabic? a. Castle on a hill b. Fortress on a hill c. Elegant palace d. Red fortress	1 2 3 4 Comments:	1 2 3 4 Comments:

6. Where can the *Alhambra* be found? a. Puebla, Mexico b. Salamanca, Spain c. Seville, Spain d. Granada, Spain	1 2 3 4 Comments:	1 2 3 4 Comments:
7. Which of the following best describes the *Alhambra*? a. Mexican architecture b. Spanish art c. Islamic architecture d. Mexican art	1 2 3 4 Comments:	1 2 3 4 Comments:
8. Who had the most cultural influence on the *Alhambra*? a. El Cid b. Don Quijote c. Qu'ran d. Nasrid emirate	1 2 3 4 Comments:	1 2 3 4 Comments:
9. *Flamenco* originated from which area? a. Castilla-La Mancha b. Andalusia c. Cataluña d. Basque Country	1 2 3 4 Comments:	1 2 3 4 Comments:

10. In *flamenco*, what does the *compás* describe? a. The style of clothing b. a musical instrument c. the rhythm of the music d. the dancer	1 2 3 4 Comments:	1 2 3 4 Comments:
11. Which of the following is NOT a form of expression of *flamenco*? a. Toque b. Cante c. Baile d. Ritmo	1 2 3 4 Comments:	1 2 3 4 Comments:
12. Which of the following current artists best represents *flamenco*? a. Pedro Iturralde b. Camarón de la Isla c. Juanes d. Ester Andujar	1 2 3 4 Comments:	1 2 3 4 Comments:

13. *Tapas* can have several meanings depending on the region of Spain. Which of the following is NOT one of those meanings? a. Small portion of food that is free with any drink that you purchase b. Small portion of food that you pay for c. Large portion of food to be shared by 2 or more people d. Small portion of food to be shared by 2 or more people	1 2 3 4 Comments:	1 2 3 4 Comments:
14. At what time would people most likely go out to eat *tapas* in Spain? a. 4pm – 6pm b. 5pm – 7pm c. 10pm - midnight d. after midnight	1 2 3 4 Comments:	1 2 3 4 Comments:

15. Which of the following would NOT be considered *tapas*? *a. ensaladilla rusa* b. *gambas* c. *chorizo* d. *paella*	1 2 3 4 Comments:	1 2 3 4 Comments:
16. When ordering *tapas* at a Spanish restaurant, which phrase is best to get the waiter's attention? a. *Oiga, chico* b. *perdone* c. *ayuda, por favor* d. *hola*	1 2 3 4 Comments:	1 2 3 4 Comments:

17. Which of the following is NOT one of the possible historical interpretations of the first *tapas*? a. A Spanish king went to Andalusia and ordered a wine. When the king stood up, the bartender covered his drink with a piece of ham to keep dust from getting in the glass, then everyone in the bar ordered some type of food to cover their drink. b. In order to keep people from getting drunk, a local law was passed that stated that in order to have a drink people had to order something to eat as well c. A Spanish king used wine mixed with small meals in order to recuperate from a sickness that he suffered. d. A Spanish king had a very small appetite and was not able to eat large meals. In order to gain favor with the king, everyone starting eating smaller meals to mimic how the king ate.	1 2 3 4 Comments:	1 2 3 4 Comments:

18. The *camino de Santiago* covers which part of Spain? a. Northern b. Eastern c. Western d. Southern	1 2 3 4 Comments:	1 2 3 4 Comments:
19. What was the original motivation for people to follow the *camino de Santiago*? a. Religious pilgrimage b. Athletic contest c. Religious punishment d. Travel for settlement in new lands	1 2 3 4 Comments:	1 2 3 4 Comments:
20. The *camino de Santiago* is based on which historical figure? a. Saint John b. Saint Iago c. Saint James d. Saint Paul	1 2 3 4 Comments:	1 2 3 4 Comments:

21. Which of the following objects is NOT symbolic of the *camino de Santiago*? a. pilgrim's staff b. pilgrim's passport c. cross d. scallop shell	1 2 3 4 Comments:	1 2 3 4 Comments:
22. Which object related to the *camino de Santiago* represented an act of indulgence (religious forgiveness) in medieval Catholicism? a. *Compostela* b. Pilgrim's staff c. Cross d. Scallop shell	1 2 3 4 Comments:	1 2 3 4 Comments:

23. Why are the Spanish celebrations of *Semana Santa* culturally shocking to some Americans? a. Because the costumes represent typical clothing worn by KKK members b. Because there are animal sacrifices c. Because the celebrations question the authority of the Church d. Because the bulls are killed	1 2 3 4 Comments:	1 2 3 4 Comments:
24. What do the *nazarenos* represent during the Spanish *Semana Santa*? a. The corruption of the Church b. the penitence of processional participants c. the glory of the artists of Spain d. the entry of Jesus Christ into Jerusalem	1 2 3 4 Comments:	1 2 3 4 Comments:
25. The *pasos*, or lifelike religious wood sculptures, are represented mainly in which city during *Semana Santa*? a. Sevilla b. Málaga c. Madrid d. Linares	1 2 3 4 Comments:	1 2 3 4 Comments:

26. What best characterizes the *Procesión de los Pasos* in León? a. a long, nine-hour procession b. the two oranges and bottle of Orujo that are carried through the procession c. the representation of the Last Supper d. the religious wood sculptures	1 2 3 4 Comments:	1 2 3 4 Comments:
27. What cultural role do *costaleros* play during Spanish *Semana Santa*? a. They play music during the procession b. They hide inside and carry the *pasos* c. They hold mass in the Church at the end of the procession d. They are carried and displayed during the procession	1 2 3 4 Comments:	1 2 3 4 Comments:
28. Where does *La tomatina* take place? a. Barcelona b. Valencia c. Buñol d. Salamanca	1 2 3 4 Comments:	1 2 3 4 Comments:

29. How did *La tomatina* begin historically? a. A group of boys were protesting the fact that their religious duties were taken away from them and given to a different group b. Two trucks carrying tomatoes crashed in the plaza of the town, thus spilling tomatoes everywhere c. Citizens were protesting the political corruption of the mayor d. *La tomatina* developed out of a carnival-like celebration	1 2 3 4 Comments:	1 2 3 4 Comments:
30. *La tomatina* includes all of the following activities except which one? a. Paella competition b. Tomato fight c. Fireworks d. Religious processional	1 2 3 4 Comments:	1 2 3 4 Comments:

31. The chaotic nature of *La tomatina* is structured in what way? a. Participants are only given 6 tomatoes to throw b. Everything must stop after one hour c. Participants must form teams of 4-5 persons d. Everything stops at dusk (around 7pm)	1 2 3 4 Comments:	1 2 3 4 Comments:
32. Approximately how many people participate in *La tomatina*? a. 200 b. 2,000 c. 20,000 d. 200,000	1 2 3 4 Comments:	1 2 3 4 Comments:
33. In a Spanish bullfight, which of the following is NOT involved? a. *Picador* b. *Pandillero* c. *Bandillero* d. *Matador*	1 2 3 4 Comments:	1 2 3 4 Comments:

34. What distinguishes Spanish-style bullfighting from other countries? a. The bull is not physically injured b. The bull is killed, but away from the sight of the audience c. Cows are used instead of bulls d. There are three stages, or *tercios*	1 2 3 4 Comments:	1 2 3 4 Comments:
35. In a Spanish bullfight, an exceptional performance by the *matador* will earn him all of the following EXCEPT? a. The tail of the bull b. A *vuelta*, or the dragging of the bull around the ring c. One or two ears cut off the bull d. A standing ovation	1 2 3 4 Comments:	1 2 3 4 Comments:
36. In a Spanish bullfight, what signal is generally used for the entrance of the final *matador*? a. siren b. applause c. trumpet d. drums	1 2 3 4 Comments:	1 2 3 4 Comments:

37. What was culturally significant about August 2007 with regard to bullfighting in Spain? a. Barcelona voted that it would no longer allow bullfighting b. State-controlled Spanish TV decided to cancel all live coverage of bullfights c. Bullfighting was completely outlawed in Spain d. Manolete, a celebrated bullfighter, died by goring	1 2 3 4 Comments:	1 2 3 4 Comments:
38. What is the cultural meaning for a Spaniard to “mandar un Christmas”? a. Send a Christmas present b. Send typical Christmas food c. Send a Christmas tree d. Send a Christmas card	1 2 3 4 Comments:	1 2 3 4 Comments:

39. All of the following foods would typically be eaten in Spain during *la Nochebuena* (December 24) EXCEPT which one? a. shrimp b. lamb c. oysters d. ham	1 2 3 4 Comments:	1 2 3 4 Comments:
40. Typically, on what day are gifts typically given in Spain? a. December 24 b. December 25 c. January 1 d. January 6	1 2 3 4 Comments:	1 2 3 4 Comments:
41. Which of the following is a typical Spanish cultural tradition during *la Nochevieja* (December 31)? a. Make three wishes for the New Year b. Eat one grape with each strike of the bell before midnight c. Take a sip of a drink with each strike of the bell before midnight d. Scream *Olé*	1 2 3 4 Comments:	1 2 3 4 Comments:

42. All of the following characters represent *el Día de los Reyes Magos* in Spain EXCEPT which one? a. Melchor b. Baltazar c. Macario d. Gaspar	1 2 3 4 Comments:	1 2 3 4 Comments:
43. Typically, on what day is *roscón de reyes* typically eaten? a. December 24 b. December 25 c. January 1 d. January 6	1 2 3 4 Comments:	1 2 3 4 Comments:

Thank you for completing this response form!

Adapted from: Daniel Alex Castaneda, 2007

Appendix J:

Response Form for the Rating of the Attitudinal Survey Items

Name: _____

INSTRUCTIONS: This form is designed to measure the content validity of an instrument (attitudinal survey) that will be used to measure students' satisfaction level when learning a cultural unit on Spain via wikis and eBoards.

Please rate each item as follows:

- Please rate the level of representativeness with respect to the RQ2 being measured on a scale of 1-4, with 4 being the most representative. Space is provided for you to comment on the item or suggest revisions.
- Please indicate the level of clarity of each item, also on a four-point scale. Please make any comments in the space provided.
- Please evaluate the level of clarity of the instructions to the participants, also on a four-point scale. Please make the comments in the space provided.

Research question being measured:	Representativeness:	Clarity:
RQ2 - Are there differences in satisfaction levels for students learning about Spanish culture via eBoards as compared to those learning via wikis?	1 = Item is not representative of the research question. 2 = Item needs major revisions to be representative 3 = Item needs minor revisions to be representative 4 = Item is clear	1 = Item is not clear 2 = Item needs major revisions to be clear 3 = Item needs minor revisions to be clear 4 = Item is clear

Item for Rater	Representativeness	Clarity
1. I enjoyed using this technology during this class.	1 2 3 4 Comments:	1 2 3 4 Comments:
2. The assignments and activities were easy to accomplish.	1 2 3 4 Comments:	1 2 3 4 Comments:
3. When working, I felt comfortable working with other classmates.	1 2 3 4 Comments:	1 2 3 4 Comments:

4. My contributions (postings) during this class helped me understand things that I would not have learned on my own.	1 2 3 4 Comments:	1 2 3 4 Comments:
5. I learned a lot from my classmates using this technology.	1 2 3 4 Comments:	1 2 3 4 Comments:
6. I learned information about cultural products (Picasso's *Guernica*, the *Alhambra* palace, and the *flamenco* dance) using this technology that I would not have learned on my own.	1 2 3 4 Comments:	1 2 3 4 Comments:
7. I learned information about cultural practices (eating *tapas*, the pilgrimage to Santiago de Compostela, and the *Semana Santa*) using this technology that I would not have learned on my own.	1 2 3 4 Comments:	1 2 3 4 Comments:
8. I learned information about cultural perspectives (*La Tomatina*, Bullfighting, and Christmas) using this technology that I would not have learned on my own.	1 2 3 4 Comments:	1 2 3 4 Comments:
9. Posting electronically about cultural views on dancing gave me the opportunity to reflect on my own cultural views on dancing.	1 2 3 4 Comments:	1 2 3 4 Comments:

10. Posting electronically about cultural views regarding eating habits gave me the opportunity to reflect on my own cultural views regarding eating habits.	1 2 3 4 Comments:	1 2 3 4 Comments:
11. Posting electronically about cultural views on bullfighting gave me the opportunity to reflect on my own cultural views on bullfighting.	1 2 3 4 Comments:	1 2 3 4 Comments:
12. I provided sufficient feedback to my classmates.	1 2 3 4 Comments:	1 2 3 4 Comments:
13. I received enough feedback from my classmates.	1 2 3 4 Comments:	1 2 3 4 Comments:
14. I was provided a reasonable amount of time to complete the activities.	1 2 3 4 Comments:	1 2 3 4 Comments:
15. The forum of the electronic postings provided less anxiety and a more relaxed environment than classroom discussions.	1 2 3 4 Comments:	1 2 3 4 Comments:
16. I spent between 0-2 hours per week using the technology.	1 2 3 4 Comments:	1 2 3 4 Comments:
17. I spent between 2-4 hours per week using the technology.	1 2 3 4 Comments:	1 2 3 4 Comments:

18. I spent between 4-6 hours per week using the technology.	1 2 3 4 Comments:	1 2 3 4 Comments:
19. I would have liked this class better without this technology.	1 2 3 4 Comments:	1 2 3 4 Comments:

Thank you for completing this response form!

Adapted from: Arnold & Ducate, 2006

Appendix K:

Pre- and Posttest Items With Content Validity Data and Calculation

Original Items	Expert 1 R* C* Comments	Expert 2 R* C* Comments	Expert 3 R* C* Comments	Interrater Reliability R* C*	CVI R* C*
1. *Guernica*	4 4	4 4	4 4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
2. *Guernica*	4 4	4 4	4 4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
3. *Guernica*	3 3	3 4	4 4	2/3 = .67 2/3=.67	3/3 = 1 3/3=1
4. *Guernica*	4 4	4 4	4 4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
5. *Alhambra*	4 4	4 4	4 4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
6. *Alhambra*	4 4	4 4	4 4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
7. *Alhambra*	4 4	4 4	4 4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
8. *Alhambra*	4 4	4 4	4 4	3/3 = 1	3/3 = 1

				3/3=1	3/3=1
9. *flamenco*	4 4	4 4	4 4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
10. *flamenco*	4 4	3 4	4 4	2/3 = .67 3/3=1	3/3 = 1 3/3=1
11. *flamenco*	3 3	4 3	4 4	2/3 =.67 2/3 = .67	3/3 = 1 3/3=1
12. *flamenco*	4 4	4 4	4 4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
13. *tapas*	3 3	4 4	4 4	2/3 =.67 2/3 = .67	3/3 = 1 3/3=1
14. *tapas*	4 4	4 4	4 4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
15. *tapas*	3 3	4 4	4 4	2/3 =.67 2/3 = .67	3/3 = 1 3/3=1
16. *tapas*	3 3	4 4	4 4	2/3 =.67 2/3 = .67	3/3 = 1 3/3=1
17. *tapas*	3 3	4 4	4 4	2/3 =.67 2/3 = .67	3/3 = 1 3/3=1
18. *Santiago*	4 4	4 4	4 4	3/3 = 1 3/3=1	3/3 = 1 3/3=1

19. *Santiago*	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
20. *Santiago*	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
21. *Santiago*	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
22. *Santiago*	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
23. *Semana Santa*	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
24. *Semana Santa*	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
25. *Semana Santa*	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
26. *Semana Santa*	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
27. *Semana Santa*	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
28. *La tomatina*	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
29. *La tomatina*	4	4	4	4	4	4	3/3 = 1	3/3 = 1

				3/3=1	3/3=1
30. *La tomatina*	4 4	4 4	4 4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
31. *La tomatina*	4 4	4 4	4 4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
32. *La tomatina*	3 3	3 4	4 4	2/3 =.67 2/3 =.67	3/3 = 1 3/3=1
33. Bullfighting	3 4	4 4	4 4	2/3 =.67 3/3=1	3/3 = 1 3/3=1
34. Bullfighting	4 4	4 4	4 4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
35. Bullfighting	4 4	4 4	4 4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
36. Bullfighting	4 4	4 4	4 4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
37. Bullfighting	3 4	3 4	4 4	2/3 =.67 3/3=1	3/3 = 1 3/3=1
38. Christmas	4 4	4 4	4 4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
39. Christmas	4 4	4 4	4 4	3/3 = 1 3/3=1	3/3 = 1 3/3=1

40. Christmas	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
41. Christmas	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
42. Christmas	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
43. Christmas	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1

Representativeness Interrelater Reliability for the whole scale: 38.7 / 43 = .90

Representativeness CVI for the whole scale: 43 / 43 = 1

Clarity Interrater Reliability for the whole scale: 40.7 / 43 = .95

Clarity CVI for the whole scale: 43 / 43 = 1

R*: Representativeness; C*: Clarity; CVI: Content Validity Index

Adapted from: Daniel Alex Castaneda, 2007

Appendix L:

Attitudinal Survey Items With Content Validity Data and Calculation

Original Items	Expert 1		Expert 2		Expert 3		Interrater Reliability	CVI
	R*	C*	R*	C*	R*	C*	R*	R*
	Comments		Comments		Comments		C*	C*
1. I enjoyed using this technology during this class.	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
2. The assignments and activities were easy to accomplish.	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
3. When working, I felt comfortable working with other classmates.	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
4. My contributions (postings) during this class helped me understand things that I would not have learned	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1

on my own.								
5. I learned a lot from my classmates using this technology.	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
6. I learned information about cultural products (Picasso's *Guernica*, the *Alhambra* palace, and the *flamenco* dance) using this technology that I would not have learned on my own.	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
7. I learned information about cultural practices (eating *tapas*, the pilgrimage to Santiago de Compostela, and the *Semana Santa*) using this technology that I would not have learned	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1

on my own.								
8. I learned information about cultural perspectives (*La Tomatina*, Bullfighting, and Christmas) using this technology that I would not have learned on my own.	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
9. Posting electronically about cultural views on dancing gave me the opportunity to reflect on my own cultural views on dancing.	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
10. Posting electronically about cultural views regarding eating habits gave me the	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1

opportunity to reflect on my own cultural views regarding eating habits.								
11. Posting electronically about cultural views on bullfighting gave me the opportunity to reflect on my own cultural views on bullfighting.	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
12. I provided sufficient feedback to my classmates.	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
13. I received enough feedback from my classmates.	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
14. I was provided a reasonable amount of time to complete the	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1

activities.

15. The forum of the electronic postings provided less anxiety and a more relaxed environment than classroom discussions.	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
16. I spent between 0-2 hours per week using the technology.	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
17. I spent between 2-4 hours per week using the technology.	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
18. I spent between 4-6 hours per week using the technology.	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1
19. I would have liked this class better without this technology.	4	4	4	4	4	4	3/3 = 1 3/3=1	3/3 = 1 3/3=1

Representativeness Interrelater Reliability for the whole scale: 19 / 19 = 1

Representativeness CVI for the whole scale: 19 / 19 = 1

Clarity Interrater Reliability for the whole scale: 19 / 19 = 1

Clarity CVI for the whole scale: 19 / 19 = 1

R*: Representativeness; C*: Clarity; CVI: Content Validity Index

Adapted from: Daniel Alex Castaneda, 2007

Appendix M:

Student Instructions for Wiki

Spanish Culture ResearchName _____

Instructions for Wiki

- http://spanish3newman.wikispaces.com/
- You need to be invited to join this wiki so please write your email address clearly: _____. If you do not have an email address, we will help you create a free one.
- Once you have received the email invitation, please click on the link below the phrase "To join the wiki."
- Your teacher will help you sign up for the wiki in order to join.
- Go to the left side where the navigation tab is located and find your group. Your group is listed below. Write your group: _____.
- Go to the tab on the left "Intro – your group" and click on it.
- Once you are at the Intro page for your group, click "Edit" in the top right hand corner.
- Type your answers to the questions and click "Save" on the floating Editor bar.
- Next week we will come back to the lab to answer questions about Spanish culture using the wiki.

Appendix N:

Student Instructions for eBoard

Spanish Culture ResearchName _____

Instructions for eBoard

- http://Spanish3.eboard.com
- Enter “readspanish” for password
- Find your group tab. My group is _____
- Click on your group tab. Hint: you will know that you are on your group tab when your tab has a “corkboard” background.
- Click on “Introduction” and answer the questions.
- Next week we will come back to the lab to answer questions about Spanish culture using the eboard.

Appendix O:

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Kristopher D Muir
Walden University
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Jillian Shafer
Permissions Coordinator

Curriculum Vitae

Kristopher D. Muir

EDUCATION

Ed.D., Teacher Leadership, June 2010
Walden University, Minneapolis, MN; 4.0 GPA
Dissertation: *Comparing the Effects of Two Asynchronous Teaching Methods, Wikis and eBoards, on Spanish Students' Cultural Proficiency*
(Advisor: Dr. Carla Lane)

M.A., Spanish Literature, May 2005
University of Wisconsin-Madison; 3.8 GPA; only student in class of 2005 to earn highest score possible on 5 out of 5 Ph.D. qualifying exams.

B.A., Spanish and Honors History, May 2002
University of Tennessee-Knoxville; Cum laude
Honors Thesis: *The Timucuan Rebellion of 1656* (Advisor: Dr. Lorri Glover)

Year Abroad, academic year 2000-2001
Universidad de Santiago de Compostela, Spain.

RESEARCH INTERESTS

Instructional Technology; Second Language Acquisition; Latin American Literature

PROFESSIONAL EXPERIENCE

Spanish Teacher. [Public] High School. [City], Georgia (Fall 2005 – Present).

- In Advanced Placement (AP), I designed lessons that incorporated authentic textual and auditory materials as well as implemented communicative activities and performance-based assessments that required students to integrate multiple skills in all tasks.
- In all classes I successfully used a variety of instructional strategies as well as innovative forms of technology to create student-centered lessons that engaged participation, increased peer interaction, increased students' language proficiency, and made Hispanic culture relevant.
- I have organized the Spanish Immersion Camp, Clemson Poetry Declamation, Spanish Composition Contest, and National Spanish Exam as well as incorporated cross-curricular teaching and reading across the curriculum through cultural literacy projects.
- Outside my department I helped craft the school's mission and vision statements, co-chaired the Cross-Curricular Development Committee, and created a varsity

boys' and girls' lacrosse program in addition to coordinating efforts to build a lacrosse-only field.

Adjunct Spanish Faculty. [State] University. (Fall 2009).

- Taught first-semester Spanish course; implemented lesson plans to fit the 2.5 hour class period; incorporated interactive and engaging activities into each class session; used the *Vistas* textbook series.

Visiting Spanish Instructor. [State] University. (Fall 2008).

- Taught independently 2 sections of second-semester Spanish 1002; solely responsible for all material and the execution of the course; created imaginative activities that incorporated grammar, culture and literature in all lessons by utilizing the *Nexos* textbook series.

Spanish Instructor. Governor's Honors Program. [City], Georgia (2006 – 2008).

- Designed curriculum around the theme of "Marginalization in Hispanic Literature." Taught gifted and talented students from various high schools across Georgia during an intensive six-week summer enrichment program. I facilitated class activities that were student-centered and 100% in the target language, including a cabaret performance, a museum piece, and an independent research project.

Graduate Teaching Assistant. University of Wisconsin. (2003—2005).

- Responsible for teaching 3 levels of introductory Spanish courses (102-204) using the *Pasajes* textbook series.

Adjunct Spanish Faculty. Madison Area Technical College. (Fall 2004).

- Customized the syllabus and class materials for third-semester Spanish course to meet the different learning styles of the students at this institution; implemented lesson plans to fit the 110-minute class period; incorporated interactive, lively activities into each class session.

Translator. Best Western Inntowner of Madison, WI (2004) and University of Tennessee Medical Center (2002).

Spanish Teacher. [Public] High School. [City], Tennessee (2002–2003).

Spanish Instructor. Academic Enrichment Upward Bound. Univ. of Tennessee (2002).

Tutor. Thornton Athletics Student Life Center. Univ. of Tennessee (Fall 2001–2003).

English Teacher. International Workshop. Santiago de Compostela, Spain (2000–2001).

Library Assistant. UT-Knoxville Law Library (Fall 1999 – Spring 2000).

HONORS AND AWARDS

Teacher of Promise Award, Foreign Language Association of Georgia (FLAG), P-12. 2007.

- Publicly recognized by the [District] Board of Education (April 16, 2007) and the Georgia State Board of Education (May 10, 2007).

Teaching Assistantship & Tuition Scholarship, UW-Madison, 2003 – 2005.

Sigma Delta Pi (Spanish Honor Society). Initiated in 2002.

Golden Key International Honor Society. Initiated in 2002.

Leroy Graf History Scholarship, University of Tennessee, 2000-2001.

USSA Travel Scholarship, University of Tennessee, 2000-2001.

Third place, UT Modern Foreign Languages Poetry Contest, 2000.

Phi Alpha Theta (History Honor Society). Initiated in 2000.

CONFERENCE PRESENTATIONS

"The Lost Art of Teaching Culture: A Classroom Study Using Collaborative Technology". Presenter, Foreign Language Association of Georgia. March 12-13, 2010.

"The Best of All Worlds: World Language Across the Curriculum". Co-presenter, American Council on the Teaching of Foreign Languages (ACTFL). November 16-18, 2007.

"The Best of All Worlds: Foreign Language Across the Curriculum". Co-presenter, SCOLT/FLAG. March 1-3, 2007. Selected as the "Best Presentation of SCOLT." Chosen to present nationally.

"An Easy Partnership: Foreign Language and Social Studies Connections". Co-presenter, Georgia Conference on Social Studies. October 19-20, 2006.

"Teaching Proficiency through Reading and Storytelling". Co-presenter, FLAG. March 10-11, 2006.

"Betrayal of the Republican Farmer." Paper read at the Phi Alpha Theta Regional History Conference. East Tennessee State University, Johnson City, Tennessee. February 2002.

TRANSLATIONS

(Translation to Spanish) "The Best Western Inntowner Nonexempt Employee Handbook," a 63-page business manual completed under a short, two-week deadline for the Madison, Wisconsin branch of The Best Western Inntowner, 2004.

(Translation to Spanish) "UT Home Care Services Guide," 32-page medical booklet for the University of Tennessee Medical Center, 2002.

SERVICE

Survey Team Member, Georgia Department of Education K-5 GPS Curriculum. Fall 2009

Selection Committee Member, Foreign Language Association of Georgia (FLAG) Awards for Teacher of the Year, Professor of the Year, and Teacher of Promise. Fall 2009.

Reader, AP Spanish Language. Sponsored by College Board. June 2009, June 2010.

Interviewer, FLAG Spoken Language Contest. 2006-2008.

Interviewer, Governor's Honors Program Interviews for [District] (2006-2008) and for the State of Georgia (2006-2010).

Selection Committee Member, GHP Selection Committee for [District]. 2007-2008.

Volunteer, Spanish Immersion Camp. Camp Fortson, Georgia. Sponsored by American Association of Teachers of Spanish and Portuguese. Spring 2006, 2007, 2008.

Co-chair, Cross-curricular Professional Learning Committee, [Public] HS, 2006-2008

Mission Statement Committee. [Public] HS. 2006.

Head Boys' Lacrosse Coach. [Public] HS. 2006-present.

Reader, Spanish Composition Contest. Sponsored by American Association of Teachers of Spanish and Portuguese. Spring 2006.

Web Advisory Panel, Graduate Student Council, UW-Madison, member, 2004.

Cinceclub Iberoamericano, UW-Madison, member, 2003-2004.

LANGUAGES

Spanish – near native

French – reading knowledge

English – native

TRAVEL

Santiago de Compostela, Spain – 10 months residence

Quetzaltenango, Guatemala – 4 weeks residence

Spain, France, Italy – extensive travel

PROFESSIONAL ORGANIZATIONS

American Association of Teachers of Spanish and Portuguese, 2002-2003; 2005-present.

American Council on the Teaching of Foreign Languages, 2002-2003; 2005-present.

Foreign Language Association of Georgia, 2006-present.

Past Memberships: Modern Language Association, 2005-2006. Tennessee Foreign Language Teaching Association, 2002-2003.