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LinguaFolio® Implementation at the Classroom Level

A Collective Case Study of North Carolina Teachers

by

Amanda Romjue

A DISSERTATION

Presented to the Faculty of

The Graduate College at the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Philosophy

Major: Educational Studies

Under the Supervision of Professor Aleidine J. Moeller

Lincoln, Nebraska

July, 2016

LINGUAFOLIO® IMPLEMENTATION AT THE CLASSROOM LEVEL
A COLLECTIVE CASE STUDY OF NORTH CAROLINA TEACHERS

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University of Nebraska, 2016

Advisor: Aleidine J. Moeller

LinguaFolio® is a language learning portfolio with a rich history rooted in educational research. This study explores the evolution of LinguaFolio®, a learning and self-assessment tool whose origins can be traced back to the European Language Portfolio (ELP). LinguaFolio® is a learning tool designed to promote self-regulated language learning through goal-setting, task-based language learning, and self-assessment and reflection. This study examined the implementation of LinguaFolio® by five experienced, exemplary teachers in order to better understand how LinguaFolio® can best be integrated into the language classroom.

LinguaFolio® is a highly customizable language learning portfolio that teachers are encouraged to adapt to their own individual contexts. The gap in the literature that this study proposes to fill is to provide illustrative examples of teacher practice with LinguaFolio®. This collective case study presents five cases of LinguaFolio® implementation in classrooms in North Carolina. Data was collected by observing teachers in their classrooms, interviewing teachers to discuss their insights, and document collection and analysis to provide further inspiration for using LinguaFolio®.

The overarching question this study sought to answer was “How does LinguaFolio® implementation work at the classroom level?” In order to provide

perspectives on this question, five cases of implementation are presented as narrative descriptions of the observation, interviews, and documents collected in this study. Next an analysis of each case is presented, guided by the supporting research questions of this study. A cross-case analysis of the practices of the participants were situated within a framework developed throughout the literature review, the Simplified Implementation Cycle. Finally, the study concludes by reconsidering the overarching research question, considering the limitations of the study, presenting a set of suggestions for teachers wishing to implement LinguaFolio®, and directions for future research.

Keywords: LinguaFolio®, teaching methodology, language learning, self-regulated learning, autonomy, motivation, goal-setting, reflection, instructional technology

DEDICATION

This dissertation is dedicated to my daddy, Steve Goins, whose unconditional love inspired me to always keep reaching for the life I wanted. He will always be missed.

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CHAPTER 1 INTRODUCTION

In an age of standardized testing that produces an overabundance of data which can confuse even the most experienced teachers, how can teachers and students be expected to understand what students know and are able to do? Now imagine an environment where teachers empower students with learning strategies to modify their study habits, optimize their own learning, and self-assess their progress. If teachers could motivate students to take responsibility for their own learning and teach them the skills to keep learning outside the classroom, what would be out of students' reach? Research into how learning happens has broadened our understanding of pedagogy to emphasize learning as a phenomenon that occurs within the neural networks of each individual learner (Shell et. al, 2010). That is to say, learning is something done *by* the learner, not something which a teacher can do *to* a learner. The implication for classroom teachers is that their role in the classroom shifts from a provider of content knowledge to a facilitator of learning. Within the field of language learning, a tool has emerged, first in Europe and later in the United States, which provides a framework to develop a learning environment that centers on teachers placing students in the driver's seat on their lifelong journey towards language acquisition (Ciesielkiewicz & Coca, 2013; Council of Europe, 2001; Cummins, 2007; LinguaFolio®, 2013; Little, 2003; Little, Goullier, & Hughes, 2011; Moeller, Scow, & Van Houten, 2005; Moeller, Theiler, & Wu, 2012; Schärer, 2007; Stoicheva, Hughes, & Speitz, 2009).

When teachers empower students to take charge of their own learning and extend that learning beyond the classroom environment, these students are referred to as either self-regulated learners or autonomous learners. In more general educational research, the

term “self-regulated learning” appears to be more common, whereas the term “learner autonomy” tends to be used more frequently in research specific to language learning. These terms will be defined and used interchangeably throughout this work. Learner autonomy occurs when teachers help learners to take responsibility for their own learning (Holec, 1981; Little, 2004). Zimmerman (2008) defined self-regulated learning (SRL) as “the self-directive processes and self-beliefs that enable learners to transform their mental abilities, such as verbal aptitude, into an academic performance skill, such as writing,” opposing a focus on “measures of mental ability or academic performance skill” (p. 166). Learning occurs within the brain of each individual student when neural pathways are reinforced (Shell, et. al., 2010); therefore, learning is something that must be done *by* a student, not something that can be done *to* a student. In other words, teachers must focus on helping their students develop strategies to become self-regulated learners. While Shell et. al. (2010), as well as other educational researchers, pointed out that a great deal of learning is incidental, the type of learning that teachers are concerned with is intentional learning and requires a conscious effort by the student. Drawing from the definition from Zimmerman (2008), a focus on “self-directive processes and self-beliefs” (p. 166) is a critical consideration that teachers need in order to get students from the capacity *to learn* to the demonstration *of learning*. It is the learner who must do the mental work of learning and the teacher who must become the facilitator of those processes. This is why learner autonomy must be a primary goal in education (Candy, 1991).

LinguaFolio® is a framework for language learning and assessment designed to help teachers build student empowerment and autonomous learning (NCSSFL, 2014).

LinguaFolio® and its European predecessor, the European Language Portfolio (ELP), are accumulating a growing body of research, both empirical and anecdotal, that provides evidence that these tools promote self-regulated learning and academic achievement (Burton & Swain, 2014; Ciesielkiewicz & Coca, 2013; Little, 2009a; Little, 2003; Little, Goullier, & Hughes, 2011; Moeller, Theiler, & Wu, 2012; Ziegler, 2014; Ziegler & Moeller, 2012). Foreign language pedagogy is sometimes referred to as a swinging pendulum where various methods and tools are adopted, implemented, and discarded regularly (Long, 2009). LinguaFolio® is based on research that supports the conclusion that with appropriate advocacy and continued work it can stand the test of time. This study showcased five examples of what form LinguaFolio® implementation might take and an analysis of the similarities of these cases of implementation. The University of Nebraska-Lincoln Institutional Review Board certified this study as exempt on June 24, 2015 (see Appendix A: Institutional Review Board Approval). A brief history of the origins of LinguaFolio® and the ELP tells the story of a well-designed framework that supports autonomous language learning.

The European Language Portfolio

A quick visual and contextual representation of the ELP from 1991 to 2011 is featured in Figure 1: The European Language Portfolio Timeline. The timeline is developed primarily from Little et. al. (2011) and reveals the story of the evolution towards of the ELP which would eventually lead to the development of LinguaFolio®.

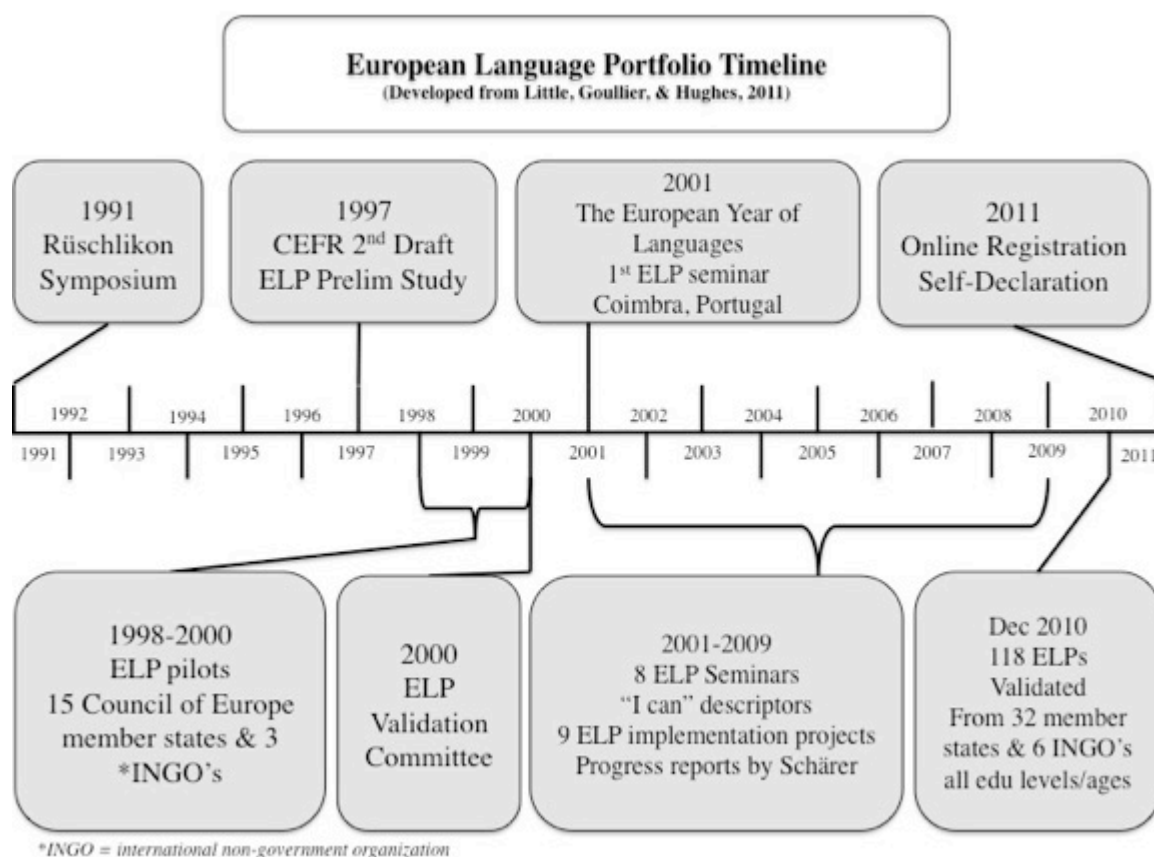


Figure 1: The European Language Portfolio Timeline

The 1991 Rüşchlikon Symposium was the birthplace of a new framework and assessment tool for language learning. The *Common European Framework of Reference for Languages* (CEFR) and the European Language Portfolio (ELP) were born from a desire to promote language learning with emphasis on a “respect for linguistic and cultural diversity, mutual understanding beyond national, institutional and social boundaries, the promotion of plurilingual and intercultural education, and the development of the autonomy of the individual citizen” (Little, Goullier, & Hughes, 2011, p. 5). Across Europe there was an increasing need for heterogeneous communities to develop communicative and intercultural competences to facilitate daily life. A shift arose from the nebulous idea of fluency toward valuing plurilingualism. Whereas the

former connotes some distant native-like capacity, the latter focuses on what is necessary for each individual's particular circumstances. By focusing on an individual's daily needs from work and school to basic sustenance, goals for learning could be identified and developed. The *Common European Framework of Reference for Languages* (CEFR) offers a common language for understanding language learning across diverse settings. It describes, in a comprehensive, contextual manner, what learners need to be able to do with a language in order to reach various stages of proficiency (Council of Europe, 2001). Along with the ELP, the CEFR focuses language learning in a manner that is communicative, translatable across a variety of institutions and nations, continual, pluralistic, and culturally contextual (Little, et. al., 2011). This leads toward learner autonomy for the vital goals of a more educated democratic citizenry and lifelong learning.

The 1991 draft of the CEFR was followed by a second draft presented in 1997. The second draft was accompanied by a preliminary study on the implementation of the ELP. There were various pilot studies conducted in fifteen Council of Europe member states and three international non-government organizations (INGO's) from 1998-2000. The ELP Validation Committee was formed in 2000 to review and evaluate the various forms of the ELP being used. In 2001, the European Year of Languages began. It was an opportunity created to promote language learning throughout Europe and beyond. The first ELP seminar was held in Coimbra, Portugal, in 2001 and was followed by seven additional seminars from 2001-2009 in Italy, Luxembourg, Istanbul, Madrid, Moscow, Lithuania, and Austria. Additionally, during this time period a bank of Can-Do descriptors were developed, which are used to describe what a learner is able to do at

various levels of language proficiency. Nine ELP implementation projects reports were collected and published by Little (2003). Regular progress reports were made at the European level by Rolf Schärer, rapporteur general. In 2007, Schärer estimated that more than 2.5 million individual ELPs existed. By the end of 2010, 118 ELPs had been validated from 32 member states and six INGOs at all levels of education and ages of learners. In 2011, an online registration system went live for self-declaration of ELP use.

The ELP is highly customizable to the various contexts in which it is used (Council of Europe, 2001). The emphasis on learner autonomy, plurilingualism, and intercultural communicative competence creates a culture of learning that is fluid, flexible, and responsive to the needs of its learners. This culture of learning is what allows for more than 100 validated versions of the ELP from various nations (Schärer, 2007).

LinguaFolio®

LinguaFolio® is a language learning portfolio developed and used in the United States that is based on the ELP. It has been actively evolving since 2002 and continues to be the subject of many educational programs and research studies. Many have contributed to this evolution including the National Council of State Supervisors for Languages (NCSSFL), the American Council on the Teaching of Foreign Languages (ACTFL), the Council of Europe Language Policy Unit, researchers at various universities across the country, many state departments of education, and classroom language teachers.

LinguaFolio® was developed and refined primarily in order to promote language learning across the US. The importance of plurilingualism and intercultural

communicative competence may seem less obvious due to the relative geographic isolation of the United States, as compared to Europe. However, the anecdotal lack of awareness of the linguistic and cultural diversity of our ever-expanding global community makes the LinguaFolio® initiative all the more vital. The primary goal of LinguaFolio® is to document and promote language learning and intercultural communicative competence through student empowerment and ownership of learning (NCSSFL, 2014).

LinguaFolio®, just like the ELP, achieves its aims by promoting autonomous learning. Just as its European counterpart, LinguaFolio® employs a process of reflective learning to promote learner autonomy. Research on LinguaFolio® has begun to develop a body of evidence to support student achievement and self-regulated learning (Moeller, et. al., 2012; Ziegler & Moeller, 2012; Ziegler, 2014). These research studies, along with those previously discussed on the ELP, provide strong rationales for using LinguaFolio® that are based on more effective learning experiences for students.

Through much international collaboration, LinguaFolio® continues to be used and researched across the United States. The timeline illustrated in Figure 2:

LinguaFolio® Timeline provides a condensed overview of the history of LinguaFolio® up to 2014.

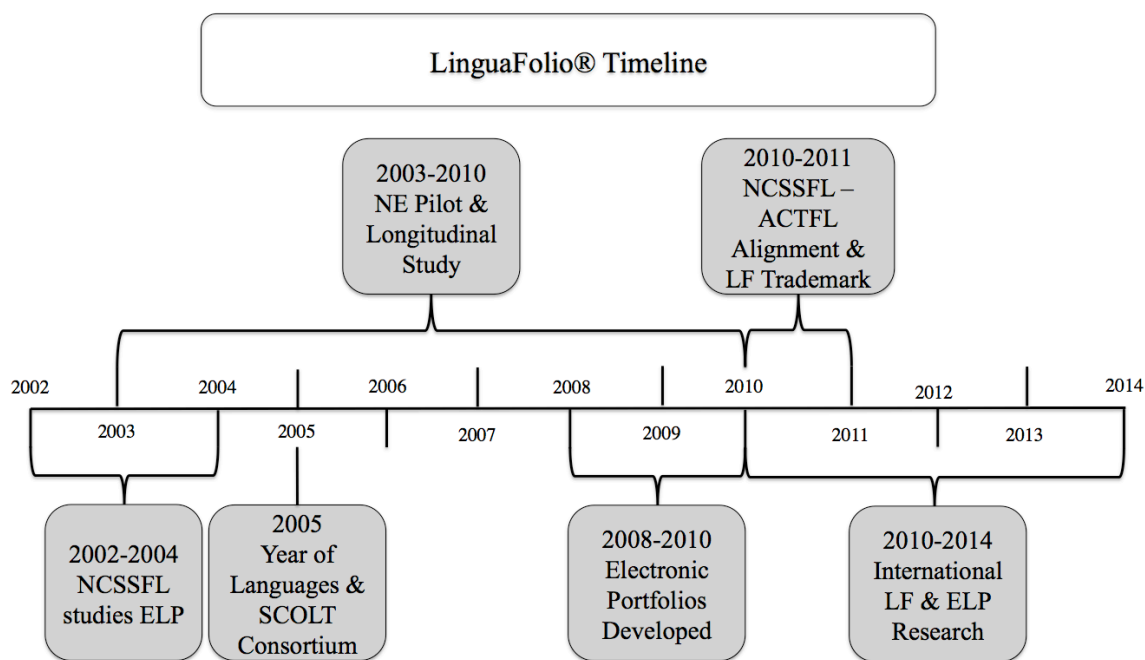


Figure 2: LinguaFolio® Timeline

From 2002-2004, NCSSFL was engaged in learning about the ELP. In 2002, the Goethe-Institut sponsored dialogues between NCSSFL and the Council of Europe about the CEFR and ELP (Rollings-Carter, 2010; Van Houten, 2007). In 2003, twelve NCSSFL members from Virginia, Nebraska, Kentucky, and Indiana went to Germany to learn more about the ELP and the CEFR (Van Houten, 2007). These international exchanges served to provide NCSSFL, and other U.S. stakeholders, with the building blocks to develop LinguaFolio®. Efforts to develop LinguaFolio® were scattered across the United States and included many different states. Of particular note, Nebraska's efforts to implement and study the LinguaFolio® are the most well-documented. A pilot study was conducted from 2003 to 2004 before beginning a longitudinal study in 2005. This 5-year quasi-experimental study examined goal setting and student achievement through implementation of LinguaFolio® in 23 Nebraska school districts (22 teachers) consisting

of a total of 1,273 students (Moeller, et. al., 2012). Additionally, various research studies have been published in Nebraska from 2009 to 2013, including Ziegler and Moeller (2012) which examined fostering self-regulated learning through LinguaFolio®, and dissertation research from Cote Parra (2009) and Clarke (2013).

In 2005, a language learning advocacy program called the Year of Languages was sponsored by ACTFL. NCSSFL chose to take LinguaFolio® as its Year of Languages project in order to promote its use and development throughout the country. Additionally, that same year at the Southern Conference on Language Teaching (SCOLT) a consortium was formed by representatives from Virginia, North Carolina, South Carolina, and Georgia to develop materials for LinguaFolio® that could be made available online for users to download. Kentucky later joined this group as well. Since 2005, NCSSFL along with its various other stakeholders, continue to develop, refine, and promote LinguaFolio® throughout the United States (International Project Group, 2013). In addition to Virginia, North Carolina, South Carolina, Georgia, Kentucky, and Nebraska, versions of LinguaFolio® have also been developed and used in Washington, Kansas, West Virginia, Wisconsin, Oregon, and Indiana.

Though LinguaFolio® was initially created in a paper format, it also exists in similar formats online (DuBravac, 2013). Various online versions were developed and promoted from 2008 to 2010. The University of Nebraska-Lincoln produced an online LinguaFolio® that was developed by Moeller and Panarelli. At the University of Oregon, the Center for Applied Second Language Studies (CASLS), developed their LinguaFolio® Online (<https://linguafolio.uoregon.edu/>). Notably, CASLS's

LinguaFolio® Online is used by STARTALK¹ programs across the United States. In Virginia, the Global Language Portfolio (GLP) was developed as a university-level version of the LinguaFolio® which was housed in the Blackboard learning management system (Cummins & Davesne, 2009). In 2010, North Carolina piloted their electronic version called the eLinguaFolio (elinguafolio.org).

From 2010-2011, NCSSFL partnered with ACTFL in order to better align the LinguaFolio® to the ACTFL standards of foreign language learning. The ACTFL standards are similar to the CEFR in that they provide a common understanding of what students should know and be able to do with language based on five aims (Communication, Culture, Connections, Comparisons, and Communities). An important development of the collaboration between ACTFL and NCSSFL is the alignment of the Can-Do statements with the ACTFL proficiency levels of foreign languages in the United States. The 2010-2011 NCSSFL-ACTFL alignment of LinguaFolio® to the ACTFL standards and proficiency guidelines provided classroom teachers with measurable learning goals that were tied to a global validated proficiency scale.

In 2011, NCSSFL made the move to trademark LinguaFolio® in order to prevent any business from using the name and concept to market the portfolio. Due to this move, LinguaFolio® is available for non-commercial educational use to anyone. There is a registration feature on NCSSFL's website that allows users access to the LinguaFolio® documents. Registering also allows users to be alerted to any future updates.

¹ STARTALK is a federally funded grant program which consists of an intensive summer program to promote critical languages like Arabic, Mandarin, and others.

In addition to the previously mentioned research coming primarily from Nebraska, international efforts to study the ELP and LinguaFolio® are ongoing. In 2010, an International Project Group was developed to unite efforts to study both the ELP and LinguaFolio®. This group consists of various partners from the South Carolina Department of Education, the North Carolina Department of Public Instruction, the University of North Carolina-Charlotte, Trinity College-Dublin, SWA Consulting Inc., the University of Nebraska-Lincoln, and Jefferson County Public Schools in Kentucky (International Project Group, 2013). This group is responsible for focus group research conducted in May of 2013 in North Carolina. SWA Consulting Inc. is currently refining a survey instrument developed from the themes of that focus group data to distribute in order to determine the prevalence of those themes. Additional research is planned to further investigate the ELP and LinguaFolio®.

LinguaFolio® consists of three fundamental parts: the passport section, the biography section, and the dossier section (see Figure 3: LinguaFolio® Screenshots on the following page for an illustration of each). In various state versions of LinguaFolio® they are sometimes referred to by slightly different names; however, functionally, they serve three basic roles. A passport or checklist section documents progress on scales of learning objectives. A biography section gives space for learners to describe their learning experiences and reflect on how they learn. Finally, a dossier section archives learner evidence to support the self-assessments conducted throughout the passport and biography sections. Just as the ELP, LinguaFolio® is meant to be learner-centered and responsive to the needs of various educational contexts. This is why various states and educational institutions have developed their own versions of LinguaFolio®.

PASSPORT SECTION

Language: _____	(1) I can do this easily	(2) This is one of my goals
INTERPERSONAL		
Person-to-Person Communication		
I can support my opinions clearly and precisely.		
I can make recommendations in a business, social or academic context by providing explanations, arguments, and comments.		
I can use a variety of idiomatic expressions and colloquialisms appropriately.		
I can participate in discussions and support my viewpoints on issues, such as world events, cultural events, politics, business and other matters.		

BIOGRAPHY SECTION

How Do You Learn?

Everyone learns in a different way. Here are some examples and ideas to try in order to see what fits best for you. You may wish to exchange ideas with others and experiment with different learning styles.

Complete the following survey and check the appropriate box according to the scale below:

4 - frequently 3 - sometimes 2 - seldom 1 - never

	4	3	2	1
Organizing Work				
I organize my work space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I check to see that I have everything in my backpack.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I keep a day planner and assignment folder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan my workweek.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the right supplies for my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DOSSIER SECTION

Dossier Table of Contents

Type of work (essay, test, CD, DVD, presentation, etc.)	Description of Work	Date

Figure 3: LinguaFolio® Screenshots

It is important to point out that these frameworks are not prescriptive curricula, but tools to facilitate learning whose beauty lie in their adaptability to the individual environments which they will serve (Council of Europe, 2001; Little, 2003; Ziegler & Moeller, 2012). While LinguaFolio® implementation will manifest differently in various learning environments, it would be helpful to add illustrative cases to the growing body of research on LinguaFolio® to help better elucidate the practice of its implementation (Moeller, et. al., 2012). Little (2003) presented nine examples of the European Language Portfolio (ELP) in the varying contexts in which it was used (see Appendix B: Summary of Nine ELP Studies for more on these studies) in order to provide illustrations to make the “abstract” concepts of the portfolio more “concrete” (p. 1). In a similar fashion, this research presents a qualitative, collective case study to build on existing research into LinguaFolio® and the reciprocal connections between educational theory and practice.

To this end, the remainder of this introduction will develop the researcher's connection with the topic and the rationale for the particular focus on studying LinguaFolio® in North Carolina. This introduction will conclude by developing the research problem, purpose statement, significance of this study, and the research questions it sought to answer. Chapter two will review the literature on the key theoretical concepts which support LinguaFolio®, drawing together learner autonomy, motivation, and reflective learning as a metaphor for language learning as a lifelong journey. Chapter three will set up the specifics of the methodology of this study by exploring the choice of qualitative research in the form of a collective case study, the philosophical assumptions of the researcher, and the methods used to recruit participants, collect data, and analyze data. Chapter four will present each case individually. Chapter

five will present a cross-case analysis, a reflection on this study, and present directions for further research.

Researcher Connection

LinguaFolio® is used all over the United States but the majority of the published research on LinguaFolio® has come out of Nebraska (see Clarke, 2013; Cote Parra, 2009; Moeller, et. al., 2012; Moeller & Yu, 2015; Ziegler, 2014; Ziegler & Moeller, 2012). The rationale for conducting this study in North Carolina comes in part from the currently underrepresented nature of this work in published research, but primarily from the researcher's connection with the area. During the summer of 2008, a graduate summer institute at Appalachian State University in Boone, North Carolina, provided the researcher with her first introduction to LinguaFolio®. As an eager new adjunct fresh from her first semester of teaching Spanish, she was immediately intrigued by the concept of a framework for lifelong language learning. Unfortunately, her attempts to subsequently implement this paradigm-shifting framework resulted in frustration. Her students were accustomed to more traditional classroom methodologies and it was challenging to get them to see the value of this tool. Fortunately, her frustration only served to drive her own desire to learn more about this framework that is often described only as a new method of assessment.

In the fall of 2010, having completed her master's degree in Spanish and working on an educational specialist's degree in higher education, she was intrigued to learn about an initiative in the North Carolina public school systems to promote an online version of LinguaFolio®, appropriately dubbed eLinguaFolio. This hybrid initiative, combining LinguaFolio® with available instructional technology innovations, proved to set the

researcher on a life-altering path that comes full circle with this research study. While attending the LinguaFolio® Institute in Charlotte, North Carolina, back in August 2010, the researcher heard a keynote presentation on LinguaFolio® from the most published researcher in the United States on LinguaFolio®, Dr. Aleidine Moeller. Listening to that presentation cemented her decision to pursue a doctoral degree in education and the researcher followed Dr. Moeller back to the University of Nebraska-Lincoln to begin pursuing that goal in the fall of 2011.

Having spent the subsequent years studying foreign language pedagogy, instructional technology, and research methodology, the researcher then returned to Boone, North Carolina to finish what she began here so many years ago. Since she had been away, the Department of Public Instruction (NCDPI), Curriculum & Instruction Division, K-12 Program Areas Section - World Languages, referenced from here forward simply as the NCDPI, had continued to promote LinguaFolio® across the state of North Carolina. Since the 2010 LinguaFolio® Initiative, professional development opportunities and online trainings had continued to promote LinguaFolio® use throughout the state. In 2012, a LinguaFolio® Rollout Event was held which, “focused on how the use of LinguaFolio® can support language learners across the state of North Carolina” (LinguaFolio®, 2013). A highlight of this event was the Carousel stations which featured language teachers from across the state of North Carolina sharing their experiences of using LinguaFolio®. These sessions were captured and made available online (<http://wlnces.ncdpi.wikispaces.net/2012LFRollout>) to further support the professional development opportunities in North Carolina. In 2013, a LinguaFolio® Retreat was held in order to give new teachers the opportunity to work with teachers who

were experienced in implementing LinguaFolio®. This event gave participants the opportunity to discuss their progress with LinguaFolio® and the alignment of LinguaFolio® to various state-level educational standards and initiatives. It was an opportunity to share resources and lessons learned about LinguaFolio® training. Finally, it met a need for strategic planning for LinguaFolio® professional development needs. In August 2014, another opportunity for professional development in LinguaFolio® was included as a track of the ELL Support Conference: Growing Success for *ELLS* held in Greensboro, NC by the English Language Development staff at the NCDPI.

In addition to these synchronous professional development opportunities, there were also online asynchronous resources available. [LinguaFolio® Training Modules](#) have been developed by Faye Rollings-Carter through www.LEARNNC.org, a teacher training site from the University of North Carolina (UNC) School of Education, and in collaboration with the National Council of State Supervisors for Languages (NCSSFL) in order to help teachers understand and use LinguaFolio® in their classrooms (Rollings-Carter, 2010). These modules cover the most important topics teachers needed to understand about LinguaFolio®, from its function to its implementation. In addition to the Learn NC modules on LinguaFolio®, teachers also have had access to North Carolina's Formative Assessment Learning Community's Online Network (NC FALCON), which was another series of online professional development modules geared toward formative assessment (for more information see <http://www.dpi.state.nc.us/accountability/educators/vision/formative>).

While there is currently no published research on LinguaFolio® from North Carolina, as was previously mentioned, there is a study in progress. As part of an

international collaborative effort to further investigate both LinguaFolio® and the ELP, focus group interviews were conducted in North Carolina in May of 2013. The interviews were transcribed and coded in order to draw out themes that might be used to develop a survey. This survey will be used to determine the prevalence of the data gathered throughout the state and inspire action research studies for teachers using LinguaFolio®. The overarching question this data aims to answer is, “What teacher practices and classroom conditions lead to the successful implementation of the ELP and the LF?” (International Project Group, 2013). This line of research is very intriguing because it also seeks to understand classroom implementation of LinguaFolio®; however, where the International Project Group’s research seeks patterns of occurrences across the state, this research study aimed to focus on a more complete picture of specific cases in order to develop illustrative examples of classroom practice. Instead of focus groups to gather self-reported data on LinguaFolio® use, this study began from observation before following-up with one-on-one interviews of the observed teachers. Direct observation by the researcher guided the interviews to be more reflective of various observed practices and provide a more complete perspective than was possible with the focus group research.

Research Problem

In their foundational work on LinguaFolio®, Moeller, et. al. (2005) pointed out the need for teachers to “extensively model” and “provide carefully scaffolded practice” for students (p. 142). In the previously mentioned five-year longitudinal study on goal setting and student achievement through LinguaFolio®, Moeller, et. al. (2012) indicated a need for qualitative studies, “that investigate both general classroom teacher effect as

well as the teacher effect component on student goal-setting processes” (p. 164). While the body of evidence supporting the effectiveness of LinguaFolio® and ELP continues to grow (see Ziegler, 2014 for example), these illustrative cases of classroom practice provide further insight into the implementation of this framework. In a similar fashion to the previously mentioned Little (2003) collection of ELP implementation stories (see Appendix B: Summary of Nine ELP Studies), this study fills a gap in the research by providing multiple case study representations of some of the ways in which LinguaFolio® is currently being implemented in North Carolina schools. Additionally, these cases may help teachers think about how to implement LinguaFolio® within their own individual contexts through seeing the representative examples of others.

Purpose Statement

The purpose of this collective case study was to describe LinguaFolio® implementation at the classroom level by language teachers in North Carolina classrooms. The resulting descriptions serve to provide illustrative examples of LinguaFolio® implementation at the classroom level in North Carolina through the use of instrumental cases. The implementation of LinguaFolio® is generally defined as the use of LinguaFolio® in language classrooms by teachers who have completed professional development in LinguaFolio®, such as the LearnNC modules or face-to-face NCDPI workshops.

Significance of the Proposed Study

The significance of this study lies in its ability to provide insight into the classroom practices of implementing LinguaFolio® and to determine future lines of investigation into the use of this framework. In their own exemplar from a Chinese class,

Moeller and Yu (2015) pointed out, “there is no single *best* method” and it is vital that teachers and students consider “their own specific context” (p. 64). In addition to rich illustrations of practice, this study adds to the evolving body of research on LinguaFolio®, and more broadly language learning portfolios like the ELP. These illustrations of practice may also serve to guide and inspire teachers wishing to improve their practice with LinguaFolio®. This study will undoubtedly raise various questions for further research. Additionally, due to the similarities in the research topic and questions of the proposed study and the focus group study, currently underway in North Carolina, a cross-case analysis of commonalities between each case of this study may serve to provide insight on the themes drawn from the focus group studies as well for later research and comparison.

Research Questions

This collective case study aimed to investigate the implementation of LinguaFolio® in classrooms in North Carolina in order to provide illustrative examples that answer the following overarching question:

- How does LinguaFolio® implementation work at the classroom level?

Additionally, the study was guided by the following supporting questions:

- What planning do teachers do before they introduce LinguaFolio®?
- How do teachers introduce LinguaFolio® to their students?
- How and with what frequency do teachers use LinguaFolio®?
- How do teachers support learner autonomy?
- How do teachers support student goal-setting?
- How do teachers support student self-reflection?

- How do teachers support student self-assessment?
- What materials and resources do teachers develop and/or use to support
LinguaFolio® in their classrooms?
- What challenges do teachers report in relation to LinguaFolio® implementation?
How do they address these challenges?

CHAPTER 2 LITERATURE REVIEW

“I wanted something that would help to change the way [my students] look at themselves as learners and I found that LinguaFolio® was really, really a wonderful tool for that.” ~Betsy Burton, language teacher in NC

Introduction

LinguaFolio® is a self-assessment tool; however, to stop there would be to miss out on the transformative power it has for language learning. Burton (2012) expressed her experience using LinguaFolio® to change the way her students saw themselves as learners. Cote Parra (2009) provided evidence in his dissertation research that LinguaFolio® can change the way teachers see themselves and their roles in the classroom. DuBravac (2013) pointed out that, “the most astonishing advantage of LinguaFolio® is that it forces the instructor to focus on portfolio grading as a conversation about learning rather a one-way presentation” (p. 205). The reasons for these observations are that LinguaFolio® follows a theoretically sound model of implementation. In the Unified Learning Model, Shell et. al. (2010) drew together educational research on learning to explain that learning has the potential to occur when an individual is motivated to pay attention to new material and connect that new knowledge to previous knowledge. Stated another way, learning is being motivated to connect the new to the known. The learner must be motivated to attend and make connections and the teacher's role is to facilitate that motivation and those connections, in the process of which learners can begin to become metacognitively aware of their learning process and thereby become more autonomous learners.

Why is learner autonomy important? Many reasons might be listed, but there are two that are highlighted of special import here. The first is the value-laden democratic pursuit of equity for the sake of the success of a democracy, which Nussbaum (2010) argued for in her text *Not for Profit*, following in the footsteps of countless educational researchers and philosophers before her such as John Dewey and many others. The second deals with a phenomenon that has been dubbed “the ten-year rule” to describe how long it takes for an individual to master any given topic (Brooks, 2011; Colvin, 2008; Gladwell, 2008; Willingham, 2009). Learners need the skills to become self-regulated learners because in order to reach higher levels of proficiency, they need to understand how to continue learning beyond the classroom. This is why learner autonomy must be a primary goal of education (Candy, 1991).

How do learners become autonomous? Learner autonomy should not be equated to self-instruction where learners are abandoned to their own devices, but instead to a process whereby learning is fostered by teachers in an empowered, reflective, and communicative environment (Little, 2004). Autonomy is possible through practice and metalinguistic understanding. What the teacher does to foster self-regulated learning strategies in the classroom is key. This is why this study focused solely on what the teacher did, how she facilitated autonomy. Practical examples of what this type of learning looks like in the classroom translates this theory into manageable and understandable illustrations. When the teacher guides her students toward self-regulated learning strategies, autonomy can grow. Zimmerman (2008) defined self-regulated learning (SRL) as “the self-directive processes and self-beliefs that enable learners to transform their mental abilities...into an academic performance skill” (p. 166). Taking

the definition of learning from Shell, et. al. (2010) that learning is fundamentally about motivations and connections, it follows that students need self-regulative skills to understand and manipulate their own motivation and learning strategies. Various cycles of learning have been developed to help illustrate the essential steps toward learner autonomy. Here they will be developed and described within the metaphor of language learning as a journey. These three primary components are (1) Mapping; (2) Traveling; and (3) Unwinding, as illustrated in the phases of Figure 4: Simplified Implementation Cycle, (SIC). The SIC model was developed from the work of many educational researchers, ranging in specializations of LinguaFolio® and the ELP, motivation, and self-regulated learning, to name a few.

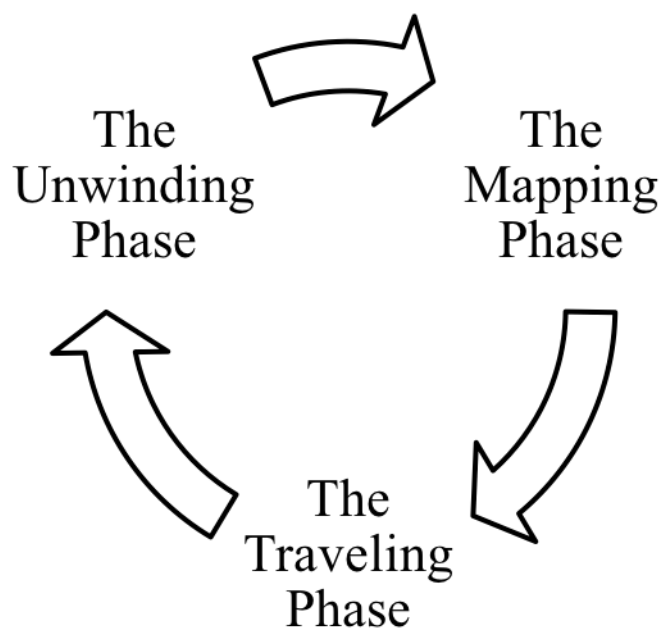


Figure 4: Simplified Implementation Cycle

The metaphor of language learning as a journey will be used here as a structure to organize the theoretical basis and practical implementation of LinguaFolio® as a

transformative language learning tool. The literature on self-regulation, learner autonomy, and similar terms can be quite vast; however, Dörnyei (2001) provided the “main ingredients of an autonomy-supporting teaching practice” as: (1) “Increased learner involvement in organising the learning process” and (2) “A change in the teacher's role” (p. 104-105). When teachers give students choice, some level of authority, allow them to engage in peer teaching, project work, and self-assessment, and when teachers take on a more 'facilitative style,' learner autonomy has the basis that it needs to thrive (Dörnyei, 2001). Within the phases of the SIC model, both the teacher's and the learners' roles will be considered explicitly. However, Rollings-Carter (2010) summed up the teacher's role very well in her LearnNC LinguaFolio® module on Reflective Teaching:

The teacher's role in developing learner autonomy is to facilitate learning and to manage resources in a way that helps promote learning for all students...

Teachers are the ones who make things happen, like setting the stage for a role-play, providing the opportunities for learners to choose their own homework assignment, and modeling how to assess one's own work.

The student's role is the most active. Teachers must encourage students to be active participants in the drivers' seats of their own language learning journey.

The Mapping Phase

Before beginning a journey, a route must be planned. The mapping phase can be thought about in several ways but at its most basic, this phase is concerned primarily with motivation and goals. This phase has been conceptualized in various ways by different researchers. In order to begin the reflective implementation of the ELP, Little (1999)

advised asking two important questions: “What are we learning?” and “Why are we learning it?” (p. 4). These questions call to attention the goals and motivation for beginning the journey and their answers help to develop the map for where students are going. This phase is also reflective of the work on motivation in language learning from Dörnyei (2001) that he referred to as his “Preactional Stage” which involved “setting goals; forming intentions; and launching action” (p. 22). The forethought phase of self-regulation, including the sub-processes of task analysis and self-motivation beliefs from the work of Zimmerman (2008) described the concepts of motivation and goal setting in similar ways. Moeller, et. al. (2005) also featured student-driven and teacher-driven cycles of LinguaFolio® implementation to describe these important first steps. All of these various ways of conceptualizing a reflective learning cycle can be distilled into an understanding of *motivation theories* and *goal setting*.

Motivation theories. In a recent presentation, Burton, a language teacher from NC, told workshop participants that LinguaFolio® was a tool that helped students become invested in their own learning (Burton & Swain, 2014). She related that while it helped some students to a greater degree, it helped all of her students to some degree. Burton's experiences are reflected in the research on both the European Language Portfolio (ELP) and LinguaFolio®. Students become more self-regulated and engaged learners when these portfolios are used in their language classes (Little, 1999; Little, Goullier, & Hughes, 2011; Moeller, et. al., 2012; Ziegler & Moeller, 2012). These tools begin from a place of mapping learning, taking into consideration theoretical understandings of motivation.

Dörnyei (2001) defined motivation as “an abstract, hypothetical concept that we use to explain why people think and behave as they do” (p. 1). Drive motivation theories deal with the biological motivations for certain actions (see Maslow, 1943); however, the concern here is motivation related to intentional learning, or academic motivation.

Academic motivation determines how much of a learner’s capacity for learning will be employed to reach a learning goal (Shell, et. al., 2010). Motivation is critical to learning because, “without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language” (Dörnyei, 2010, p. 74). It is vital to understand motivation in order to promote learner autonomy (Nicholls, 1979). Learner autonomy, as was articulated previously, is key to the continuation of language learning beyond the classroom.

Motivation for learning is described in various ways throughout the literature. Dörnyei (2001) pointed out that motivation can be thought of in terms of direction and magnitude. That is to say, individuals have a choice to do some specific task and this action is mediated by their effort and persistence. Murphy and Alexander (2000) distilled some of the more commonly used terminology on motivation to focus on four areas: (1) intrinsic versus extrinsic motivation; (2) goals; (3) self-schema; and (4) interest.

Intrinsic versus extrinsic. First, motivation can be thought of in terms of its origins: intrinsic versus extrinsic. Intrinsic motivation refers to that which comes from within an individual and extrinsic from external sources (Huitt, 2011). Pink (2009) drew out research to indicate that while extrinsic motivation can be beneficial for menial tasks, the type of work which requires deeper thought more greatly benefits from intrinsic motivation. Willingham (2008) suggested that while extrinsic rewards work in some

cases in the short term, eventually motivation needs to become more intrinsic in order to promote lifelong learning among students. Ryan and Deci (2000a) stated that extrinsic motivators can initially motivate a learner and in some cases the extrinsic goal can become, “self-endorsed and thus adopted with a sense of volition” (p. 55). However, some studies have shown that extrinsic rewards can actually be detrimental to intrinsic motivation (Deci & Moller, 2005). Dörnyei (2001) argued that, “rewards more often than not actually do motivation a great deal of damage” because “they divert the students' attention away from the real task and the real point of learning” (p. 128). Whether motivation begins as extrinsic or not, researchers seem to agree that moving toward intrinsic motivations are better for learning. This shift characterizes a move toward learner autonomy that is more fulfilling (Ryan & Deci, 2000b; Pink, 2009). One suggestion made by Deci & Moller (2005) to enhance intrinsic motivation is to provide learners with choices. LinguaFolio® supports this suggestion because it allows for learners to make choices about tasks and goals.

Goals. Second, motivation is related to goals. Dörnyei (2001) provided three questions that the study of motivation aims to answer: (1) Why do people decide to do something? (2) How hard will they pursue it? (3) How long will they sustain their effort? (p. 7). These questions contain an implicit assumption concerning goals. When a person makes a choice to pursue an action, this forward momentum is a goal, whether it is explicitly stated or not. Goals give purpose to learning. In fact, according to the Unified Learning Model from Shell, et. al. (2010), “all intentional learning is goal directed” (p. 69). One of the fundamental aspects of the ELP and LinguaFolio® is goal setting. Goal-setting in portfolio learning allows learners to observe their own learning which boosts

motivation (Ciesielkiewicz & Coca, 2013). The structure LinguaFolio® uses enables teachers to help learners focus on goals that are multifaceted, covering both content and personal goals, which helps learners to develop self-regulatory skills linking motivation to competency (Wentzel, 2000). Various categorizations of goals are identified in the literature. Generally, two orientations toward goals are represented: performance-oriented goals and mastery-oriented goals. When the focus of a goal is judgment of the outcome this constitutes a performance-orientation, whereas a mastery-orientation is concerned with improvement (Ames, 1992; Elliott & Dweck, 1988; Schunk & Zimmerman, 2008). For example, if a learner focuses on getting a good grade on a test, this would be a performance-oriented goal. A learner with a goal of learning to order lunch at the Mexican restaurant in Spanish would be mastery-oriented. Mastery-oriented goals can help learners persist despite obstacles (Dweck, 1986). However, it is important to note that goal-orientation should not be seen as two extremes on one continuum, both types are “distinct and separate forms of regulation” (Elliot, 2005, p. 56). Different learners may employ different goal orientations in different situations (Pintrich, 2000). In fact, both orientations can be helpful to motivation (Ziegler, 2014). In addition to goal-orientation, it is important to consider the value of a goal to the learner. A goal’s value will affect its capacity for motivation. Goal value is subjective and learned through experience, like any other type of knowledge (Shell, et. al., 2010). Through careful scaffolding, LinguaFolio® enables teachers to help students see the value of goals.

Self-schema. Third, self-schema is an important concept that underlies motivation because how teachers help learners understand themselves is a major part of understanding how teachers can motivate students (Dweck & Molden, 2005). Attribution

theory, self-efficacy beliefs, and expectancy theory help to explore this aspect of motivation. Teachers can use the biography section of the LinguaFolio® to explicitly model that all learners have the power to change and improve their habits for language study and become more autonomous. How students attribute success, or failure can be shaped by teachers through proper scaffolding of the biography section. Motivation can almost always trump aptitude, in other words, *effort* is more important than *ability* (Colvin, 2008; Dörnyei, 2001; Shenk, 2010). Attribution theory deals with how a learner attributes success or failure. Weiner (1979) classified three aspects of attribution: locus, stability, and control. *Locus* refers to where responsibility lies for success or failure. For example, do learners view the responsibility for meeting goals as their own or as those attributed to another person, such as the teacher? *Stability* refers to whether success or failure is attributed to factors that are constant or changeable. For example, do learners believe they are capable or lucky? The last aspect, *control* refers to who has the control in meeting goals. For example, do learners feel they have control over their learning or that control is external to them? The following examples are extreme but illustrative of these terms. If students have a performance-oriented goal and fail, an attribution of the failure to an external locus, and unstable and uncontrollable factors, they may be more likely to give up. They may believe that they cannot meet the goal because the teacher does not like them, the test is too hard, and they are not smart enough. Because a mastery-oriented goal focuses on learning, rather than judgment, a learner is more likely to attribute failure to an internal locus, and stable and controllable factors. They may believe they were not understood by the waiter at the restaurant because they chose the wrong words and they need to study more. Huitt (2011) emphasized that teachers should help students develop

an attribution explanation where the locus is internal, stability is achieved by effort, and they are the ones in control of their own learning. These values are subjective and can be learned (Shell, et. al., 2010). LinguaFolio® provides the tools to help teachers support this effort-based attribution of success. By training students to self-assess and allowing them to see that effort is related to success in learning, teachers can move learners toward more self-regulated attitudes and practices. DuBravac (2013) reflected that when these self-assessment tools are employed, especially in the case of online portfolios, they can contribute to “the students’ creation of online identities and presentation of self via Facebook, LinkedIn², or other portals” (p. 223).

How learners attribute success and failure can contribute to how they feel about themselves and their capabilities (Weiner, 2005). The beliefs individuals hold regarding their capacity to achieve goals are known as self-efficacy beliefs (Bandura, 1997). Self-efficacy beliefs have been found to be predictive of student effort (Zimmerman, 2000). These beliefs influence what individuals do, how much effort they will expend, how long they will persist, how they will proceed, and how much they will accomplish (Bandura, 1997). One way in which learners understand their capacities for meeting goals is related to expectancies. Expectancies deal with the likelihood that some action will result in a certain outcome (Vroom, 1964). Wigfield and Eccles (2000) defined expectancies as how well learners believe they will do on upcoming tasks. Expectancies are subjective and learned (Shell, et. al., 2010). While there are various ways to delineate expectancies,

² LinkedIn is an online social networking site focused on professional and work-related connections. It is similar to Facebook but whereas the latter is more centered on personal and social connections, the former focuses on resumes and job opportunities.

Shell et. al. (2010) identify three expectancy types related to goal motivation: means-end, outcome, and success. Means-ends expectancy deals with the likelihood that a certain action will result in a certain outcome. If learners study, they will pass the test, for example. Outcome expectancy goes a step further by allowing the learner to contemplate what the accomplishment of a goal will bring. If they get an A on the test, their parents will be proud of them, for example. Success expectancy deals with the frequency with which learners have had success when attempting a goal. If they have consistently failed math, they may conclude they are not good at math. Based on the context and their evolving experiences, learners' expectancies change over time (Wigfield & Eccles, 2000). Expectancies, attributions, and previous experiences will help shape learners' self-efficacy. Teachers must reinforce to students that, "enthusiasm, commitment and persistence are key determinants of success or failure" (Dörnyei, 2001, p. 5).

Interest. Finally, interest is perhaps the least understood. Shell, et. al. (2010) stated that neither the biological nor cognitive structure of interest is fully known and that interest is highly individual and fluid. Interest can be situational, depending upon the sensory input of the environment, or personal, relating more closely to what an individual does (Shell, et. al., 2010). Willingham (2009) pointed out that one difficulty in addressing interest in the classroom is that one classroom will undoubtedly contain a plethora of personal interests. He suggested a lesson design that is reminiscent of backward design (see Wiggins and McTighe, 2005) in which the teacher begins by considering what students should know at the end of the lesson. This is how the LinguaFolio® is structured, beginning first with goal setting. In this way, Willingham (2009) suggested that interest could be sparked by focusing on a *driving question* in a lesson and guiding

students to find answers, rather than providing answers in which the students have no interest. LinguaFolio® does this through the use of goals in the form of Can-Do statements and learning tasks.

Why are we learning? Why do we do what we do? Teachers may often ask themselves, “Why do some students seem to enjoy learning while others do not?” As the audience for this work is primarily academic scholars, readers should have some experience with enjoying learning. How can this enjoyment be understood in terms that might allow teachers to promote learning in classroom environments? Research and theories have briefly been explored on motivation from various perspectives. These pieces of the motivation puzzle, along with a vast number of others, have been and are being explored by everyone from cognitive scientists to business professionals. A few interesting (if sometimes seemingly obvious) conclusions have been drawn. People do what they do because they enjoy doing those things. More often than not, creative and innovative thinking occurs when individuals are free to follow their own interests. Pink (2011) pointed to Google’s “20% time” as an example of how business can really profit from allowing employees the freedom to pursue their own interests. When an individual becomes so engaged with some task that time and distractions melt away, they enter a state that psychology researcher, Mihaly Csikszentmihalyi, coined as “Flow.” Csikszentmihalyi (2008) defined flow as, “the state in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it” (p. 4). This is an intrinsically motivated state that most would describe as fun or enjoyment. Taking all of this into consideration, how do teachers motivate students in the language classroom?

What are we learning? Teachers begin by directing students to answer those two questions from Little (1999): “Where am I going?” and “Why am I going there?”

Remember, students are asking these questions of themselves in order to map out their own individual journeys toward language learning. Students choose which goals to pursue and how to represent their learning (DuBravac, 2013). That is not to say students should be allowed to proceed aimlessly. Answering these questions is a process that is guided by the teacher. The teacher must understand how to use this reflective process to guide their students.

The first question, “Where am I going?” can be answered at two levels. At the macro-level, LinguaFolio® provides the passport section to provide students a sense of the skills needed and the levels of proficiency that are possible. In this sense, the NCSSFL-ACTFL benchmarks (see Figure 5: NCSSFL-ACTFL Global Can-Do Benchmarks) are the atlas or zoomed-out map of possibilities for language learners. As teachers guide students to this resource, they are providing a full picture view of the map to language learning. This experience can be wondrous if scaffolded well or completely overwhelming if students have no guidance from their teacher. One suggestion for embracing the wonder over the chaos is for teachers to share an overview of their own language learning journey using the benchmarks in the passport (see Figure 5: NCSSFL-ACTFL Global Can-Do Benchmarks on the following page for an illustration of the benchmarks). This practice is facilitated in the North Carolina LinguaFolio® training materials by directing teachers to build their own LinguaFolio® of their personal language learning experiences (Rollings-Carter, 2010). When teachers provide an example the experience becomes more concrete for students. It helps students to connect

with the teacher and recognize that learning continues beyond the classroom. This builds both motivation and trust. The teacher essentially tells students not to worry. The teacher also used to be a student. The teacher has been where the student is now. The teacher has moved along his or her language learning journey and can show the students how to do it too. This zoomed-out map provides a big picture view of where students will be going and their teacher's example can help them see that such a long journey is possible.

NCSSFL-ACTFL Global Can-Do Benchmarks

	Novice Low	Novice Mid	Novice High
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

Figure 5: NCSSFL-ACTFL Global Can-Do Benchmarks

This opens the conversation to the second question of the Mapping phase: “Why am I going on this journey?” Teachers lead students in a discussion of why they want to learn a language. Are they embarking on this journey to arrive at a place where they can travel to another country and experience that new place more fully through the skills they acquired on their language learning journey? Are they on this journey because they hope it will help to take them to the next step in their educational journey? What is their

connection that motivates them to take this journey? Sometimes the first answer a student may give is that they want to get a good grade. This type of goal is important and should be validated, but another type of goal is needed in order to promote learning beyond the classroom. As previously mentioned, there are generally two orientations towards goals an individual may have: performance-oriented goals and mastery-oriented goals, both are necessary for success (Ames, 1992). In order to promote lifelong, autonomous learning, teachers must encourage students to develop more than the performance-oriented goals which focus on learning for extrinsic rewards like a grade, they will also need mastery-oriented goals which are intrinsically motivated (Dweck, 1986). It is vital for teachers to help students find more substantial goals for their journeys that resonate more personally. The biography section of *LinguaFolio®* may help to provide insight for students because it can help them to think about their past experiences, who they are as learners, and what is important to them. Teachers can share their own motivations for studying a language and use the biography of *LinguaFolio®* to help students decide on both types of goals to focus their language learning journey. These discovered motivations toward the long-term goals of the zoomed-out map of their language learning journey can help keep students motivated. If students get discouraged, teachers can use these motivations, along with those which will be developed in the next part of the Mapping phase, can be reviewed in the later Traveling and Unwinding phases to help encourage students to keep going.

These long-term goals are an important first step but the mapping phase does not end here. Just as a traveler would not plan a trip based on a zoomed out version of a map that covers the entirety of their journey, teachers must guide students to zoom in on the

specific steps they must take to progress toward their long-term goals. The micro-level of the Mapping phase begins at the start of each curricular unit and will begin again at the start of each subsequent unit throughout an academic term (see Moeller, et. al., 2005, Appendix E for an illustration). It is here that teachers direct students to get frequent practice in the process of setting goals that constitutes the primary element of the Mapping phase. Students are again answering the question, “Where am I going?” but the answer is much more specific. The Can-Do checklists narrow each proficiency level by each mode of communication. Teachers begin by introducing these Can-Do statements that constitute the zoomed in micro-level of the students' maps of their journeys. These Can-Do goal statements constitute the turn-by-turn directions students will need to guide the daily progress of their journey toward language learning and constitute the Mapping phase by helping them understand where they are going and why. This understanding is vital in order to begin the Traveling phase of the Simplified Implementation Cycle.

The Traveling Phase

How am I getting there? With their zoomed-out map and their turn-by-turn directions (individualized Can-Do statements) in hand, students are ready to begin the Traveling phase of their language learning journey. This is when teachers direct students to ask themselves, “How am I getting there?” First, a mode of transportation is necessary. The vehicle for LinguaFolio® is built collaboratively by teachers and students in the form of communicative language tasks.

Explaining his concept of pedagogical content knowledge (PCK), Shulman (1986) pointed out that teachers need more than knowledge of a content area, it is also necessary to understand, “the ways of representing and formulating the subject that make it

comprehensible to others” (p. 9). An understanding of the pedagogical content knowledge of a field and the motivational theory of education can better prepare teachers to help students learn. Dörnyei (2001) related that, “sometimes the best motivational intervention is simply to improve the quality of our teaching” (p. 25-26). Second language acquisition (SLA) theory gives insight into pedagogical content knowledge (PCK) for learning languages beyond one's first language. Pedagogical theories are always evolving, often referred to as a “swinging pendulum” (see Musumeci, 2009; Long, 2009; Shulman, 1986). SLA evolved from comparative analysis (CA) and its evolution has led to contemporary understandings of best practices of language teaching (Nunan, 1989). Throughout the twentieth century SLA theories rooted in behaviorism, research on morpheme order, Chomsky's Universal Grammar, Krashen's input hypothesis, Swain's output hypothesis, Long's interactionist hypothesis have all contributed to the development of communicative and task-based language theories (see Canale & Swain, 1980; Long, 2009; Mitchell, 2009; Musumeci, 2009; Norris, 2009; Nunan, 2001; and Shrum & Gilsan, 2010 for more complete reviews of these concepts and theories). In part, the evolution of understanding that has occurred, and indeed continues to occur, surrounds what Musumeci (2009) called a tension between language learning as “the object of instruction” or as “a system of communication” (p. 44). From the focal point of teaching a second language, it comes down to whether a teacher should place emphasis on teaching the structure and vocabulary of that language or place emphasis instead on using the second language for some purpose because that is the end goal of language learning (Long, 2009). The pendulum seems, of late, to be swinging toward the “system of communication” end of the spectrum with best practices focusing

on communicative and intercultural competence. Communicative competence is embodied by the idea that the purpose and function of language is to communicate and the best way to have students learn is through practice (Canale & Swain, 1980). While communicative competence is vital to language learning, it has been criticized for failing to promote accuracy (Norris, 2009). While interaction in language learning is essential for the negotiation of meaning that constitutes communication (Long, 1996), interaction alone is not sufficient. Students need to use language for a communicative purpose within a task that helps them to also “focus on form” (Long, 2009, p. 384). Task-based language teaching (TBLT) is an approach, “that integrates theoretical and empirical foundations for good pedagogy with a focus on tangible learning outcomes in the form of ‘tasks’” (Norris, 2009, p. 578). Task-based learning can help teachers support learner autonomy (Paris & Paris, 2001).

In addition to a focus on communicative competence, there is an increasing focus on intercultural communicative competence. Language and culture are interwoven concepts that cannot be separated (Harden & Witte, 2011; Harklau, 1999). Culture is not simply another skill or mode of communication (Kramsch, 1993). Language teachers must be intentional as they bring students toward language learning that is embedded in cultural understanding (Byram, 1989). It can be a challenge to develop classroom practice founded in intercultural communicative competence (Liddicoat & Scarino, 2013). The Kentucky standard document for world languages, prepared by the Kentucky Department of Education (n.d.), defined intercultural communicative competence as, “the demonstration of interaction between the use of language skills and cultural knowledge.” This document provides a set of core performance competencies (reproduced as Figure

6: Kentucky's Core Performance Competencies below) to provide better guidance on both language and intercultural competences.

CORE PERFORMANCE COMPETENCIES	
Language Competencies	Intercultural Competencies
1. Interpretive Listening (IL) and Reading (IR) I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.	4. Investigation of Cultural Products and Practices (CPP) I can use my language skills to investigate the world beyond my immediate environment.
2. Interpersonal Communication (IC) I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.	5. Understanding of Cultural Perspectives (CP) I can use my language skills to recognize and understand others' ways of thinking as well as my own.
3. Presentational Speaking (PS) and Writing (PW) I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.	6. Participation in Cultural Interaction (CIA) I can use my language skills and cultural understanding to interact in a cultural context other than my own.

Figure 6: Kentucky's Core Performance Competencies

Additionally, the document also provides some sample learning targets, a portion of these aimed at the novice level learner are reproduced as Figure 7: Sample Learning Targets - Novice below.

Sample Learning Targets	Sample Learning Targets	Sample Learning Targets
<ul style="list-style-type: none"> • I can identify some geographical features of other countries. • I can identify familiar landmarks. • I can recognize some traditional and popular songs. • I can recognize some similarities and differences between the designs of houses, buildings, or towns. • I can identify specific locations to have a meal, purchase a ticket, or buy something that I need. • I can recognize some similarities and differences between my daily schedule and that of a peer in another culture. 	<ul style="list-style-type: none"> • I can sometimes tell the way people address each other differently based on age and social standing. • I can sometimes recognize that appropriate dress is determined by cultural traditions. • I can recognize that gender and age can determine one's role in a family, school, and the workplace. • I can... 	<ul style="list-style-type: none"> • I can imitate appropriate greetings. • I can recognize and imitate table manners. • I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as in a birthday party, New Year's, a wedding, etc. • I can sometimes identify what is culturally appropriate to say when gift-giving in situations, such as in a birthday party, New Year's, a wedding, etc. • I can recognize and imitate culturally appropriate behavior in a restaurant or other public place.

Figure 7: Sample Learning Targets - Novice

The Interagency Language Roundtable (2012) has developed a set of descriptions for competence in intercultural communication “to serve primarily as guidelines for use in government settings” that range from Level 0 to Level 5. ACTFL is also working on Can-Do statements for intercultural communicative competence.

Language must be used to be learned and maintained. When teachers design communicative language tasks, based in intercultural competencies, students get to use the language. Teachers direct these tasks toward the map developed in the previous phase. A LinguaFolio®-like task is developed by creating active learning experiences in which students work toward their Can-Do statements. These tasks constitute the primary element of the Traveling phase. The LearnNC training modules (Rollings-Carter, 2010) describe LinguaFolio-like tasks as integral to the classroom. Some examples include short formative assessments, partner or group work, admit or exit slips, KWL charts, and Think-Pair-Share activities. Teachers are advised to use short Can-Do checklists to focus individual tasks and help make the connection between learning tasks and learning goals more explicit. These checklists can be used as review sheets or scripts for students to show peers what they can do. Other ideas given include using television and film with the checklists or a writing prompt that asks learners to complete a communicative task such as writing to a friend to describe their residence. Role-play is another example of the form these tasks might take. Whatever form the task takes, teachers must design tasks that allow learners to be actively practicing their communicative language skills.

The ultimate goal of learning is automation (Shell, et. al., 2010). Practice leads to fluid automatized language use (Ur, 1996). When teachers motivate students to make connections between the new and the known, learning has the potential to occur. However, there exist connections of various strengths and speeds within the mind. Shell et. al. (2010) pointed out two purposes for repetition: to resolve errors and to increase neural connection speeds. The more often connections are made, or not made, the more likely learning is to become more automatized. This reinforces the old adage, “Practice

makes perfect.” Learning is being motivated to connect the new to the known, but these connections are attended to in working memory (Shell, et. al., 2010). Everything that is happening in the mind is hidden unless it is brought into working memory and working memory is limited (Mayer & Moreno, 2003; Shell, et. al., 2010; Sweller, Van Merriënboer, & Paas, 1998). When knowledge becomes automatized, working memory can be freed up for other tasks (Shell, et. al., 2010). For example, if students have to think about the conjugation of a verb, their focus shifts away from the meaning they wish to convey. Willingham (2009) pointed out that proficiency is nearly impossible without extended practice. The trick to practice is when teachers engage students in repetition without losing motivation. “Drill and kill” is a phrase often used to criticize the way some teachers engage students in practice (Willingham, 2009). When designing practice activities, it is vital to remember the concepts of the previous section on motivation: intrinsic versus extrinsic motivation, goals, self-schema, and interest. Practice is equated with repetition in the sense that the same material is being connected to; however, the way in which the connections are made should be varied and appropriately sequenced. Teachers sequence activities from those that require the most help to those that can be done more independently (Ur, 1996). In fact, Ur (1996) argued that carefully scaffolded practice is most important because it can lead toward learner autonomy.

How is the journey going? A secondary question that teachers direct students to ask themselves in the Traveling phase is “How is the journey going?” Tasks must be designed by the teacher in order to allow students to experience their learning and call attention to it. These tasks can function as both the still image camera and the video camera to capture the snapshots and the story of the journey. These images and stories are

collected and saved in the dossier portion of the LinguaFolio®. During this collection portion of the Traveling phase, teachers must engage students in noticing how the journey is progressing. Pit stops along the journey exist as formative assessments to adjust the path a learner is taking and determine if they are still heading in the right direction. The LearnNC LinguaFolio® training modules (Rollings-Carter, 2010) advise this ongoing reflection during the learning process as well. Teachers should involve students in evaluating their own work as they learn.

The Unwinding Phase

How can I best showcase my journey for others? Finally, the Unwinding phase occurs at the end of an academic unit and is ultimately about assessment. It is a time for teachers to direct students to stop and reflect on their journeys so far. This is not an idle reflection, but instead a very active one. As DuBravac (2013) stated it, this is “a collaborative, documentation-of-learning approach, rather than a summative, accountability approach to learning” (p. 205). Taking all the snapshots and stories gathered during the unit's Traveling phase, it is time to take a step back and reflect on progress. Teachers guide students to ask themselves, “How can I best showcase my journey for others?” The dossier is organized as a portfolio might be in order to provide evidence of the learning and share the journey of learning. It is a tool for self-assessment. Self-assessment can be both summative and formative (Oskarsson, 1978). In fact, Kohonen (2002) defined a language portfolio as “a systematic collection of student work that is analysed to show progress over time with regard to instructional objectives” (p. 81). There are two key functions inherent in this definition: a summative reporting function (“analysed to show growth”) and a formative pedagogical function (“progress

over time with regard to instructional objectives”). Formative assessment is meant, “to enhance, not conclude, a process” (Ur, 1996, p. 17). It is encouraging and a vital part of learning. Ur (1996) described summative assessment as providing a snapshot of proficiency at one specific time. However, it is important for teachers to emphasize to students that there are lots of opportunities to receive these snapshots and together they can show progress and be encouraging to students. A popular trend is the “selfie” (a photo people take, usually with a cell phone camera, of themselves) and the idea of the “selfie” can be used as a metaphor for teachers to help students to see summative assessment in a positive light. On their language learning journey, they may make a pit stop for lunch and take a “selfie” with their meal. Later, they may decide they do not like that picture, but they can always think about what they do not like about it and use that knowledge to take a better one next time. The same is true for formative assessments. Perhaps they did not study enough before their test or perhaps they need to learn some new strategies for studying or test taking so their snapshot comes out better the next time. Take the metaphor a bit further and allow students to take actual “selfies” before tests and post them to a shared class space online. This activity is fun and may help relieve test anxiety.

A portfolio serves the function of reporting what a learner can do by showcasing evidence of that ability. In this way, the portfolio is a summative assessment, or a snapshot in time, which might function to help the learner more easily transfer to another educational program or gain employment. It reports in much the same way a school transcript or a test score might. This is how the portfolio functions to demonstrate how well the student has learned the language, but one could argue the more important

function is the way these portfolios help students learn how to learn a language. A portfolio serves the pedagogical function when teachers use it to provide and create learning goals and help students to understand progress toward learning goals. In this way, the portfolio is a formative assessment, or a diagnostic tool, which would function to help modify learning strategies to reach the desired learning goal. Teachers can use it as a mirror that allows students the ability to assess and adjust their own learning progress. These two functions focus attention on how language portfolios can embody both a product of learning and the process of learning in equal portions. Some benefits of self-assessment are an increased awareness of the learning process, improved goal setting skills, and more meaningful assessment of learning to the learners (Tudor, 1996). Once teachers help students understand both of these functions and learn to self-assess both in summative and formative ways, students can progress toward learner autonomy (Paris & Paris, 2001). This is because self-assessment can help students become more aware of their strengths and weakness and set better goals, all of which can contribute to more autonomy in learning (Brindley, 2001; Tudor, 1996). DuBravac (2013) even asserted that if students grow accustomed to these types of self-assessment as they continue to learn languages in K-12 settings, these learned behaviors may transfer to the postsecondary level as well.

Teachers must guide students to understand their progress in order for them to be successful at self-assessment (Rollings-Carter, 2010). When teachers train students in self-assessment, they are better equipped to understand their own learning and become more autonomous (Tudor, 1996). Teachers give “dollops of feedback” (Hattie, 1992, p. 4) to students to help them see their strengths and weaknesses. Though feedback can

support a power structure in the classroom that sets the teacher above students, teachers strike a balance by making their “role as server and supporter of the learners” a very explicit one (Ur, 1996, p. 256). Allowing students to self-assess can show students that they can be trusted to be honest (Dörnyei, 2001), which can help promote students' self-schema and their relationships with the teacher.

Teachers must direct students back to the map points they developed in the Mapping Phase of the cycle. Guided by their teachers, students will compare the collected records of their journey to the goals they set. They reflect on what was successful and where challenges existed. They begin to inductively form strategies based on their experiences that they will be able to employ in the next leg of the journey. Finally, teachers direct students to ask “Where am I going next?” which allows them to reenter the micro-level of the Mapping phase and restart the cycle again.

A language learning journey will be most successful when it is guided by a model like the Simplified Implementation Cycle. This cycle was developed to synthesize the research and learning goals of LinguaFolio®. The teachers serve as guides to their students as they use LinguaFolio® to develop the map, tasks, and reflections to guide their language learning journey and to become more self-regulated and lifelong language learners.

CHAPTER 3 METHODS

“A journey of a thousand miles begins with a single step.” ~ Lao-Tzu

Introduction

Research is a personal journey (Creswell, 2012). This one began several years ago and more than a thousand miles away with a single curiosity which would prove to lead to a life-changing educational adventure. That spark of curiosity ignited a passion for understanding LinguaFolio® that has led to this study. This study is a culmination of the journey that began so long ago. Organizing a framework of research methodology provides the map to direct this study (Hancock & Algozzine, 2011).

This research journey began when the researcher saw the value of LinguaFolio® but started to wonder, “How does this work?” She attended professional development workshops but she wanted to know more and see examples of how it was implemented. As she continued to study the research on LinguaFolio®, she found that a body of evidence was being collected which demonstrated the effectiveness of LinguaFolio® as a learning tool (see Moeller et al., 2012; Ziegler & Moeller, 2012; Clarke 2013). What was lacking was a focused understanding of classroom practice that supported LinguaFolio® implementation. Moeller, Theiler, and Wu (2012) indicated that “classroom observations, teacher interviews, and lesson plan reviews would provide valuable data regarding what is happening inside those classrooms” (p. 164).

Armed with the tools of her educational journey these past three years, she set out on her personal research journey. She posed the questions, collected the data, and worked to synthesize answers to add to the existing knowledge on LinguaFolio®. Creswell

(2012) suggested that asking questions, collecting data, and working to synthesize answers that add to existing knowledge constitutes academic research. This was accomplished by providing illustrative cases of practice. These illustrations, while not prescriptive, may prove to suggest some ways in which teachers using *LinguaFolio*® might improve their practice by illustrating ways that teachers use *LinguaFolio*®. They may inspire new ideas or help other teachers to evaluate their approaches. According to Creswell (2012), these are the ways in which “research improves practice” (Chapter 1, *Research Improves Practice*), and they are the primary reasons this journey began.

A Qualitative Approach

Denzin and Lincoln (2011) described the research process as a series of phases through which a researcher should pass, the first of which asks the researcher to begin this journey as the subject of research in order to provide a basis for understanding the assumptions and biases the researcher will bring to the study. Her own formal research history began a few years ago. Though she greatly appreciates the power of quantitative approaches to investigate factors and correlations, she is drawn more powerfully to the individually voiced stories of qualitative research (Hancock & Algozzine, 2011). Stake (1995) pointed out that there are elements of quantitative research inherent in qualitative research when instances of occurrences are observed, just as quantitative research requires the more qualitative, descriptive tactics to narrate an understanding gained through experimentation. It is a matter of degree to whether the outcome of the study should be to explain or to explore.

As a teacher, the researcher appreciates that each classroom and each student are unique. Along her journey, she has always felt privileged to be a teacher. She has always

felt that she learns just as much from her students as they do from her, perhaps even more. She greatly values the experiences and perspectives each learner brings to her classroom. She believes that each interaction, both inside and outside the classroom, enriches her own knowledge and experience of the world. This is her conceptualization of reality. It is the belief in this reality, one in which the exploration of the experiences of others has the potential to create greater understanding of both self and others, that situated her interest in undertaking this research in a naturalistic context with a more qualitative stance. Qualitative research considers the multiple and complex factors that might influence a situation from the perspective of the participants (Hancock & Algozzine, 2011). The distinction from a quantitative approach is one that encompasses both a desire for a holistic understanding of the complex interrelationships within and among the cases and a personal, interpretive role as the researcher (Stake, 1995). That is to say, a qualitative approach allows for the flexibility of the context within which the research is situated, as opposed to a more narrow focus on predetermined variables.

Philosophical Positioning

Hancock and Algozzine (2011) described the framework of a research study as a map that helps the researcher make critical decisions regarding the route of the research journey. Positioning herself within the interpretive frameworks and philosophical assumptions inherent in a qualitative approach to this task, she found that she most closely identified with both the social constructivist and pragmatic approaches, as they are described by Creswell (2013).

Constructivism. Social constructivism describes the researcher's ontological belief that reality is pluralistic and intersecting. Reality is highly dependent upon the

subjective perspectives and experiences with which we approach life (Baxter & Jack, 2008). This reality is a collaborative, “particularly human construction” (Stake, 1995, p. 99). This assumption coincides well with LinguaFolio®'s highly flexible nature and its practice of individualized and self-regulated learning. LinguaFolio® is not a prescriptive curriculum that dictates one way of teaching and learning. It provides a framework within which multiple and individual ways of learning are valued and supported. This study values different perspectives on various aspects of the implementation of LinguaFolio® (Baxter & Jack, 2008).

Epistemologically, she believes that reality is known through the interactions between and among individuals and groups. Language is one way in which this reality can be explored and expressed (Fairclough, 2009). LinguaFolio® helps learners gain the tools they need to expand their ability to interact socially beyond their native language and culture groups. It is concerned not only with the vocabulary and grammar of a language but also with the intercultural exchange between individuals. As Harden and Witte (2011) stated, “Culture could not exist without language, and language could not exist as a refined semiotic system without culture” (p. 5). This relationship between language and culture is as true for research as it is for language learning. In fact, the LearnNC training modules (Rollings-Carter, 2010) on LinguaFolio® devote an entire unit to “The Importance of Interculturality.” Knowledge and understanding are not waiting to be discovered but are instead constructed collaboratively through interaction with others (Stake, 1995).

Social constructivism embodies the axiological belief that individual values should be honored and negotiated among individuals (Creswell, 2013). This is one reason

why studying other teachers has a special appeal for the researcher. She finds herself inspired by the way other teachers approach the profession from their own value systems and beliefs. This type of observation helps her self-evaluate her own practice and gain understandings of other ways in which students can be supported in the classroom.

Long (2009) described language teaching as both a craft and a science. Both perspectives are appealing because while the practice of becoming a teacher can be studied and learned, there is also a certain flair to the profession that makes each teacher's classroom presence unique. Teaching philosophies and practice combine to make each classroom a diverse space begging to be explored. This is why the methodological inclinations of social constructivism such as “an inductive method of emergent ideas” and data collection methods such as “interviewing, observing, and analysis of texts” were well suited for this study (Creswell, 2013, Table 2.3). The research began from a place of inquiry and used observations and text analysis in order to build a reflective conversation with the participants that was used to inductively investigate what ideas emerged. Constructivism allows for this “close collaboration between the researcher and the participant” (Baxter & Jack, 2008).

Pragmatism. For several years now the researcher has studied LinguaFolio®, but the proposed research offered her the opportunity to see how teachers were implementing it and how it worked in those cases. The pragmatic framework underlies this approach because along with her theoretical basis of understanding LinguaFolio®, the researcher was interested in seeing what worked in the practical, everyday classroom. Research has provided evidence that LinguaFolio®, and similar tools like the European Language Portfolio, promote achievement (see Moeller et. al., 2012 for example). Professional

development has provided teachers using LinguaFolio® with an understanding of the reflective learning cycle that makes it successful (see Rollings-Carter, 2010). This research delved deeper and provides illustrative examples of unique cases in which LinguaFolio® works. It adds to the growing body of research that is helping educators to facilitate ever more productive learning environments. The various data collection methods that were employed also serve the epistemological assumption of the pragmatic framework by providing various tools to connect to what was happening in those classrooms (Creswell, 2013).

To some, pragmatism may seem an odd companion to social constructivism, where the former is most concerned with the discovery of what works at a given time and the latter with how understanding is constructed collaboratively and subjectively. Hatch (2002) pointed out that sometimes researchers will choose methods that do not match the paradigm they subscribe to, using for example the mismatch between a constructivist paradigm and rigorous data collection “to capture an assumed reality” (p. 33). However, while social constructivism values pluralistic subjective understandings of the world, pragmatists, according to Creswell (2013), are not restricted by a dualistic view of subjective *or* objective reality. A pragmatic approach situated within a social constructivist framework allowed for a space where the exploration of what worked was situated within multiple contexts. Furthermore, pragmatism combined with social constructivism allowed for a perspective on the discursive power of the various contexts. This perspective permitted each context to be valued for its own unique characteristics while honoring any emergent similarities that might be constructed when these cases were later compared. In his argument for the potential value of constructivist approaches

to rethinking traditional understandings of pragmatics, Neubert (2001) pointed out that discourses are fluid and transitioning while power and counter-narratives always have the potential to influence new understandings. Understanding “what works” in a postmodern society is too complex to assume some objective truth.

This study was born from the researcher’s belief that every individual has something to offer and each situation can be meaningful and valuable when given the opportunity. As a researcher, she saw herself in the position to learn and share the practical without ever implying that these illustrative cases or the themes that emerged are the *only* truth. The value of studying these cases was to understand through example. These examples may prove inspirational, but at the least they provide voice to individual teachers who wished to share their successes and challenges, not to provide turn-by-turn directions for the journey of another, but instead to inspire the journey by showing how it might be possible. In this sense, the end result is pragmatic in that it demonstrates how LinguaFolio® works, but it is also constructivist because each case description was developed based on co-created understandings between the researcher and the participants and the final report of the study represents a variety of subjective representations of LinguaFolio® implementation.

Case Study Research

There is some ambiguity among research methodologists as to whether case study research is a choice of what will be studied or how it will be studied. Stake (1995) focused on case study research as the choice of what to study, presenting “a palette of methods” to be considered, but stated “there are many, many ways to do case studies” (p. xii). Yin (2009) described it as “an all-encompassing method--covering the logic of

design, data collection techniques, and specific approaches to data analysis” (p. 17).

Creswell (2013) presented case study research as a methodology that includes both the object to be studied and the report of the study. Case study research is treated primarily as a process by Hancock and Algozzine (2011) including planning, conducting, and reporting the case. Hatch (2002) referred to case study research as “a catchall for identifying qualitative studies of various types” (p. 31). Lichtman (2013) did not overstate it when saying there are many ways to collect and analyze data and write a case study.

Considering the many perspectives, it is not surprising that Hatch (2002) insisted that researchers should rationalize the decision for employing case study research. The rationale for using case study research in this study aligns its aims with the characteristics of case study research as developed from the works of a number of research methodologists. The various perspectives on three key elements of case study research are discussed below as they pertain to the proposed study. These three include: (1) unit and structure; (2) philosophical framework; and (3) purpose.

Unit and structure. Many research methodologists do agree that to qualify as case study research a study must focus on some bounded system within its own context (Baxter & Jack, 2008; Creswell, 2013; Hancock & Algozzine, 2011; Hatch, 2002; Lichtman, 2013; Stake, 1995; Yin, 2003). Stake (1995) pointed out that case study research in education is often interested in cases of people or programs, stressing that a “case is a specific, a complex, functioning thing” (p. 2). Yin (2009) defined a case study as a mode of inquiry that focuses on a contemporary issue within its real-world context, especially when the boundaries between the issue and its context are not clear. One

benefit of conducting case study research is that an issue can be studied *within* the context in which it exists. Without that context it would be impossible to develop a clear picture of what is happening (Baxter & Jack, 2008). Cases are bounded systems that are often described within limits and boundaries such as time and space (Creswell, 2013; Hatch, 2002; Lichtman, 2013); for example, a semester-long study of a classroom would be bounded by time, or a study of a particular classroom in a particular school would be bounded by space.

Stake (1995) made the point that, “the real business of case study is particularization” (p. 8). Generalization is not the goal of selecting particular cases to study. Cases chosen do not need to be representative of all cases because rather than generalizations, the goal of a case study is detailed, rich descriptions of the issue to be studied (Lichtman, 2013). As Richards and Morse (2013) put it, “the goal is to understand the case or cases as completely as possible” (p. 77).

It is important to begin by defining both what constitutes each specific case to be studied (Baxter & Jack, 2008). In the instance of this study, the bounded system of study was a classroom in which a world language teacher, trained to implement LinguaFolio®, wished to share their classroom practices with others.

Philosophical framework. Stake (1995) devoted a subsection of his book to constructivism, pointing out that more qualitative researchers should agree that “knowledge is constructed rather than discovered” (p. 99). From this foundation established by Stake (1995), Baxter and Jack (2008) also discussed case study research within a constructivist framework. However, Lichtman (2013) contended that case study research had no philosophical underpinnings but is more often simply a way to identify

what will be studied. Similarly, Hatch (2002) stated that though Merriam (1988) and Yin (1994) advocated a postpositivist approach to case study research, there was “nothing inherent in a bounded system approach” that would preclude other qualitative paradigms (p. 31). Creswell (2013) employed the data analysis strategies of case comparisons from Yin (2009) as an example of postpositivism and the use of both quantitative and qualitative data in a case study, citing both Yin (2009) and Luck, Jackson, and Usher (2006), as an example of pragmatism; however he went on to point out that any philosophical framework might be used within case study research.

As was discussed previously, this study was framed by both a constructivist and a pragmatic framework in that it sought to understand how *LinguaFolio*® implementation worked in classroom practice, but also used multiple examples of that practice by researcher-participant collaborative construction of meaning. The end result was a set of cases that illustrate various representations of that implementation through rich descriptions.

Purpose. Yin (2009) explained that case study research is most useful for answering research questions that ask “how” and “why” and when there is no need to manipulate the behavior of participants. It is the appropriate methodology for focusing on particular individuals, groups, or programs (Lichtman, 2013). It seeks to understand persons and programs in both the ways they are unique and those in which they share characteristics (Stake, 1995). Baxter and Jack (2008) stated that case study research is “an excellent opportunity to gain tremendous insight into a case” (p. 556). Stake (1995) stressed that this type of research is best when that “opportunity to learn is of primary importance” (p. 6). Case study research can provide the opportunity to develop rich and

complete descriptions of real-life situations from varied sources of information (Hancock & Algozzine, 2011). This study aimed to develop illustrative examples of LinguaFolio® implementation within the context of specific classrooms; as such case study research methodology was employed to meet that aim.

An Instrumental Case

Case study research is constituted of descriptions of a particular bounded system that are subject to intensive analyses in order to gain in-depth understanding of an issue (Hancock & Algozzine, 2011). In this case study, a central issue informed the primary research question, “How does LinguaFolio® implementation work at the classroom level?” Stake (1995) told us that when the issue being studied is of greatest interest to the researcher the case study is instrumental in nature. While each individual case in this study was of great interest, the driving issue of this research was to understand how, within the context of each case, a teacher implemented LinguaFolio® at the classroom level. It was the implementation of LinguaFolio® that drove the investigation while that implementation was situated within the teaching style and practices of the particular participant in each case. The case supported the issue and facilitated understanding of the issue of implementing LinguaFolio® (Baxter & Jack, 2008). Hancock and Algozzine (2011) stated, “The primary goal of an instrumental case study research design is to better understand a theoretical question or problem” (Chapter 5, Selecting a Design). As previously mentioned, the primary goal was not to develop a generalization, but to understand in greater depth and to describe how this process worked at the practical level in specific illustrative examples.

A Collective Case Study

Case study research can help to capture multiple realities in order to better understand a theory or problem (Hancock & Algozzine, 2011). In this study, a collective instrumental case study was used to help reach the goal of providing multiple illustrative cases of LinguaFolio® implementation. Creswell (2013) defined a collective case study as one in which multiple cases are used to provide a variety of illustrative examples. Yin (2003) encouraged the use of multiple cases within a single study to increase the chances of developing a good case study. Using multiple cases can help make the findings of a study more compelling (Merriam, 2007). These multiple cases provided insight into how these teachers implemented LinguaFolio® within and across various contexts (Hancock & Algozzine, 2011).

Participants

Creswell (2013) discussed purposeful sampling as a choice the researcher makes in order to “purposefully inform an understanding of the research problem and central phenomenon of the study” (Chapter 7, Types of sampling). It is important to identify the key participants who might provide the best information to answer the research question (Hancock & Algozzine, 2011). The initial participant pool recruited for this study shared the following characteristics:

1. Participants were teachers who were implementing LinguaFolio®.
2. Participants were world language teachers.
3. Participants completed the LearnNC LinguaFolio® modules or similar professional development.
4. Participants wished to share how LinguaFolio® worked in their classrooms.

An email (see Appendix C: Recruitment Email) was sent from the North Carolina Department of Public Instruction, Curriculum & Instruction Division, K-12 Program Areas Section - World Languages, via the LinguaFolio® listserv to recruit world language teachers who wished to participate in this study. Participants were also purposefully recruited based on suggestions from world language teachers throughout the state and their reputations within the professional community of language teachers in North Carolina. This type of purposeful recruiting constitutes snowball recruitment strategies, wherein participants suggested others to be recruited (Creswell, 2013).

The participants of this study were five women, four of the five were Spanish teachers and one was a French teacher. Four of the five were National Board Certified Teachers, had shared professional teaching experiences with other teachers at conferences, and had served as model classrooms where other teachers could observe them model various teaching approaches and strategies. Participants' teaching experience ranged from 11-29 years in various settings, including teaching experiences abroad. All participants were recommended by other world language teachers, recognized as leaders in the field.

Ethical Considerations

Ethical considerations are often discussed as a requirement of the Institutional Review Board (IRB) of a particular institution. Every research study should obtain permission from the IRB before any data collection begins and this study was no exception. IRB approval is documented in Appendix A: Institutional Review Board Approval. However, ethics, according to Creswell (2012), should always be at the forefront of a researcher's agenda to guide the actions and behaviors of the researcher.

Lichtman (2013) offered some principles to consider in relation to ethical conduct which were used to organize this discussion of ethical considerations: Do no harm; Privacy and Anonymity; Confidentiality; Informed Consent; Rapport and Friendship; Intrusiveness; Data Interpretation; Data Ownership and Rewards; and Other Issues.

Do no harm. When conducting interviews, it was vital to be honest with participants and protect them from any form of harm, be it mental, physical, or emotional (Hancock & Algozzine, 2011). Neuman (2011) pointed out that it is the researcher's first job before beginning any study to anticipate risks, not just physical risks to participants, but also to avoid creating undue stress, embarrassment, or anxiety because psychological harm can be more damaging than physical harm. It is the responsibility of the researcher to discontinue research if it becomes likely that participants may be exposed to unexpected harm (Lichtman, 2013). Researchers must always inform participants that they have the right to withdraw from the study at any time (Creswell, 2012; Hancock & Algozzine, 2011). For this study, risks of harm for participants were few and those were mitigated by strategic adherence to ethical considerations further explained in the subsections below. Figure 8: Mitigating Risks to Participants summarizes each anticipated risk for the three data collection methods and the strategies that were used in the subsequent subsections in order to minimize those risks as much as possible.

Data collection method	Anticipated risks associated	Strategies to mitigate
Observations	privacy concerns participant anxiety disruption of practice	privacy and anonymity informed consent rapport and friendship data interpretation other issues intrusiveness

Data collection method	Anticipated risks associated	Strategies to mitigate
Document collection	privacy concerns confidentiality concerns concerns regarding use intellectual property concerns	privacy and anonymity confidentiality informed consent data interpretation data ownership & rewards
Interviews	privacy concerns confidentiality concerns participant anxiety participant time/scheduling	privacy and anonymity confidentiality informed consent rapport and friendship data interpretation other issues intrusiveness

Figure 8: Mitigating Risks to Participants

Privacy and anonymity. Privacy is one of the major ethical concerns inherent in qualitative research (Creswell, 2013). Lichtman (2013) pointed out that privacy concerns apply both to individual participants and the institutions associated with those participants. Researchers can protect the privacy of participants by guaranteeing anonymity (Creswell, 2012). Neuman (2011) defined anonymity as “the ethical protection that participants remain nameless; their identity is protected from disclosure and remains unknown” (p. 152). Anticipated risks of this study related to privacy and anonymity included concerns about observations, document collection and interviews. Privacy was addressed in regards to observations by using a pseudonym to ensure anonymity on any and all field notes. All documents collected were made anonymous by removing any identifying information. Transcriptions of interviews only refer to participants by pseudonyms to protect all participants' privacy.

Confidentiality. Confidentiality is the practice of keeping research data secret from the public and presenting research findings in such a way as to prevent the identification of participants (Neuman, 2011). Confidentiality concerns of the document

collection and interview processes were carefully maintained. All documents collected were kept in a secure, locked drawer inside the researcher's office that also remained locked. All documents collected which could reveal the identity of participants or their associated institutions after every effort has been made to remove identifying information will not be featured explicitly in this research report. Audio recordings of interviews were stored on a portable hard drive that was also kept in the same locked drawer as all collected documents.

Informed consent. Participants must be informed of the nature of a study and advised that participation is completely voluntary (Lichtman, 2013). This is done primarily through an informed consent form. Informed consent was obtained from all participants in this research study (Hancock & Algozzine, 2011). Each participant was provided with the Informed Consent Form (see Appendix D: Informed Consent Form) to sign for the researcher, as well as a copy to keep for their own records. Informed consent provides a record which helped participants better understand the purposes of the research study and provided contact information to enable participants to ask questions or raise concerns at any time. It is vital for participants to understand the purpose of the research study (Hancock & Algozzine, 2011). Understanding how the researcher will use the data collected helped to alleviate any participant anxiety during the observation and interview processes. In the case of document collection, it was important to be clear with participants about how their documents would be used.

Rapport and friendship. Building rapport with participants can be an important part of qualitative research as it helps researchers obtain the information they seek. One way to help build rapport is through the use of gatekeepers to help the researcher access

participants (Creswell, 2013; Creswell, 2012). Gatekeepers help legitimize the researcher and provide the starting point for trust and rapport to be built. When rapport is built between participants and the researcher, participant anxiety can be more easily assuaged. That being said, Lichtman (2013) cautioned that there should be a distinction made between developing good rapport with participants and becoming friends. In most cases, maintaining a professional rapport is in the best interest of the participants, the researcher, and the research study.

Intrusiveness. Researchers have an ethical obligation to respect the time, space, and private lives of all participants (Lichtman, 2013). Creswell (2012) advised researchers to be respectful of research sites by always striving to be a good guest. Conducting observations during a class runs the risk of disrupting the practice of the teacher being observed. Researchers must be mindful to remain as still, quiet, and unobtrusive as possible while observing teaching. Teachers are usually very busy individuals. In order to be respectful of each participant's time, interviews were restricted to the agreed upon time and scheduled at the convenience of the participant.

Data interpretation. It is an ethical imperative that researchers honestly report data (Creswell, 2012). Researchers should make their data interpretation methods transparent to allow readers to draw conclusions to what extent the interpretation is believable (Lichtman, 2013). One strategy which was employed to reduce the risk of misinterpretations of data and lower the risk of undue participant anxiety was the use of member checks. Member checking, according to Creswell (2012), involves soliciting participant feedback on the researcher's representation of the participant. Participants had access to all reports written by the researcher through the construction of this final report.

Participants were encouraged to suggest edits or corrections if the researcher conveyed any misunderstandings.

Data ownership and rewards. Research should be shared with participants (Hancock & Algozzine, 2011). Neuman (2011) discussed that information obtained from participants might be considered intellectual property and the use of that information should be made clear to participants in order to allow them to make an informed decision about what information they might choose to share. Lichtman (2013) stated that generally the work generated through research belongs to the researcher; however, some have questioned if participants should benefit from any financial rewards a researcher gains through publication of the research. In the case of this research, no financial reward is anticipated because the only plans for publication involve the researcher's dissertation and perhaps a journal article. That being said, some participants may have concerns regarding the use of the documents collected from their classrooms. Since before any of these documents were featured in the final report of the research they were made anonymous, some participants may have concerns that providing these documents to the researcher could involve a loss of any potential copyright they may have or wish to obtain for these materials. In order to address this concern, the researcher did not feature any documents in the final report without explicit permission to do so from the participant. This permission was not part of the general informed consent process in order to allow participants to be part of the research even if they did not wish to have their materials explicitly included in the final report. A separate permission to reproduce materials in the appendices of the final research report with all identifying information removed was provided to participants who voluntarily consented to allow the researcher

to use their materials as exemplars of LinguaFolio® implementation (see Appendix G: Optional Permission for Use of Classroom Materials).

Other issues. Lichtman (2013) highlighted two other ethical issues of concern beyond the procedural standards and ethical considerations highlighted above: situational ethics and relational ethics. Situational ethics refers to unpredictable moments. Especially during classroom observations, there is a risk of unpredictable moments. Participants were advised that in the event the researcher's presence in the classroom became too intrusive or disruptive due to unforeseen issues, the participants were welcomed to discontinue the research. Had this occurred, the affected participant and the researcher would have discussed whether the observation should be rescheduled or if the participant would have preferred to withdraw from the study. However, this did not prove to be an issue.

In this instance, relational ethics are meant to refer to feminist principles and the ways in which power, respect, and risk are mediated in the research study (Lichtman, 2013). Taking into consideration the power dynamic that may exist between participants and the researcher can have very important effects on rapport building and the information that was collected throughout the study. A researcher can help to ease participant anxiety in observations and interviews by working on developing trust and respect with participants. The constructivist framework of this study directs research toward a negotiation of power and respect as the participants were explicitly engaged by the researcher in the collaborative construction of meaning.

Data Collection

Within a case study, multiple sources of data are collected within the natural context of the case (Hancock & Algozzine, 2011). Classroom observations, teacher interviews, and document reviews were used in order to investigate and describe the implementation of *LinguaFolio®* in North Carolina classrooms. Additionally, materials and documents used in these classrooms were collected. The field note template and the semi-structured interview protocol that were used can be seen in Appendix E: Field Note Template and Appendix F: Semi-structured Interview Protocol, respectively.

Observations. Observations are common data collection methods for a case study (as referenced in Baxter & Jack, 2008; Creswell, 2013; Hancock & Algozzine, 2011; Stake, 1995; Yin, 2009; etc.). Two important factors not already addressed elsewhere that have been suggested by Hancock and Algozzine (2011) for conducting observations are awareness of potential data and development of a field note template. It is important to be aware of ways in which observational data will serve to address the research questions of the study in order to be prepared to make note of vital information. As this study aimed to describe *LinguaFolio®* implementation, observations were focused on the behavior of the teachers during the observations. It was important to take sufficient notes and to reflect upon those as soon as possible after the observation was complete in order to develop a rich and accurate description of the case. Note taking was facilitated through the use of a field note template (see Appendix E: Field Note Template).

Document collection. The collection and analysis of documents is the first of six sources of evidences for case study research suggested by Yin (2003). In the case of this study, documents collected included: lesson plans which document *LinguaFolio®*

implementation plans; copies of LinguaFolio® materials used by participants during the observation; and materials or activities developed and/or used by participants to help reinforce their implementation of LinguaFolio®.

Interviews. Interviews can provide a rich, personalized data source but it is essential that while conducting interviews, the researcher listen carefully in order to best capture the participants' perspectives (Hancock & Algozzine, 2011). Interviews were conducted at the convenience of the participant as soon as possible after the observation. This allowed for directed reflection on the case of LinguaFolio® implementation that was observed. Appendix F: Semi-structured Interview Protocol was used to help focus the interview and was augmented by questions that arose during the observation and document collection phase of the research. In addition to the notes taken during the interviews, they were also recorded and later transcribed by the researcher.

The combination of observations, document analysis, and interviews provided multiple data sources to help the researcher understand the issue (Hancock & Algozzine, 2011). Throughout the collection of all data, a researcher journal was kept in order to analyze and continually develop the researcher's understanding of the issue throughout the study (Baxter & Jack, 2008).

Data collection began in August of 2015. Observations were scheduled at the convenience of the participants. At the time of each observation, documents were collected for analysis. Additionally, follow-up interviews were scheduled as soon as was convenient for the participant. During the interviews, most participants volunteered additional documents for the researcher to review.

Data Analysis

Collecting multiple data points within each case and data from multiple cases allows for data analysis within each case independently followed by a cross-case analysis in order to discover emergent themes (Baxter & Jack, 2008; Creswell, 2013). Hancock and Algozzine (2011) pointed out that “case study research is generally more exploratory than confirmatory” seeking emergent themes rather than the correlation of factors (Chapter 3, Setting the Stage). Each theme should be as specific as the data will allow (Hancock & Algozzine, 2011). The use of multiple sources of data, each acting as a puzzle piece, then helps to create a more complete picture of the phenomenon (Baxter & Jack, 2008). Hancock and Algozzine (2011) pointed out that emergent themes may be hierarchical in their interconnections and that analysis of case study research is an ongoing, interpretive process to discover those connections from the multiple and often disparate pieces of collected data. Within case data analysis is continual. The researcher made notes as data was collected because continual analysis in qualitative research can help guide the research as it progresses (Merriam, 2009).

Field notes were taken during each observation. These were later turned into a descriptive narrative to tell the story of each observation. Participants were interviewed next. These interviews were transcribed by the researcher. These interview transcripts were first used to narrate the conversation with participants. Various documents were collected from participants before and after the observation, during the interview, and some later via email. These documents were catalogued and described. The field notes, interview transcripts, and documents that served to create the descriptions of each case were then loaded in the qualitative research analysis software MAXQDA. This software

was used to organize all these data sources. Merriam (2009) described coding data as, “making notations next to bits of data that strike you as potentially relevant for answering your research questions” (p. 178). The MAXQDA software allowed the researcher to annotate all the various data sources within each case with codes to identify aspects of the data that helped to answer the research questions. The following codes were highlighted to address the research question, based on the data collected: planning, frequency, autonomy, goal-setting, self-assessment/reflection, materials and resources, and challenges. These codes were used to analyze each case independently. After each case had been coded, an analysis of each case was written for this report. Finally, a cross-case analysis was conducted within the framework of the Simplified Implementation Cycle developed throughout the literature review.

Validation Strategies

Creswell (2013) suggested various validation strategies such as triangulation, member checking, and rich, thick descriptions. Triangulation was employed in two ways. First, within each bounded case, there were multiple data points: observations, interviews, and documents. Additionally, a cross-case analysis provided some measure of triangulation, through commonality of the themes. Member checking occurred with the participants as data was collected and analyzed to ensure the data reflected the participants' perspectives as accurately as possible. After writing up each case, the narrative was shared with the participant to ensure accurate descriptions and avoid misinterpretation. In most cases, the teachers expressed gratitude at having someone simply take the time to describe what they were doing. In essence, from their perspectives, giving voice to their stories was gratifying because they felt like a

colleague, one who could understand what they were trying to accomplish, could see and appreciate what they were doing. Finally, due to the nature of case study reporting, rich, thick descriptions of each case are provided (Geertz, 1973). Reliability was addressed, as suggested by Creswell (2013), with field notes of observations, annotations of materials and documents, recordings of interviews, and transcription data.

Writing the Report

Chapter 4 of this report will feature each of five cases individually. These are labeled primarily by a pseudonym given to each participant. Within each case, various sections were deemed necessary to fully elucidate the research data and paint an illustration of each case that was as complete and true to the data as possible. These sections are titled: (1) Observation; (2) Interview; (3) Documents; and (4) Analysis. The Observation portion of each case chronicles the events and atmosphere of each observation as seen through the eyes of the researcher. Various figures that feature images and documents from the classroom are introduced to facilitate the reader's understanding of the researcher's experience in each classroom. This section was developed by narrating the notes that the researcher took during the observation. The second section of each case is the Interview. The researcher interviewed each participant after observing them in their classes. These interviews were recorded and transcribed by the researcher. The researcher then used those transcriptions to narrate the conversation that she had with each participant. This allowed her to give the reader a chronological perspective of the main points of the interview. The third section in each case, Documents, features descriptions of the many documents that the researcher collected. These ranged from photographs of regalia in the classroom to descriptions or examples of

various activities. The final section of each case consists of an analysis of all the data collected within each case. While the first three sections of each case introduce and describe the case, the last section relies on more than a chronological description. It features the coded analysis of each case.

In writing the report of the individual cases in this study, the researcher encountered a challenge to clarity regarding the figures used to illustrate the cases. In the Document and Analysis sections of each case, in particular, many of the documents discussed had already been introduced in the previous two sections, Observation and Interview. Referring to figures in a study that are many pages away can cause confusion for both the writer and the readers. The researcher contemplated this issue extensively and sought advice from various trusted experts on how to handle the situation and improve clarity of understanding. For the sake of clarity, the researcher chose to reproduce various figures in this section that had already been introduced in the previous two sections of each case. In order to make this as smooth as possible, the researcher chose to maintain the names of the figures in both occurrences but to use new numbers for those figures in the order they appear in the report.

The first three sections of each case served to describe the case as it happened and to highlight the important aspects of the work being done by these teachers. The last section took all of the data, coded it for themes to answer the research questions, and presented this analysis to summarize each case.

Chapter 5 of this report features a cross-case analysis of the data. This was organized around the three phases of the Simplified Implementation Cycle: (1) The Mapping Phase; (2) The Traveling Phase; and (3) The Unwinding Phase. The Mapping

Phase features examples of how teachers in this study practiced and reflected on motivating their students, both through extrinsic rewards and intrinsic motivation related to students noticing their learning progress. The Traveling Phase discusses the ways in which teachers used 90% plus target language use and task-based language learning to help students engage with the target language and develop evidence of their learning process. The Unwinding Phase focuses attention on the ways teachers guided student reflection and self-assessment of their progress to promote learner autonomy and further serve motivation for learning. All of the themes within each phase are reinforced by researcher, much of which was introduced in the literature review of this study.

Finally, Chapter 6 of this report will serve to conclude the discussion of this study. It will feature a summary of the key points of the study. Findings and assertions about Motivation and Goal-Setting, Target Language Use and Task-Based Language Teaching, and Guided Reflection and Self-Assessment will be presented. A conclusion will recap what was learned to answer the overarching research question of this study. Limitations of the study will be presented. Implications will be listed as suggestions for teachers wishing to implement LinguaFolio®. Finally, directions for future research will be discussed.

CHAPTER 4 CASES

Introduction

Five participants were recruited for this study. All five participants were women, four of the five were Spanish teachers and one was a French teacher. Four of the five were National Board Certified Teachers and had shared professional teaching experiences with other teachers at conferences and had served as model classrooms where other teachers could observe them model various teaching approaches and strategies. Participants' teaching experience ranged from 11-29 years in various settings, including teaching experiences abroad. All participants were interested in the ways instructional technology support learning; one was recently recognized for her work with instructional technology integration in the world language classroom. For all they had in common, these teachers all had unique contexts and styles.

These cases are presented chronologically based on the date each teacher was observed. Within each case, there are four sections: Observation, Interview, Documents, and Analysis. The observations consist of a detailed narration of the field notes taken during each observation of each participant. The interviews for each case were recorded and transcribed by the researcher. The interview section consists of a descriptive narration of the conversation that took place. The document section of each case details various images and documents collected during the previous two stages of data collection. The last section, analysis, consists of a discussion of the coding of all three forms of data based on codes developed to highlight answers to the research questions for this study.

Madeline

Observation. On November 3rd, 2015, the researcher visited an average-size high school that serves a relatively sparsely populated county in rural North Carolina to observe a Spanish teacher who will be referred to here as Madeline. Madeline is a National Board Certified Spanish teacher with 11 years of experience. She has a Master's degree in Spanish. She developed the entire Spanish curriculum for the school, including developing vast amounts of instructional resources. She is an avid and talented user of instructional technology, having developed various web resources and instructional technologies tools that will be discussed throughout this case. She will be presenting at a local technology institute in the fall of 2016.

Upon entering the classroom there would be no doubt in the mind of any casual observer that this was a Spanish classroom. Papel picado Día de los Muertos banners were draped from the ceiling and the walls were covered with memes³ in English, Spanish, and a mix of the two languages (see Figure 9: Madeline's Classroom).

³ An Internet meme is a concept or idea that spreads “virally” from one person to another via the Internet. An Internet meme could be anything from an image to an email or video file; however, the most common meme is an image of a person or animal with a funny or witty caption (http://www.webopedia.com/TERM/I/internet_meme.html).



Figure 9: Madeline's Classroom

Mememes are usually humorous in nature. Humor can serve several functions in a classroom. Laughter can build community by validating a common emotional response (Edwards, 2010) and “by lowering defenses and bringing individuals together” (Henderson, 2015). Humor activates the reward system in the brain (Vinod & Dolan, 2001). This flood of dopamine is important for goal-setting and long-term memory (Henderson, 2015; Wise, 2004). Banas, Dunbard, Rodrigues, and Liu (2011) reviewed four decades of research on humor and concluded that, “the use of positive, nonaggressive humor has been associated with a more interesting and relaxed learning environment, higher instructor evaluations, greater perceived motivation to learn, and enjoyment of the course” (p. 137). They went on to say that, “there is substantial empirical evidence that humor can enhance recall and aid learning” (Banas, et al, 2011, p. 137). In the upcoming Documents section of this case, several of these mememes will be highlighted and discussed in more detail.

There were six tables in the room for students’ use. Each table sat four students, with two on each side of the table. This created natural groups for student interaction. A

projector lit the wall near the teacher's desk. The projection told students the date in Spanish and asked them to look over pages 10-16 and to update their lists. A student asked what this meant and Madeline told her to add the dates to her list of ACTFL Can-Do statements. This time was referred to as "bell work" because students are beginning this task as the morning bell, indicating the official start to class, rings. Because this Spanish 1 course was the first class period of the school day, the bell was followed by the pledge of allegiance to the flag and morning announcement across the school-wide loudspeakers. Madeline called roll and students responded with *aquí*, meaning "here" in Spanish. As she did this, students were completing their bell work and asking the occasional question. Madeline reminded students that their "proof" (evidence of completing Can-Do objectives) could consist of any of the work and projects they had done in or for class. The students were using an interactive notebook format for their lists and proof (see Figure 10: Interactive Notebook Checklist).

Theme: Los saludos		Date:	Proof:
I can ...			
1. greet and say good-bye			
2. say and ask for the date			
3. count the numbers 1-100			
4. categorize the months into seasons			
5. ask for and give birthday			
6. identify Spanish-speaking countries			
7. ask and tell where I am or others are from			
8. pronounce & be aware of diff. in Sp & En			
Theme: Los amigos		Date:	Proof:

Figure 10: Interactive Notebook Checklist

There were various sections to these interactive notebooks, marked by tabs, to help students stay organized (see Figure 11: Interactive Notebook Tabs).

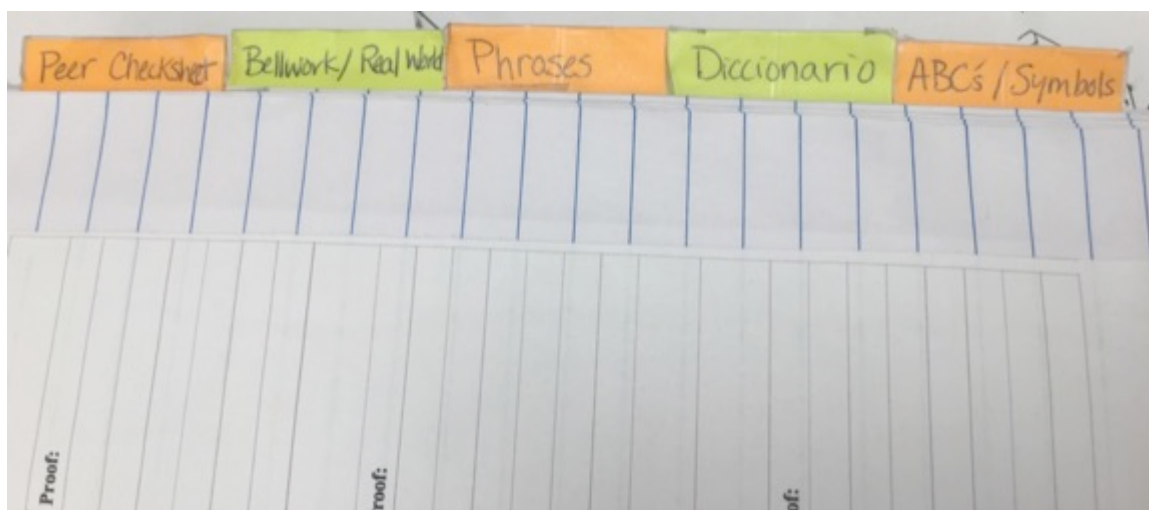


Figure 11: Interactive Notebook Tabs

While students were finishing up their bell work, Madeline asked if they had any stickers that they wanted to trade in. This turned out to be a reward system that Madeline explained during the interview phase of this study. Madeline moved about the room answering questions as students worked. The atmosphere was casual and comfortable. Students seemed to have no hesitation in asking questions and taking risks with the language. They were very engaged and on-task and seemed to be genuinely enjoying their work.

At this point students had noticed an observer in the room and began to ask why the researcher was present. Madeline easily and quietly explained that she was being observed to see how she teaches. They seemed content with her answer and settled back into their routine quickly.

There was Spanish everywhere one looked in this room. Funny memes and culturally relevant magazine article adorned the walls (see Figure 12: Memes on Madeline's Wall). The room felt like one was literally surrounded and immersed in the language and culture.

About twenty minutes in, Madeline transitioned students from their bell work by asking students what some of the new things they were able to check off their Can-Do lists were. She repeated the quiet answers of individual students to the entire class. In this way, they reflected on their learning collaboratively before moving on. She next reminded the class of their upcoming test the next day. “I can identify and describe clothing” was one of the Can-Do statements they had recently covered and she reminded them of the content they had covered related to that statement (see Figure 13: Objetivos - Unidad: La Ropa).

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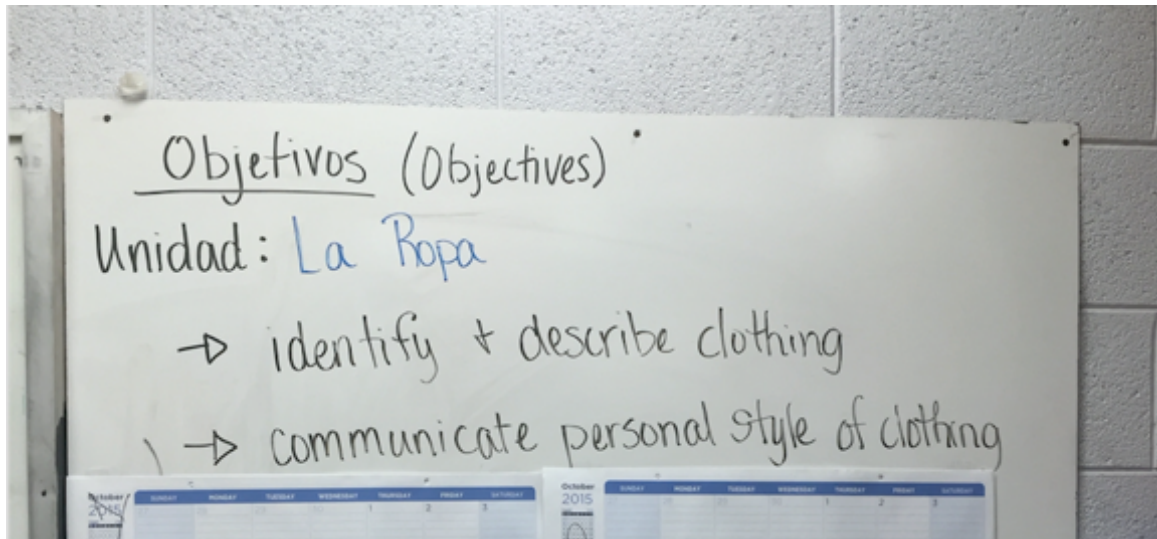


Figure 13: Objetivos - Unidad: La Ropa

She described the format of the upcoming test, including a speaking portion where they would play act being a customer and/or an employee in a clothing store. She reminded them that they learned *soy*, meaning “I am,” to talk about or describe themselves and that they would need *es*, meaning “she/he/it is,” to describe someone else.

Next she began a listening activity. She explained that she would read a description of someone, but only twice, and that they should listen carefully and make notes about what they heard so they would be able to draw a picture about what they had heard about. She told them the activity would be about someone’s clothing. She explained to them that there would be some phrases included that they would not know but to listen and see what they could figure out based on context clues. They were not to look at each other’s work because the purpose of this activity was to see if they were prepared for the test tomorrow. They were not to ask for any help. They were only to focus on what they understood of what they heard. Madeline has consented to allow for the reproduction of the full-text of this activity below with the understanding that other

teachers may use and edit it for their own classrooms or non-profit purposes (see Figure 14: La descripción de Luisa).

*Me llamo Luisa.
Tengo pelo rubio.
Y tengo ojos cafés.
Tengo 15 años.
Yo soy estudiante en una escuela secundaria.
En mi escuela llevamos uniformes.
Yo prefiero no llevar uniforme.
Porque el uniforme es muy simple.
Llevo una camisa azul de manga corta.
Llevo una falda verde y azul.
La falda es de cuadros.
Llevo unos calcetines altos.
Los calcetines son amarillos.
Llevo unos zapatos negros.
Cuando hace frío, llevo una bufanda rosada.
Cuando nieva llevo unas guantes moradas.*

Figure 14: La descripción de Luisa

She slowly read the above description of “Luisa” aloud to the class. Before reading the dialog for the second time, Madeline reminded the students that it was okay if their notes were in Spanish or in English. A student asked if she would judge them if they did not get it right and she quickly and kindly assured them that she would not before continuing. After the second reading she handed out a half-sheet printout of a blank person for them to use as a frame to draw what they had heard. She asked them again not to help each other or look up vocabulary. This was about understanding what they already knew, all on their own. As they worked, she moved around the room to monitor their progress. The students had crayons and markers in boxes on their tables to add colors to their drawings of Luisa.

While they were working, a student asked to go get some “water.” Madeline replied with *¿Qué?* meaning “What?” because she expected students to use every word they knew in Spanish. The student responded automatically with *agua*, meaning “water.” It was obvious from his behavior that this was a common practice in Madeline’s class. Earlier there had been a similar incident with *dulce*, meaning “candy.” As the student headed for the door to get his *agua*, he stopped to ask about the phrase “*No manches*” in a meme on the wall. She explained that it was a very Mexican slang phrase that was difficult to translate but that it was similar to “I can’t believe it!” or “No way!” This exchange about the language on the wall also seemed like a common occurrence in the class.

After giving the students time to complete their drawings of Luisa, they discussed the results. Luisa wore a uniform to school. Madeline explained that going from the general term for clothes to the more descriptive *uniforme* was “taking in up a notch” from the basic level. She pointed out the proficiency levels on the wall⁴ (see Figure 15: Proficiency Levels on Madeline's Wall) and reminded them to keep aiming for moving beyond the novice high level by adding small details.

⁴ The full text of these levels can be accessed here:
<http://www.learnnc.org/lp/media/uploads/2010/06/lfrevisedgrid-october2009.pdf>

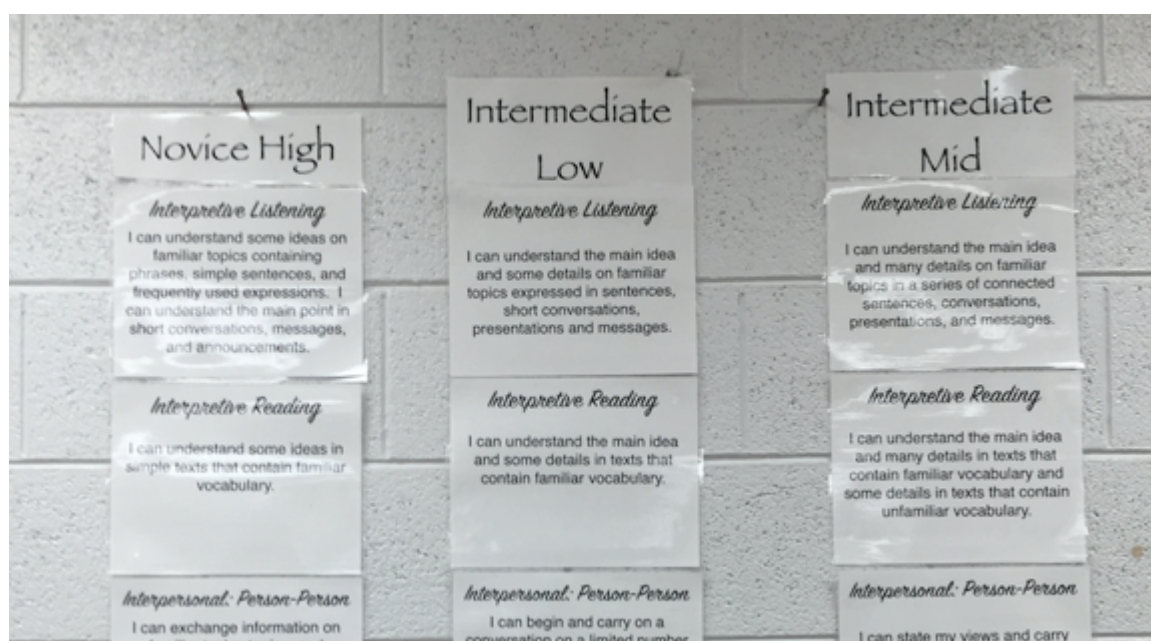


Figure 15: Proficiency Levels on Madeline's Wall

She told them that when they understood more of the details, they could make it up to the intermediate low level. She acknowledged that *uniforme* was not a vocabulary word they had specifically learned but praised them for figuring it out anyway. She continued going through the paragraph about Luisa, line-by-line, for more listening practice. She paused periodically to ask the students to tell her what she was saying. As she went, she gave examples of what they knew, how it related to the proficiency levels, and what it meant for where they were. This guided reflection of their progress was a key tool for supporting students in becoming more self-regulated. She cued them into context clues when they acknowledged they knew the word *guantes*, meaning “gloves,” so they might be able to figure out *nieve*, meaning “snow,” because one wears gloves when one is cold.

She asked students to flip their drawing over and *adivina*, meaning “guess,” what was coming next. She asked them to write as much as they could about Luisa, switching from the first-person *yo* of the listening activity to the third person *ella*. She asked them

not to use their notes, just to see what they already knew how to say. They had to write quickly because they only had three minutes.

As they worked, she wrote *5 Preguntas: La Ropa*, meaning “5 Questions: The Clothes,” on the board. After a couple of minutes, she also wrote “Okay, one more minute!” When she called the exercise to a close, she asked them to count the number of words they had written and to put that number on their paper. She said, “If you wrote more than *10 palabras*, meaning “ten words,” *levanta la mano*, meaning “raise your hand,” and went on to 15, 20, 25, 30, 35, 40, 45. The person who had the most words, 47, got a sticker and she put this on the front of her notebook. Madeline reminded the class that if they did not know all the clothing vocabulary, they would need to study it that night so they would be ready for the test tomorrow. She paused for questions and then asked them to put their drawing of Luisa on page 138, saying the number in Spanish, of their interactive notebooks.

Next they were directed to turn to page 61 to add their phrase of the week, *No lo vas a creer!*, meaning “You’re not going to believe it!” She also had them practice saying it a few times.

In Spanish again, she directed them to page 141 of their notebooks. Here they copied the *5 Preguntas* from the board, leaving a blank line in between each question. She read each of the five questions and the students called out what these questions meant back to her. She mentioned they were practicing the verbs they had learned the previous week. She asked them how they would say “yes, I have” and “no, I don’t have” and wrote their responses on the board for reference. She encouraged them to go a little above and beyond by remembering to add more detail to their answers. They might add

“I like” or “I don’t like.” She wanted them to “up [their] sentences” to make them more than a simple, “Yes, I have a silk shirt.” She gave them ideas like *siempre*, meaning “always,” and *nunca*, meaning “never.” She reminded them that when they take the time to add the extra stuff they can go from the novice high level to the intermediate low level. Again, she exemplified how to train students to self-assess with the proficiency levels. She continued going through each of the five questions and asking students if they understood each one. She asked them for examples of how they might respond to each one. She gave more ideas as they went through how each sentence could be taken a little bit further. She repeated, “try as you’re writing your sentence to add something a little bit extra.” She left room in several places for personalization of the activity, such as talking about a specific brand of clothing. She validated a student who asked if they could say they did not like shorts and reminded them that since “shorts” is plural, the word *gusta* had to change to *gustan* showing how a focus on form can be accomplished in a communicative setting and activity.

After the students had time to answer the questions in their notebooks, she directed them to draw a chart about seven to eight lines long (see Figure 16: 5-Question Peer Interview Chart). She informed them that they would be moving around the room asking the five questions of their peers, making a note as to whether the answer was yes or no in the chart.

<i>Nombre</i>	1	2	3	4	5

Figure 16: 5-Question Peer Interview Chart

She led them through pronouncing the questions together before releasing them to move around the room. She encouraged them to find a person from a different table to start with. The students moved around, finding partners, and asking their five questions. Madeline walked around as well, listening to their progress and encouraging them. She periodically reminded them to switch partners and helped to facilitate this process. She was moving continually, encouraging students and answering questions.

After they had switched partners several times, she directed them to finish up and head back to their original seats where they must get out their computers and put away their notebooks. She counted backward from ten in Spanish to get them moving. She moved around and reshuffled students to ensure they had new partners this time.

She gave them two options for the next activity. If they wanted to try for “novice high,” then they would be asked one of the questions and could respond with a memorized phrase. If they wanted to try for “intermediate low,” then they must try to speak more spontaneously. She offered extra credit to those who would attempt the more

difficult option. Groups that wanted to try for “intermediate low” went outside into the hallway so they could not see the board where the questions were written. About half the class chose the more difficult option. The others stayed in the classroom. They used photo booth on their computers to record their conversations. Madeline moved around the room and just outside the doorway to monitor the students as they struggled with this activity. It was evident that *LinguaFolio* must be highly integrated into this class because students seemed very accustomed to this type of work. Madeline discouraged students from using any kind of speaking notes. Instead, she asked them to struggle with answering the questions. This kind of struggling can be very productive for learning by helping students see where their strengths lies and what specifically is still challenging them. They were asked to turn in their videos on the *ropa*, meaning “clothes,” assignment page on haiku, the course management system used to store the electronic portions of the portfolio.

As students uploaded their videos, she asked they attach a note to the assignments. In this note they were to write as much as they could remember about what was said without looking in their notebooks. She stressed that the point was to see how much they already knew on their own. If they could not remember exactly what was said, they should make up as much as they could. This was to be done totally in Spanish and they were to try to get to at least five sentences. She moved around the room as they worked, emphasizing that if they were still struggling with this now they really needed to focus on studying this because they would not be allowed to use their notebooks on the test the next day. She looked over their shoulders as they worked. Reminding them to add more by asking questions like, “How do you say how old you are?” She encouraged them

saying, “You’re on the right track.” She continued to challenge and encourage them as they worked. She gave a warning when there were only three minutes left. Their homework assignment was to go home and teach the five questions to a family member and record it.

Madeline’s second class of the day was a Spanish two class. It was striking how impressive their proficiency seemed. They moved to their desks, chatting with each other in Spanish. The projected text on the screen changed to read, “*Hoy es el tres de noviembre. Escribe 5 preguntas que hace un doctor cuando tiene un paciente nuevo.*” This meant, “Today is the third of November. Write five questions that a doctor asks when s/he has a new patient.” The students began this bell work without explicit instruction from the teacher. This seemed to be a clear sign that Madeline had been promoting self-regulation in her students from the beginning. She reminded them, staying exclusively in the target language, to add their dates and weather. She read aloud the prompt projected on the white board. The students worked through the meaning as a group. Madeline used circumlocution⁵ to help them, rather than reverting to English. As the students worked on their bell work, she took roll. The students responded with *aquí*. Some students asked how to spell words. Rather than spelling them, Madeline simply said the words very slowly and let the students struggle to figure them out. Again, she was using a tactic to promote self-regulation. They would not always have her to help and this type of strategy helped them to learn how to handle this problem on their own in the future. Not leaving them completely alone to guess at the spellings, she did monitor their

⁵ The practice of talking around a concept, using synonyms and gestures, to help learners understand while maintaining target language use.

struggle and remind them of any necessary accent marks. When asked, she also reminded a student that this was bell work to help him be sure he was writing in the correct part of his notebook. Again, by classifying and organizing the work, she modeled another strategy to help promote self-regulation in her students. As she continued moving around the room, she stopped to help a student put a comparison project from the previous day into her notebook. This project involved comparing a local holiday called Celebration Day with the Mexican holiday *El Día de los Muertos*. It was a very interesting project where students colored a sugar skull, cut it in half down the nose, taped each side into their notebook so that it opened in the middle, and wrote the comparison between the two holidays each to one side. Madeline described this activity further in the interview portion of this study and provided images of it.

Students were next asked to write their questions up on the white boards. There were several white boards around the room and plenty of room for the students to spread out. Some of the questions they wrote were:

- ¿Qué es tu tipo de sangre? (What is your blood type?)
- ¿Cuál es tu sexo? (What is your gender?)
- ¿Qué te duele? (What hurts?)
- ¿Cómo te llamas? (What's your name?)
- ¿Eres alérgica? (Are you allergic?)

As they wrote up their sentences to share with each other, Madeline explained the reason for this brainstorming activity. She had found an amazing vlog to share with them. She explained that a vlog, or video blog, was a blog where the author spoke instead of typing. She told them that the guy in the video was really funny and that there was a lot of slang

in the video. There was also some profanity so she had modified the video to bleep out the inappropriate vocabulary. This was an authentic text as it was made by and for native speakers of Spanish, simply altered to make it appropriate for younger students. Using this type of resource further provided evidence of best practices occurring in this classroom.

Before moving on to the listening activity, she told them to put their phrase of the week on page 59 of their notebooks. She also told them she had new candies (again, all of this was in Spanish) and asked if they had any stickers to trade in. During this time, students were taping projects and assignments into their notebooks. This again seemed to be a sign of self-regulation as students worked on these things during transitions without being prompted specifically to do them.

Next she began a pre-listening activity. She told a story (in Spanish) about taking her son trick-or-treating and why he could not eat certain candies. As she spoke, she paused periodically and the students guessed (in English) about the meaning of each part of the story. She used props, like the candy, to help them. As she told the story, she passed out a sheet of paper to each student that contained a Wordle. It was made up of keywords from the vlog they were about to watch (see Figure 17: Madeline's Wordle).



Figure 17: Madeline's Wordle

As they listened, they used a marker or crayon to highlight the words they heard. She reassured them that in some parts, they might understand the meaning while in other parts, they might just be able to get the gist of what the speaker would say. She reminded them to listen for the words they had been studying. The goal was to get to intermediate low where they could understand some of the details they heard. She referenced the proficiency statements on the wall again. She reminded them that watching the video would give them hints and context for what they would hear. Just before beginning the vlog, she warned them that the speaker would be speaking quickly but to just relax and listen. They would get to hear it twice and they only needed to circle the words they heard.

After listening to the video the first time, Madeline paused to ask the students to explain the gist of what happened in the video. She asked the students where the speaker was (at the doctor's office) and what his symptoms were. She remarked that some had been repeated several times in the video and asked if anyone had gotten three, five, or ten of the words. The second time she played the video she pointed out important places for them to listen specifically for symptoms. After listening the second time, she asked how many of the words the students had gotten. Many of them had ten or fifteen. She instructed them to grab a different color crayon or marker and to mark the words that were included in the video but that they did not mark while listening. She went through each word and asked if they heard that word or not. She talked to them about related vocabulary they had learned and other ways to say the same thing. Finally, she had them write at the top how many they got right and how many they missed.

The next activity was an impromptu skit of a doctor and a patient. She assigned partners by calling five students to the board and doing a schoolyard-style pick of partners. After partners were established, volunteers took turns going up to the front of the room and conversing as if one were a doctor and the other were a patient. It was unrehearsed, spontaneous interpersonal communication. She encouraged them to try to say more and include more details. When the second, then the third pair began to repeat the process, it became evident that Madeline had managed to pair heritage speakers of Spanish with non-native speakers. Although it had seemed at the time as if the students had complete freedom to choose their partners, but because she had chosen who got to make those choices, she actually framed the groups the way she wanted them. The heritage speakers tended to push their partners to say more. They helped them with words

when they struggled, mispronounced words, or got stuck. In fact, there was at least one heritage speaker at each table in the classroom. This seemed very ideal for them. In the skits the heritage speakers always played the patient role, leaving the arguably more challenging task of the doctor to the non-native speakers. The pairs of students continued and as they each had a turn it became evident that there was a spirit of peer learning in this classroom. It was very subtle at first, but once one became aware of it, it was evident in the ways students worked on everything. There was a general sense of ease in the classroom. The students made jokes and took risks with the language.

As the final pair finished their skit, Madeline had them return to their seats and retrieve their notebooks. They turned to page 130 where they had previously drawn a picture of a monster. Now they were to write a description of the monster. She instructed them to make a goal of either novice high, writing simple sentences, or intermediate low, writing with more details. She gave examples of how to do this and ideas of how they might make it more detailed. Instead of, “He has two arms,” they might write, “He has four black arms.” Students with a goal of novice high were to write ten sentences. Those with a goal of intermediate low would have to write more.

The students began writing and Madeline moved around the room to answer their questions and help support their writing process. She reminded them that this was only a rough draft. Again, she used Spanish nearly exclusively with these students, pausing to check for comprehension and using circumlocution to be sure they understood. She gave some final notes about organizing their notebooks and a future assignment due date. She told them to finish their monster paragraphs for homework and the class ended.

Interview. In an effort to support understanding, the interview began with a discussion of terms. Madeline related that she refers to the Can-Do statements as “the checklists” and the ACTFL proficiency guidelines as “fluency standards.” This was an important way to start our discussion because in the classroom, the terms teachers use do not always match those in the research literature. To clarify and facilitate the interview process, it was important to use Madeline’s own terms in order to create a conversation focused on *her* perspective. It was vital to validate Madeline’s terminology, rather than impose the researcher’s perspective. Madeline explained that the checklists were very helpful to her in planning her curriculum overall, as well as her day-to-day lessons. As was highlighted in the literature review, these checklists, or Can-Do statements, can provide both the zoomed-out map that the entire course or curriculum might take, as well as the zoomed-in map of unit and daily turn-by-turn directions to reach ever-increasing levels of proficiency with the language.

As she is the only faculty member in Spanish at her school, Madeline was solely responsible for creating the curriculum in all levels of Spanish. When she first arrived at this school, the textbooks were really old and she did not care for them. As she had just finished up her Master’s portfolio project, in which she had summarized and evaluated a large number of Spanish textbooks, she was well prepared to develop a curriculum that supported her beliefs about learning a second language and her understanding of what students would really need to learn. Using the vast vocabulary lists and resources she had compiled in her portfolio project, she developed a set of online materials. At first these

were hosted on a personal wiki-style website, but later they were moved to Edmodo⁶ and then more recently to the school's new course management system (CMS).

In the earlier days, the school had a set of laptops in a cart that were being underutilized so Madeline checked those out frequently for her students to make accessing online course content easier. The school has since become a one-to-one school in which every student has a laptop of their own. Having an online platform for her course facilitates many functions, both for Madeline and her students. She can create practice activities or give them access to supplemental resources to study. Her students are able to create digital projects, such as video recordings, and submit them to her for feedback. While much of what Madeline does in class is not online, such as the interactive notebooks that serve as the students' portfolios and textbooks, she is able to use these technologies to support learning when appropriate.

Zooming-in on unit and daily lessons, Madeline uses the checklists to guide her focus in the classroom by reviewing them periodically during her planning before each of her classes. Additionally, she uses them in class to prepare students for what they will be learning and to help them self-assess their progress along the way. Typically, she has students review these checklists (for example, see Figure 10: Interactive Notebook Checklist) on Fridays and at the end of each unit. She always tries to remind them that if they do not feel like they have reached one of the goals in their checklists, they can place a question mark instead of check mark by it. In that way, they will have a reminder of which they need to review again later. She tells them not to check off any statement

⁶ A tightly controlled, Facebook-like, social media site and classroom management tool that enables teachers to post material and communicate with students and parents.

unless they are pretty confident that they can demonstrate their ability with it. That might mean they already have evidence from a class assignment or project, indexed in their interactive notebook or on the class CMS, that they can easily show. Madeline said she always tries to make sure that they have some type of evidence or proof in their notebooks that they can do most everything in the checklists by the end of a term. For example, when completing writing assignments her students create multiple drafts so that students always have that progression of learning to reflect on and share. Another example she gave was an activity that involved creating trading cards about themselves and their friends. Some of the cards went into their notebooks and others were handed in to her. Madeline explained that she is always trying to focus her planning toward giving students opportunities to create evidence for their notebooks. She wants student to be able to easily prove what they can do with the language.

Madeline uses many resources she finds online and feedback from students and parents to develop materials that are relevant to their goals and interesting to the students. One example was an activity students did in October and November around the Mexican holiday, *Día de los Muertos* (see Figure 18: Día de los Muertos Cultural Comparison).

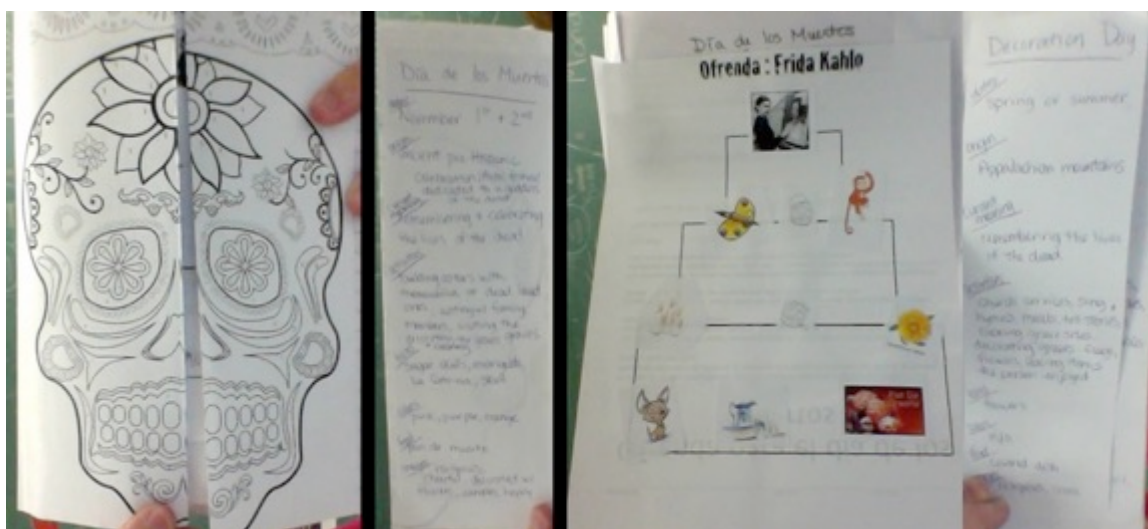


Figure 18: Día de los Muertos Cultural Comparison

For this activity, Madeline found a color-by-number of a sugar skull online. She removed the part of the image with the English colors and created her own key with the colors in Spanish instead. After coloring the skulls, they cut the image long ways down the center of the skull, through its nose. They taped the outside edges into their notebooks so that it opened like a window. Inside the skull, students created an altar and wrote a comparison between *Día de los Muertos* and a local holiday called Decoration Day. Both holidays honor deceased ancestors and involve visiting and decorating graves. This activity was fun for students because they got to color, cut, and tape. Additionally, they were able to develop their intercultural communicative competence by better understanding the target culture in relation to their own culture.

In addition to the overall and daily planning that Madeline does with the checklists, she also emphasized the importance of the fluency standards to her classroom. As was previously mentioned, the fluency standards are how Madeline refers to the overarching Can-Do statements for each mode of communication and level of

proficiency. During the observation portion of this report, mention was made of how she refers students to these levels, which she has laminated and posted on her wall (see Figure 15: Proficiency Levels on Madeline's Wall), to motivate students to reach for higher proficiency levels. During the interview, Madeline pointed these out again. She said she refers to these at least every other day, if not every single day. She always points them out to her students and asks them to pick the goal and make their plan, no matter which mode of communication they are working on for that day. She related that her personal teaching goal was to be sure to remember to do this as frequently as possible because she has seen what a difference it has made in her students' motivation levels. To that end, she has started to create a document for each unit topic to give students concrete examples of what the various proficiency levels look like (see Figure 19: Example of Fluency Levels - Using Gusta). She prints copies of these for her students to reference as they work on their projects. These serve to help students really see what constitutes an intermediate low level of proficiency within the specific context they are currently working with. When they have the handout in hand, Madeline said they always seem more apt to really pay attention and understand. She said, "it clicks a little more."

Example of Fluency Levels - Using Gusta

Novice mid - Me gusta
bailar
cantar
leer (lists)

Novice high - Me gusta bailar. Me gusta cantar. Me gusta leer. (simple sentences)

Intermediate low - Me gusta bailar con mis amigos. Me gusta cantar en el baño. Cuando llueve me gusta leer. No me gusta leer en la biblioteca. (some details)

Intermediate mid - Me gusta bailar los sábados en la noche con mis amigos. Me gusta mucho bailar. Me gusta la música salsa. También me gusta la música pop. Cuando llueve me gusta leer. Me gusta leer sola en mi cuarto. No me gusta leer en la biblioteca. A veces me gusta leer en mi casa en el sofá. (detailed with connecting sentences)

Figure 19: Example of Fluency Levels - Using Gusta

With a sufficient understanding of their goals, Madeline explained how they are able to reflect on their learning. Continuing with the example of talking about what they like, or Using *Gusta*, she talked about a writing assignment students recently did. She told of how they had learned about *gusta*, they had practiced it in various activities, and they were writing a rough draft for a project. She reminded them to pick which level they wanted to reach for and to write that level at the top of their papers. She also required them to highlight it, “so it would stand out as a constant reminder for them of what their goal was going to be.” She said some students asked her if they could write novice high but maybe include some sentences in intermediate low and she encouraged them to make a note about it at the top of their page to remind them of that goal. She said those types of questions encouraged her because she realized that by offering them the opportunity to rise above standard expectations, students were actually going to try to meet those higher goals. After writing their paragraphs, Madeline has students go back over what they wrote and highlight portions that demonstrate the higher levels of proficiency they aimed for when they began. Then, usually in the next class period, students exchange these

drafts and proofread each other's papers. After students have a chance to review this feedback, they write a reflection on their writing process. Madeline explained that her primary motivation for this last reflection piece of the process is that it almost always causes students to be impressed with their own progress. She said it will then, "spark their interest." She believes they will start to understand, "I can do this, maybe next time I can add a few more things." This is how she has seen students progress and why she continues to put time and effort into further improving her practice around this reflection piece of the process. She said that she builds everything from the checklists so that her students can self-assess and answer their own question, "did I reach these goals?"

Many teachers who have had few or negative experiences with asking students to self-assess might be concerned with how accurate students are at commenting on their own learning. As was touched on in the literature review, research has provided evidence that students do need training to become good at self-assessment. However, Madeline had a different concern regarding student self-assessment. It is her practice to move around and monitor students as they work. Checking in this way, she feels she can best support their learning by encouraging them to push themselves further. She related that her goal, "instead of pointing out errors, is to go around and say 'oh! *buen trabajo!*' good job." She feels like her students can get discouraged by focusing on the errors while they are writing. Instead, praising their effort as they work seems to be more helpful in the long run.

In addition to praising their effort, she uses what she sees them writing to engage them in spontaneous oral practice. One example she gave was if a student had written, "*Me gusta el básquetbol,*" meaning "I like basketball" in English, she might ask them,

“¿Te gusta el básquetbol?” Madeline laughed remembering the first few times she started doing this. Students just looked at her oddly and responded, “uh yeah?” She would prompt them further, “sí...” It would click that she wanted a full response in Spanish and they would engage in Spanish, ¡Sí!” She continued prompting them until they responded in full sentences. Then she would praise them for moving up from saying just yes to responding in full sentences. As she does this more frequently and as the semester progresses, the students become accustomed to this expectation. They begin to realize that they can speak and that speech becomes more spontaneous. She has seen the benefits of this practice in their summative assessments as well. Students know if they try to make their sentences more complicated, they will receive more credit on their score. In this way, error correction does not become something her students fear to the point that they will not take risks to push their language beyond what they safely know how to say.

Feedback and appropriate praise frame Madeline’s classes. In addition to the frequent and spontaneous feedback students get as they are working from Madeline, peer feedback goes a long way to promote learning. In fact, peer feedback will continue to become more a part of modern day life every day as people use social media to connect to one other and share ideas and opinions (DuBravac, 2013). Who can get away with using the wrong their/they’re/there or your/you’re on Facebook these days? No one! Each week, Madeline puts a phrase of the week on the board. This phrase is never something that is part of the normal curriculum. Sometimes these come from something students request to learn. For example, students wanted to learn how to say, “how cool,” so the phrase of the week was “*que chido*.” Sometimes these come from funny situations that arise in class. Madeline once had a student in a class right after lunch who would fall

asleep. That week the phrase was “*ponte las pillas*.” Literally it means, “put your batteries in,” but it actually means, “get your act together.” Whenever this student started to nod off a bit, his classmates would start calling out, “*ponte las pillas*.” Needless to say, peer pressure modified his behavior much better than Madeline’s reminders probably would have. Previously, Madeline also described how students proofread each other’s papers as part of a reflective writing process. Knowing that their peers will be carefully reading what they write, also seemed to her to help promote a more careful focus on learning. Peers also serve to help check each other’s interactive notebooks on a weekly basis. These notebooks essentially serve as both a portfolio of student progress and a student-created textbook of the content they cover in the class. Once a week, students exchange notebooks with a partner and they are given criteria of exactly what should be completed at a given time. These are completion checks that are done very quickly and easily and add an additional element of accountability to help keep students on track and up-to-date with their work. Another way peers give each other feedback is related to larger projects that they would typically be submitting on the CMS. In small groups, students take turns presenting to their peers. The students who are listening are required to take notes of some sort, depending on the context of the particular project. These notes help keep the listening peers focused on the speaking peer and provide specific feedback to the speaker to help improve their project. Whenever class enrollments permit it, these peer groups have a heritage speaker to help peers extend oral proficiency further.

Feedback can also occur more holistically within the class. Looking over their checklists as a class they might take a statement like, “I can describe my family and friends,” and discuss as a class what it means to be able to say that. In this way they share

various ideas and examples to extend the language proficiency in ways they might not have thought of individually. Sometimes, especially in classes with smaller enrollments, presentations will also be done for the entire class, either in addition to or instead of the smaller peer groups described above.

Another way Madeline promotes motivation in her class is with a reward system that gets students excited and actively engaged in the class. Whenever students use the phrase of the week or go above and beyond in some activity, they are sometimes rewarded with a sticker. Sometimes if a student who normally might be reticent to volunteer takes a risk with the language, they may get a sticker. Students do not always know when they might be awarded these stickers but they want them so many students tend to go beyond expectations on a regular basis for the hopes of earning a sticker. During roll call, Madeline lets students who have earned three stickers go to a prize box. The prize box contains things like temporary tattoos, candy, pencils, and erasers. She admitted that while this might seem, “super cheesy,” that it, “is crazy how stickers motivate a kid!” She laughed saying they were even more eager this semester because she had gotten Avenger stickers and everyone wanted them.

Madeline did not have too much to say regarding challenges she faces using these self-assessment and reflective learning tools and methods in her class. Her one real complaint was the lack of time due to a block system⁷. She said she wished that they had even more time to reflect and focus on the checklists. She also wanted to have more time

⁷ Generally, a block system is a school schedule that allows for eight classes in an academic year by spending one semester on four courses and the next on four different ones. This tends to mean less time spent on each class than would be the case on a more traditional year-long academic calendar.

to create more proof for some of the checklists. She really wanted students to have plenty of proof to demonstrate their language proficiency for various topics and though she has been finding more and more ways to include various samples, this is an area that could be improved with additional class time.

Another smaller challenge she has been working to address is the vast amount of paper that the checklists can require. One way for dealing with this has been to keep the interactive notebooks in her classroom after the beginning level courses. For students continuing on into the higher levels, this saves having to recreate a lost notebook. Going forward, she plans to explore better ways to take more of the portfolio online. Since the students have the laptops, it is about finding a way to do this so it is time efficient and does not exacerbate the time challenge previously mentioned.

Documents. The reader should remember that for the sake of clarity, the researcher reproduced various figures in this and the following section that have already been introduced in the previous two sections of this case. In order to make this reproduction for clarity as smooth as possible, the names of the repeated figures are the same as they were, but the figures have been given new numbers to reflect the order in which they appear.

Madeline's case features quite a few documents, many of which have already been introduced, but are featured here in further detail. These documents serve to provide evidence of Madeline's beliefs and practices in her classroom. They illustrate how one might implement *LinguaFolio*® with a unique style. This section begins by focusing on the words and images that literally surround Madeline's students and reveal her expectations, sense of humor, and focus on goal-setting in learning. Lastly, documents

are featured that Madeline puts in the hands of her learners to support their reflective learning.

In the observation section of this case, images were featured that showcased the walls of Madeline's classroom. Much of the wall space was covered in various memes, remember that a meme is an illustration from the Internet that is usually funny. The choice of the memes, that Madeline has posted on her walls, reveal a bit about her sense of humor and her expectations for her students. Since the images featured previously made it difficult to read the text on these images, several have been reproduced here in higher resolutions for discussion. Eleven memes were chosen as examples and they are organized in two separate figures below. The first, Figure 20: First Five Meme Examples, contains five representative examples of memes that Madeline has posted in her classroom. Circles with numbers have been added to this collage to facilitate discussion of each individual image and what purpose each might serve for learning in her classroom.



Figure 20: First Five Meme Examples

The first image, numbered one in Figure 20: First Five Meme Examples, plays on a basic understanding of both English and Spanish, as well as an awareness of the pop culture phenomenon, The Walking Dead. The Walking Dead is a popular television show about zombies. *Dedos*, which might be confused as a false cognate for the English word dead, means fingers, which is why it features the anthropomorphized zombie fingers. This image serves to connect with popular culture, something often missing from a sterile classroom setting, and validate something students like, creating a space where they may feel more welcome. It is a joke that even first-year Spanish language learners can easily understand. This helps to slowly build confidence and community (Henderson, 2015; Edwards, 2010). Humor can be one of the more difficult things to master in a second

language (Bell, 2009; Davies, 2003; Norrick, 2003), this image starts to build a path for learners to enjoy the humorous side of playing with and learning about language.

The image numbered 2 in the above figure shows a man pouring a large paper sack of coins into what appears to be a wishing well. The text reads, “*Deseo pasar los exámenes,*” or “I want to pass my exams.” There is a humor here too in that universal sort of feeling many students have that sometimes it will take a wish, a prayer, or magic to pass a test. This meme is also interesting because the use of it to make students laugh can cut the tension and begin a conversation about the importance of studying so they do not end up feeling the way the man with the coins does. There is also a language lesson here that students learning Spanish often need to be reminded of: when there is a conjugated verb like “*deseo*” the next verb, “*pasar*” is usually not conjugated. Often beginning learners might make the mistake of conjugating both of these verbs. Humor has been shown to promote recall (Banas et al, 2011). By laughing at this meme and spending some time focused on what it means, students have a memorized example of language that can help them when they are trying to remember and reconstruct language, both for speaking and writing.

The image numbered 3 above combines two elements of the previous two. First, it features the well-known character from the Harry Potter movie franchise, Ron Weasley. Students would know that Ron was not a very good student, barely struggling through most of his courses. There are three pictures of Ron featured in the meme. The first is a smiling Ron annotated “*Antes del Examen,*” or “before the exam” in English. The second is a very confused looking Ron annotated, “*Durante el Examen,*” or “during the exam” in English. The final is a very distraught looking Ron annotated, “*Después del Examen,*” or

“after the exam” in English. There are two important things going on with this meme, one is related to the previous meme in that it starts a conversation about how important it is to study, learn, and be prepared for assessments. During the observation, Madeline spent time doing formative assessments to reinforce the ideas that would be on the test the next class period. She reminded students that they should focus their study on whatever they found difficult so they would do well on the test. It was clear in hearing her talk to her students that she wanted them to succeed and, by front loading conversations about preparing for tests and doing reflective formative assessments to review learning before testing, she gives them the tools they need to be successful. The other important thing to point out in this popular image are three phrases, “*Antes de*,” “*Durante*,” and “*Después de*.” These three, meaning before, during, and after, respectfully, are three high frequency phrases that are used often in speaking and writing. They allow for storytelling. This image serves as a reminder of these common phrases and helps by providing the subtle clues that both “*Antes*” and “*Después*” carry the preposition “*de*.”

The fourth image in the figure above shows a small child making an odd face. The text reads, “*Pedo una hamburguesa*. Whoops! I forgot to stem-change.” This is funny because a mistake in conjugating the verb “*pedir*,” which means “to ask for,” creates a very different meaning. “*Pedir*” is a member of a group of verbs in Spanish which have an unusual change in the stem, or beginning part of the verb before the *-ar*, *-er*, or *-ir* ending. This change would normally cause the first-person singular, or I form, of the verb to be conjugated as “*Pido*,” to mean “I ask for” in English. “*Una hamburguesa*” is an easy cognate meaning “a hamburger” in English. So the phrase should say “I ask for a hamburger.” Unfortunately, the speaker has forgotten to change the stem from an e to an i

and instead the sentence reads, “I fart a hamburger.” This humor, again, helps students to remember (Banas et al, 2011). It draws attention, in a fun way, to a grammatical structure that might seem odd, stem-changing verbs, and why it might be important to remember them with an example where meaning is truly obscured by error.

The fifth image reads, “*Piensa como un protón: siempre positivos,*” which translates to “Think like a proton: always positive” in English. This plays on a basic knowledge of science and a double-*entendre* of a positive electrical charge and a positive attitude. It features a common stem-changing verb, a structure for talking about similes, and functions as an encouraging statement. This meme gives simple language that, once understood, can become part of the rhetoric of the classroom to encourage peers when they are feeling down or bringing the mood of the classroom down. All of these memes in Spanish give students examples of the target language to express various sentiments without having to switch back to English. Novice learners can really benefit from the small cues and visual reminders these memes provide. Additionally, memes can set up the tone of expectations in class. For example, several of these memes contained an expectation that students will study for tests.

In Figure 21: Six More Meme Examples are reproduced from the photos of Madeline’s classroom. These also deal with classroom expectations in humorous and witty ways, though the majority are in English.



Figure 21: Six More Meme Examples

Many of the memes featured in this second figure of example memes may look familiar. Some variation of most of them have gone extremely viral. The first, featuring the witches of the Land of Oz, is a variation of the What People Think I Do/What I Really Do⁸ meme that points out, usually in a humorous and exaggerated fashion, how a profession is viewed by various people. In Madeline's example, the top bar says, "Now students, I will not give you the answers. You must discover them for yourself." Below, two images, one of Glinda the Good Witch is captioned, "How I see myself," while one of the Wicked Witch of the West is captioned, "How students see me." The Land of Oz reference is made to connect to Glinda the Good Witch sending Dorothy to see the

⁸ For more on this meme set, see <http://knowyourmeme.com/memes/what-people-think-i-do-what-i-really-do>

Wizard when the answer Dorothy wanted was on her feet the whole time. This reflects the idea in education that students learn much more by working on discovering an answer to a question, rather than being given an answer to a question they did not ask (Willingham, 2009). Students do not always understand this important distinction. So the humorous implication is that while Madeline strives to be Glinda the Good, students may see her as the Wicked Witch of the West. By pointing out this distinction, the meme serves to show the teacher's willingness to laugh at herself and that the distinction does exist. Calling attention in a humorous way, rather than a way that might otherwise feel sanctimonious.

The second meme in this set featured Steven Colbert⁹, a satirical and often comical television personality. He is known for pointing out obvious and silly oversights. This meme is also based loosely on the Are You Serious?¹⁰ meme set which features an incredulous expression. The text reads, "Did you seriously just ask if this has to be done in Spanish?" This was one of multiple versions of this particular meme around the room. This meme plays on the obvious fact that Spanish should be used in Spanish class, despite the fact that students frequently ask this question in class. Rather than frustration on the part of the teacher at having to answer this seemingly obvious question over and over again, the memes point out the silliness of it all in a way that can be humorous instead. Yes, the expectation is that work done in Spanish class will be done in Spanish. As 90% plus target language use in the classroom is best practices for language learning

⁹ For more on Steven Colbert, see <http://knowyourmeme.com/memes/people/stephen-colbert>.

¹⁰ For more on the Are You Serious? Meme set see <http://knowyourmeme.com/memes/are-you-serious-face-seriously>

(ACTFL, 2010), this also documents Madeline's emphasis on this important aspect of language teaching.

The third image in this set features a prehistoric squirrel named Scrat from the popular movie series Ice Age. The text reads, "*Cuando tu profesor te separa de tu mejor amigo en clase,*" which translates as "When your teacher separates you from your best friend in class." In the Ice Age series of movies, the character Scrat is constantly chasing and losing his acorn. The image shows the acorn on one iceberg and Scrat drifting away on another iceberg. In the movies, this causes Scrat to panic and inevitably make the situation worse by blindly grabbing at the acorn. This comic routine inevitably results in lots of laughter for the audience and the realization that if Scrat had the capability to calm down and make better choices, he could achieve his aims, but his panic will always result in frustration. Students often want to sit by their friends in class. Sometimes this is fine, but sometimes it creates problems of concentration or behavior issues and the teacher will have to move students away from each other. This meme inspires humor and reflection on the situation to facilitate a resolution to the problem. It is a metaphor that the teacher might use to explain that by being calm and correcting the issue that is causing her to have to move them apart, perhaps they could sit together again. However, getting upset or acting rashly will only exacerbate the problem. There is also a great example in the text of another structure in Spanish that can be difficult for learners to grasp. It features a verb which carries a pronoun, *separase*. In the example it is being used in a way that can be confusing to learners sometimes. The verb is conjugated to the third person singular because the teacher is doing the separating, *separa*. The "*te*" refers to the fact that "you" are who is being separated. When working with verb constructions like the common, "*te*

gusta” which means “you like it,” or more precisely, “it is pleasing to you,” this meme gives another example to reference and help explain how this construction works.

The fourth meme is a variation on the That Would Be Great¹¹ meme set. It has its origins in a 1999 film called *Office Space*. The man featured in the meme is the boss and in the original film he would ask his employees to do something they did not particularly want to do by saying, “If you would do...” whatever he wanted, “That’d be great.” This is accompanied by a funny voice and rhythm of speaking that anyone who has seen the film will be familiar with¹². The text of the meme featured reads, “If you could start the bell work without me asking you to, that’d be great.” During the observations of Madeline’s two classes, students did indeed come into class and begin working on the bell work, or introductory class activities that were displayed on the board before they came into the classroom. This meme is a funny way to reinforce the classroom expectation that students should begin working on these activities as soon as they come into class.

The fifth meme in this set is an example of the Condescending Wonka¹³, or sometimes called the Creepy Wonka, meme set. It is one of a collection of meme sets referred to as advice animal memes¹⁴. The image is from the 1971 film, *Willy Wonka & the Chocolate Factory*. The captions featured with this meme set usually tend to be

¹¹ For more on the That Would Be Great meme set, see <http://knowyourmeme.com/memes/that-would-be-great>

¹² For those unfamiliar, a clip can be found here <https://www.youtube.com/watch?v=GjJCdCXFsIY>

¹³ For more on the Condescending Wonka meme set, see <http://knowyourmeme.com/memes/condescending-wonka-creepy-wonka>

¹⁴ For more on Advice Animal memes, see <http://knowyourmeme.com/memes/advice-animals>

patronizing and sarcastic. In the example from Madeline's class, Condescending Wonka invites students to, "Tell me more about how you did your homework but your printer broke." This sets up a class expectation that excuses are not accepted. The implication is that the student did not actually do the homework. If they had, they could have emailed it to the teacher, posted it to the course management system, or simply saved it to their laptop and brought it to school. Excuses do not fly for Condescending Wonka. He does not believe them. If this statement were spoken by a teacher directly to a student, it might offend and would certainly not be appropriate. However, as a meme on the wall to a general situation, not a specific person at a specific time, it is humorous without being offensive. It reminds students that excuses are not acceptable without calling out a certain person and causing embarrassment or hurt feelings.

The sixth meme is an example of The Rock Driving¹⁵ meme set. It is a frequently used meme because it is so versatile. It features a scene from a 2009 film called *Race To Witch Mountain*. The meme is most likely more well-known online than the film is remembered. It features three panels, top to bottom, that read like a comic strip. It comes from a scene where the man is shocked to find the girl, and her brother who is not featured in this version, in the backseat of his cab. In the version of this meme featured on Madeline's classroom wall, the man asks to see the back of the girl's homework. The girl asks, "There's a back side?" The man then gives her an incredulous look. This meme also reinforces the no excuses classroom expectation featured in the previous meme. Again, it is a humorous comment on being sure to complete all the homework, without

¹⁵ For more on The Rock Driving meme set, see <http://knowyourmeme.com/memes/the-rock-driving>

stigmatizing a particular person at a particular time. It sets up the expectation in advance that it would be ridiculous not to check the back side of a worksheet.

It is interesting to note that these memes can be customized and teachers often create many variations to serve different needs. Many of the best of these are featured on a website called Teacher Memes (<http://www.teachermemes.com>), though they are often features on social media sites like Facebook, Twitter, or Pinterest. Creating one's own memes is very easy to do. There are many online meme generators, one example is <https://imgflip.com/memegenerator>. Teachers should use caution with bringing memes to class. It is also inadvisable to search for memes in class where students can see all of the search results. Memes can be humorous and fun ways to learn; however, the Internet is also full of examples that are not appropriate for the classroom. It is important to remember that humor needs to be positive and nonaggressive to be most effective (Banas et al, 2011). As pointed out specifically with the fifth and sixth examples in this set, statements that might embarrass or hurt the feelings of particular students, could be presented as humorous when no particular person is directly pointed out. These set up the expectation of good behavior before there is a problem. It is funny and effective because humor supports long-term memory. Henderson (2015) pointed to a study by the Pew Research Center in 2007¹⁶ that compared the retention of news items depending on the media audiences consumed. Those who watched satirical cable shows, like the Daily Show or the Colbert Report, were more well-informed on issues than those who tended to

¹⁶ <http://www.people-press.org/2007/04/15/public-knowledge-of-current-affairs-little-changed-by-news-and-information-revolutions/>

view more traditional news programming. This evidence further reinforces the research that correlates humor to memory retention (Banas et al, 2011).

Next, Figure 22: *Objetivos - Unidad: La Ropa* features the unit's objectives. These were to identify and describe clothing and to communicate a personal style of clothing. These reminders on the wall served to reinforce the Can-Do statements each student has in their interactive notebooks by focusing on the most current ones.

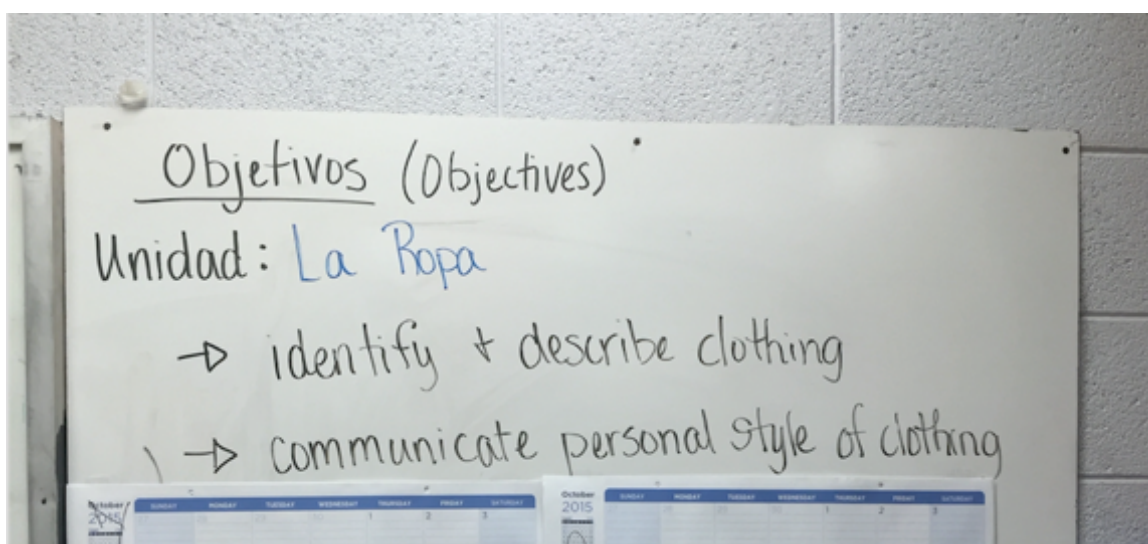


Figure 22: *Objetivos - Unidad: La Ropa*

Goal-setting was central to Madeline's class, as evidenced by the previous figure and the next, Figure 23: Proficiency Levels on Madeline's Wall. The proficiency levels are taken from the LinguaFolio® 2009 version of the proficiency grid¹⁷ developed by NCSSFL to provide a quick one-page reference to the levels for teachers and students.

¹⁷ <http://www.learnnc.org/lp/media/uploads/2010/06/lfrevisedgrid-october2009.pdf>

Novice High	Intermediate Low	Intermediate Mid
<p><i>Interpretive Listening</i></p> <p>I can understand some ideas on familiar topics containing phrases, simple sentences, and frequently used expressions. I can understand the main point in short conversations, messages, and announcements.</p>	<p><i>Interpretive Listening</i></p> <p>I can understand the main idea and some details on familiar topics expressed in sentences, short conversations, presentations and messages.</p>	<p><i>Interpretive Listening</i></p> <p>I can understand the main idea and many details on familiar topics in a series of connected sentences, conversations, presentations, and messages.</p>
<p><i>Interpretive Reading</i></p> <p>I can understand some ideas in simple texts that contain familiar vocabulary.</p>	<p><i>Interpretive Reading</i></p> <p>I can understand the main idea and some details in texts that contain familiar vocabulary.</p>	<p><i>Interpretive Reading</i></p> <p>I can understand the main idea and many details in texts that contain familiar vocabulary and some details in texts that contain unfamiliar vocabulary.</p>
<p><i>Interpersonal: Person-Person</i></p> <p>I can exchange information on familiar tasks, topics, and activities. I can handle short social interactions using phrases and simple sentences, but I may need help or visuals to keep the conversation going.</p>	<p><i>Interpersonal: Person-Person</i></p> <p>I can begin and carry on a conversation on a limited number of familiar topics. I can ask and answer simple questions and exchange information in familiar situations using phrases and a series of sentences.</p>	<p><i>Interpersonal: Person-Person</i></p> <p>I can state my views and carry on conversations on a variety of familiar topics and in uncomplicated situations.</p>
<p><i>Presentational Speaking</i></p> <p>I can provide basic information on familiar topics using phrases and simple sentences.</p>	<p><i>Presentational Speaking</i></p> <p>I can provide information on familiar topics using a series of sentences with some detail.</p>	<p><i>Presentational Speaking</i></p> <p>I can describe experiences, events, and plans, give opinions, narrate a story, and make simple factual presentation using connected sentences with many details.</p>
<p><i>Presentational Writing</i></p> <p>I can write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.</p>	<p><i>Presentational Writing</i></p> <p>I can write on familiar topics and experiences using a series of sentences with some detail.</p>	<p><i>Presentational Writing</i></p> <p>I can write communications, descriptions, and explanations on familiar topics using connected sentences with many details.</p>

Figure 23: Proficiency Levels on Madeline's Wall

They are divided by mode of communication to facilitate the description of what a learner is able to do in relation to listening, reading, writing, and speaking, both presentationally and interpersonally. The proficiency levels are utilized often in Madeline's classroom. In the observation, they were used several times to help students understand how they could stretch their attempt at learning to the next level. Madeline also talked about how these

influenced her planning and her day-to-day classroom practice during the interview portion of this case.

Madeline explained how the use of the proficiency levels inspired her to create lesson specific examples, such as Figure 24: Example of Fluency Levels - Using Gusta. Here, Madeline created examples of each proficiency level for a specific lesson topic, in this case the verb construction *gustar*. She said during her interview that she intends to create more of these examples as she has time because students found them so helpful.

Example of Fluency Levels - Using Gusta

Novice mid - Me gusta
bailar
cantar
leer (lists)

Novice high - Me gusta bailar. Me gusta cantar. Me gusta leer. (simple sentences)

Intermediate low - Me gusta bailar con mis amigos. Me gusta cantar en el baño. Cuando llueve me gusta leer. No me gusta leer en la biblioteca. (some details)

Intermediate mid - Me gusta bailar los sábados en la noche con mis amigos. Me gusta mucho bailar. Me gusta la música salsa. También me gusta la música pop. Cuando llueve me gusta leer. Me gusta leer sola en mi cuarto. No me gusta leer en la biblioteca. A veces me gusta leer en mi casa en el sofá. (detailed with connecting sentences)

Figure 24: Example of Fluency Levels - Using Gusta

Continuing this move from the walls to students' hands, the next two figures feature examples from the interactive notebooks students use as both portfolio and textbook. In Figure 25: Interactive Notebook Checklist below, an example of the Can-Do statements students use to self-assess their progress are featured. There are columns for the date students felt they could do each statement and the page number of these notebooks where evidence of their ability could be found. In this way, the checklists serve as both a formative self-assessment and a sort of table of contents for their portfolios/textbooks.

Theme: Los saludos		Date:	Proof:
I can ...			
1. greet and say good-bye			
2. say and ask for the date			
3. count the numbers 1-100			
4. categorize the months into seasons			
5. ask for and give birthday			
6. identify Spanish-speaking countries			
7. ask and tell where I am or others are from			
8. pronounce & be aware of diff. in Sp & En			
Theme: Los amigos		Date:	Proof:

Figure 25: Interactive Notebook Checklist

The next figure, Figure 26: Interactive Notebook Tabs, demonstrates one way in which these notebooks are organized. There are designated places for their checklists, bell work, phrases of the week, self-created dictionary, and notes about the alphabet in Spanish and the symbols and accents marks needed to write in the language.

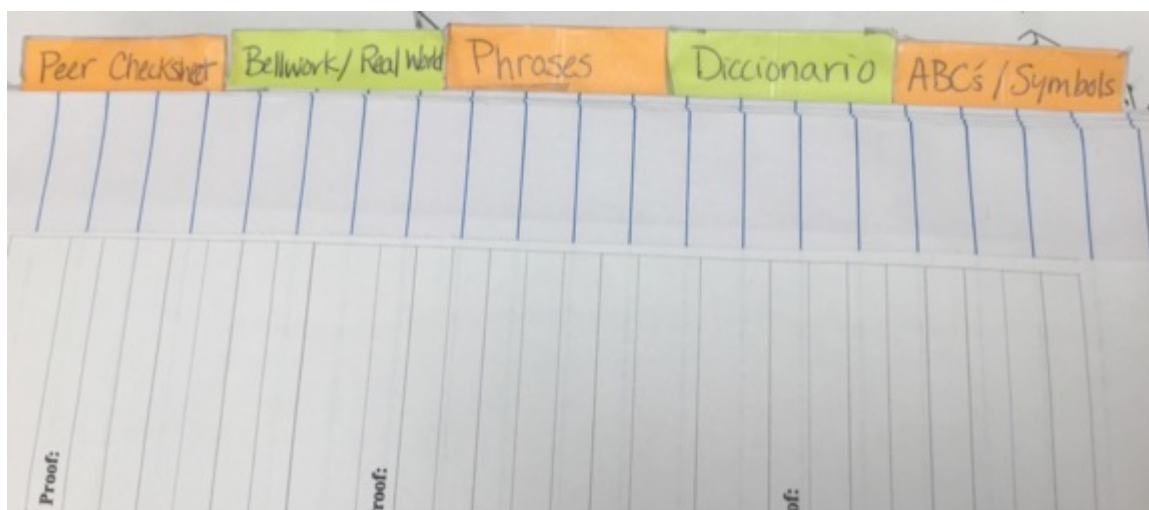


Figure 26: Interactive Notebook Tabs

Figure 27: 5-Question Peer Interview Chart is an example of one way that Madeline supports interpersonal communication in her class. This chart gives students direction and focus as they work. It discourages them from idle chitchat in English and encourages them to practice speaking in Spanish. They know that they have to complete their chart so they will have the information they need for the next activity.

<i>Nombre</i>	1	2	3	4	5

Figure 27: 5-Question Peer Interview Chart

In Figure 28: La descripción de Luisa below, Madeline has shared an example of a listening activity. She read this paragraph to students during the observation. As was noted at that time, this activity was just a bit beyond the material they had already covered during class. Students listened and made notes of what they heard.

*Me llamo Luisa.
Tengo pelo rubio.
Y tengo ojos caf es.
Tengo 15 a os.
Yo soy estudiante en una escuela secundaria.
En mi escuela llevamos uniformes.
Yo prefiero no llevar uniforme.
Porque el uniforme es muy simple.
Llevo una camisa azul de manga corta.
Llevo una falda verde y azul.
La falda es de cuadros.
Llevo unos calcetines altos.
Los calcetines son amarillos.
Llevo unos zapatos negros.
Cuando hace frio, llevo una bufanda rosada.
Cuando nieva llevo unas guantes moradas.*

Figure 28: La descripci n de Luisa

Students used their notes to draw a picture of Luisa. By having students draw, Madeline knew she was assessing their listening comprehension skills. She also intentionally used this paragraph though they had not yet covered every single vocabulary word. This gave them space to guess and stretch their imagination, as well as exemplifying comprehensible input.

Figure 29: Madeline's Wordle is part of another listening comprehension activity. Students listened to a video blog of a man talking about going to the doctor and marked which words they heard. This activity focused on recognizing words and treated their

meaning in a later part of the activity. Here, the purpose was to help students become aware of what they were about to learn. The initial and sometimes most difficult part of developing good listening skills is simply to recognize what words were spoken.



Figure 29: Madeline's Wordle

Spanish has a different rhythm than English. When novice learners listen to authentic resources created by and for native speakers, it can be challenging to simply parse where words begin and end. This activity focused student attention on what individual words or phrases they heard. They used one color of pencil or marker to indicate words as they heard them. Then to reflect and continue learning, they used a different color to mark

those that they had missed. They counted how many they got right and she rewarded the student who did the best. This encouraged students to pay closer attention next time.

Finally, Madeline shared a cultural comparison activity. In Figure 30: Día de los Muertos Cultural Comparison, the door-like notebook addition can be seen. At the left, the skull is closed. Closer to the middle, the inside left panel is featured. Continuing right, the center portion inside the skull and the inside right panel are pictured in the collage.

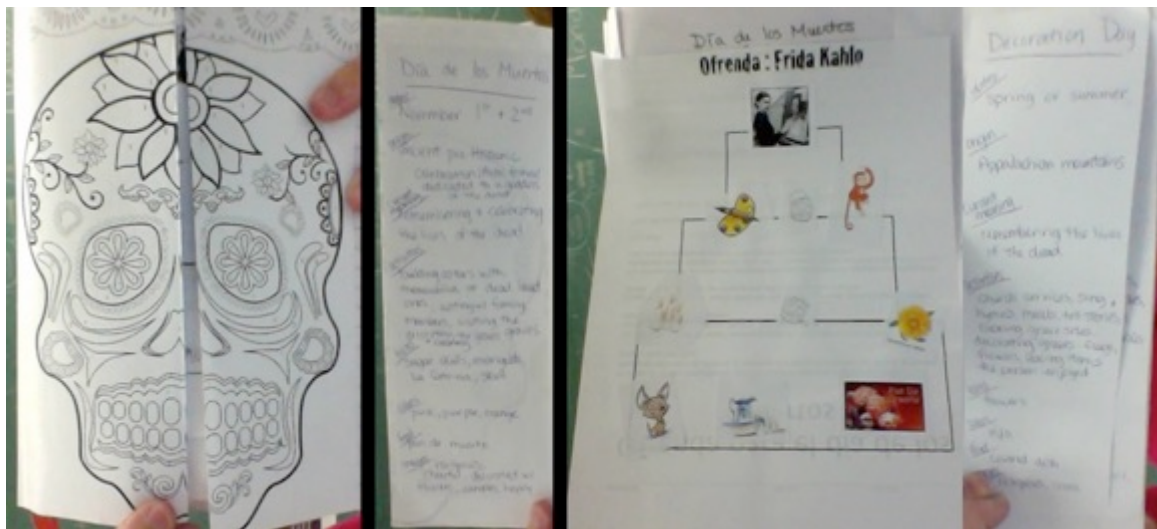


Figure 30: Día de los Muertos Cultural Comparison

Students began by coloring the sugar skull, referencing a key that matched numbers to colors in Spanish. Cutting this in half, the outer edges were taped onto a page in their notebook. Opening this page like a set of double doors, there is a left panel featuring notes about the Mexican holiday, Día de los Muertos. The center features an altar for a deceased person, in this case the famous Mexican artist, Frida Kahlo. The altar is decorated with images of items the deceased liked. The right panel features notes about a local holiday called Decoration Day that bears enough resemblance for comparison. This activity was very creative and gave students plenty of space to make the exercise personal. Every student's notebook will be unique. Additionally, it gave space to make

real connections between the target culture and the students' own culture. In this specific case, it helped students see that Mexican culture was not as *foreign* as they had perhaps believed because they saw ways in which they were similar.

Analysis. In order to answer the research questions proposed in this study, seven themes were explored: planning, frequency of use, autonomy, goal-setting, self-assessment and reflection, materials and resources, and challenges. How Madeline plans for her classes and how frequently she uses the checklists and fluency standards will be discussed first. Next, evidence for the promotion of autonomy through goal-setting and self-assessment or self-reflection will be presented. A look back on the materials and resources Madeline created or adapted will follow. Finally, challenges will be addressed.

Madeline's planning and the frequency of her use of the checklists were discussed primarily in the interview. She explained that she uses the checklists to help plan the activities and tasks her students will complete in class. She said that she always tries to make sure that students have opportunities to create evidence or proof that they are able to do everything in the checklists by the end of the term. This planning was evident in the observation and document data because she was using the checklists to help students organize their learning and she created various tasks, such as the *Día de los Muertos* cultural comparison project that featured the sugar skull. During the interview, she also shared that she uses the checklists frequently and the fluency standards daily. She has students review the checklists on Fridays and at the end of every unit. She references the fluency standards daily as she encourages students to put in a bit more effort to reach for higher levels of proficiency.

Evidence of budding learning autonomy was present in the observation of Madeline's students. As evidenced by the observation, interview, and the collected documents, Madeline promotes the goal-setting and the self-assessment practices that support autonomy building. Students were on-task and seemed to be very engaged with their work in her class. When the second year students came into class, they simply began working on their projects and notebooks. During transitional periods they also worked to update their notebooks without being prompted. When students used English in cases where they were able to use Spanish, Madeline pretended she could not understand them until they spoke in Spanish. She discouraged them from using speaking notes, emphasizing the need to practice what they had already learned. When they asked how to spell something, she slowly sounded the words out and allowed them to struggle to figure it out. Of course, she also supported this struggle and helped when they really needed it. She helped them classify and organize their work, an important habit for becoming self-regulated. She used authentic texts, like the vlog about going to the doctor. She coached them to relax and listen, though they would not understand everything, they would be able to use context clues to figure out the gist of what was said.

Madeline used good goal-setting practices to help promote autonomy. The checklists and fluency standards were visible on her classroom walls and on various documents in students' hands. She devoted class time to having students read over their objectives. She encouraged them to check off those items they were able to do, adding a date and evidence of their learning. She also discouraged them from checking off anything they were not quite comfortable with yet as they should review those again later. She frequently pushed students to think about ways to expand their language use

further. During the observation and the interview, the fluency standards featured prominently. Students were encouraged to focus on a goal of learning within the framework of a certain proficiency level. In the interview and the document sections of this study, Madeline shared her new examples of fluency levels within a given topic. She said these really help students because “it clicks a little more” with them. She had them choose a proficiency level goal and make note of it on writing assignments to help them focus.

Self-assessment and reflection were also frequent in Madeline’s classes. Students not only chose a goal from the fluency standards, they measured themselves against it. In their writing assignments they would look back at the highlighted goal at the top of their papers and look for examples within their assignments that supported that level. She used various tasks, such as drawing a picture of Luisa while listening to her description or highlighting words on the Wordle while listening to the vlog, that allowed for easy self-assessment of progress. They could easily decide if they included the necessary elements in the drawing and count the number of words they marked on the Wordle. Madeline often had students count how many words they wrote and celebrated the most successful with rewards and peer recognition.

Madeline had students proofread each other’s papers in the second year class. She said it seemed like students were more careful in their writing because they knew their peers would be reading it. Additionally, they did weekly notebook checks to keep themselves up-to-date. Again, knowing that a peer would be the one looking over their work seemed to Madeline to help motivate students to stay on track. Another way peer-assessment seemed to motivate students was in small group sharing. Students presented

their work in small groups to get feedback. Madeline has listeners make notes to keep them engaged with the speaker and document this feedback for their peers in a concrete way.

She said during the interview that this reflection piece is important to her because students always seem to be impressed with their own progress. It seemed to her that it motivated students and sparked their interest in trying to do even more the next time. She wanted her students to be able to look at their work and be able to answer the question, “Did I reach these goals?” She sees her role as one who encourages students. Rather than spending lots of time pointing out small errors, she praised what students got correct and pushed them to try to add more.

Madeline created and adapted various materials and resources. First there were the checklists in the notebooks and the fluency standards on the wall. These were all adapted from the NCSSFL-ACTFL Can-Do Global Benchmarks and the NCSSFL 2009 LinguaFolio® Proficiency Grid. The images of her classroom show the care she takes in collecting and displaying culturally relevant decorations. The memes on Madeline’s walls have been discussed in great detail previously, but it is worth mentioning here that these take time to collect, adapt, print, and display. This effort adds to the unique atmosphere Madeline has created in her classroom. The new fluency level examples of the specific topics she covers in class take extra time to create as well. Though these are adapted from the fluency standards, they are adapted for each topic as the classes progress. The peer interview chart, the description of Luisa, the Wordle for the vlog, and the *Día de los Muertos* cultural comparison materials were created or adapted from materials found

online. All of these various materials and resources serve to support Madeline's classroom atmosphere and practice.

Finally, Madeline highlighted two challenges: time and paper. There never seems to be enough time, no matter the pursuit. Being on a block system for their classes, Madeline wished they had more frequency over a longer period of time, but acknowledged that this was not possible to change. She would always want more time to give students the opportunity to reflect on their learning. It would also be nice if she had more time to let students create additional evidence of learning. She really wanted them to be able to show what they had learned. The other challenge that Madeline acknowledged was the vast amount of paper the checklists could potentially use. She has been working on this by keeping student notebooks between the first and second year of Spanish to cut down on the amount of paper that has to be recreated because it was lost. She is also interested in exploring better ways to support online archiving of portfolio materials. As of now, students do post recordings and videos on the course management system and students do have laptops in class to access online resources. Her caution is that sometimes doing things online can take longer because of the need to train students in the technology. She wants to find a way to move forward that does not exacerbate the time challenge. These challenges aside, Madeline's case demonstrates one way in which LinguaFolio® might be implemented.

Caroline

Observation. On November 10th, 2015, the researcher visited a large high school that serves as the only high school for an entire county in rural North Carolina to observe a Spanish teacher who will be referred to here as Caroline. Caroline is a National Board Certified Spanish teacher with 22 years of experience. She has a Master's degree in Spanish. She is a previous regional, state, and local teacher of the year. She was recently honored with a national award for her use of technology in teaching. She is a well-known presenter, often awarded "best of conference," at local, state, regional, and national professional organization meetings. She serves and has served in various leadership positions within these organizations as well. She is the chair of the languages department at her school. In addition to the high school, she teaches courses for a local university. She is a model teacher and a former NC Teaching Fellow. She has published in state and regional publications and has studied in Spain and Mexico.



Figure 31: Caroline's Classroom

The room was laid out in a design that supported communicative activities. Three triangle shaped desks were wedged together to form groups of three throughout the room (see Figure 31: Caroline's Classroom). Smart phones and laptops were scattered about the room on student desks. There was a meme of grumpy cat on the board with the caption “Me despierto a las 5:30 de la mañana,” which means “I wake up at 5:30 in the morning” in English (see Figure 32: Grumpy Cat Meme).



Figure 32: Grumpy Cat Meme

The room was decorated with many ways of looking at proficiency in language learning. One bulletin board described “Your path to proficiency” in eight steps:

- Identify: Understand how you learn
- Reach: Set attainable goals
- Focus: Participate in class
- Assess: Monitor your progress
- Guide: Help each other
- Train: Practice everyday
- Process: Reflect as you go
- Demonstrate: Use the language outside of class.

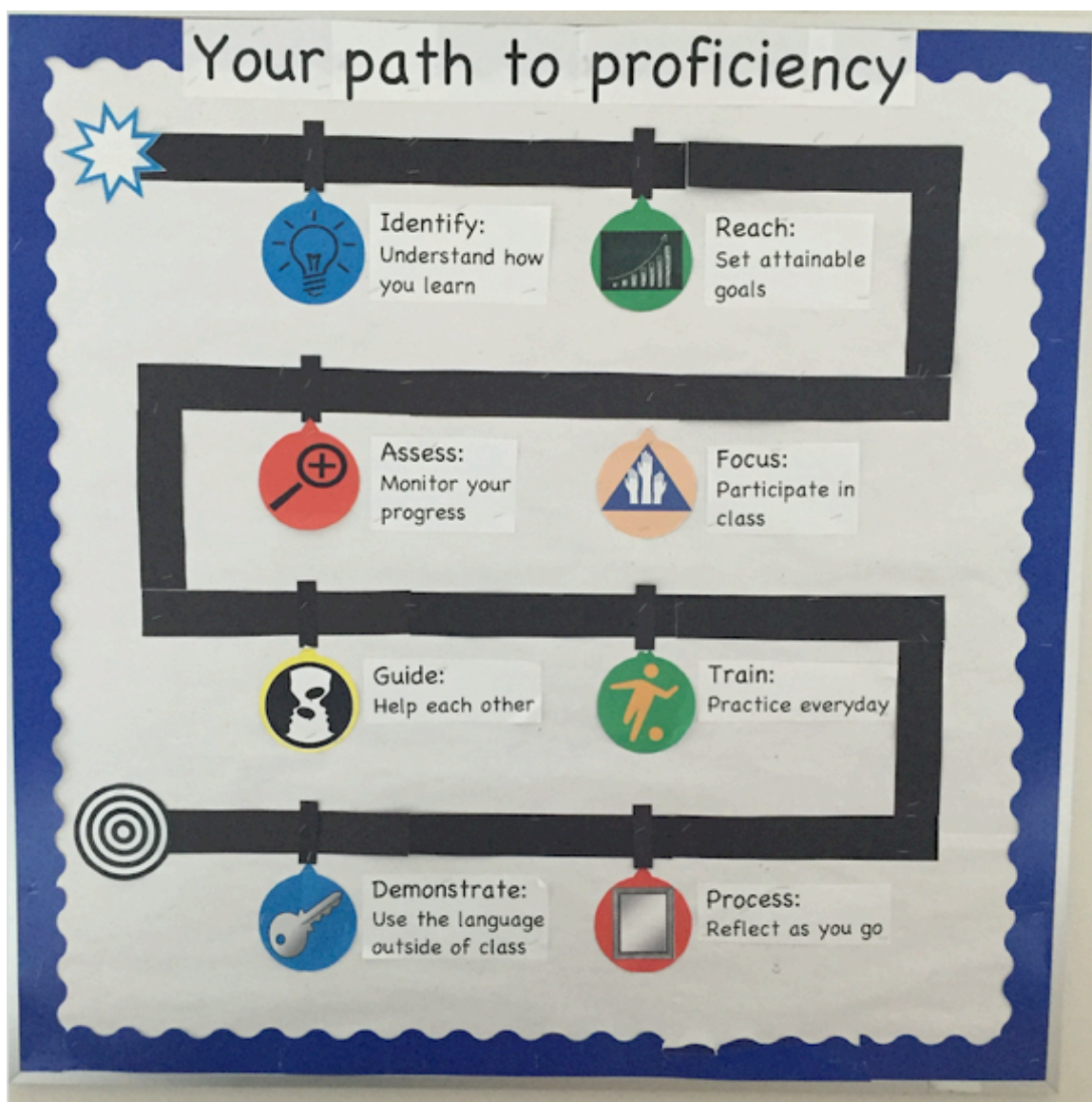


Figure 33: Your Path to Proficiency

Another area featured the upside down pyramid ACTFL uses to help learners visualize proficiency levels, a small area containing “Novice” is the bottom-point of the triangle that moves up to “Intermediate,” “Advanced,” and “Superior.” Arrows pointed to “Novice” and “Intermediate” to indicate these are the levels these classes aim to reach (see Figure 34: ACTFL Upside-Down Pyramid).

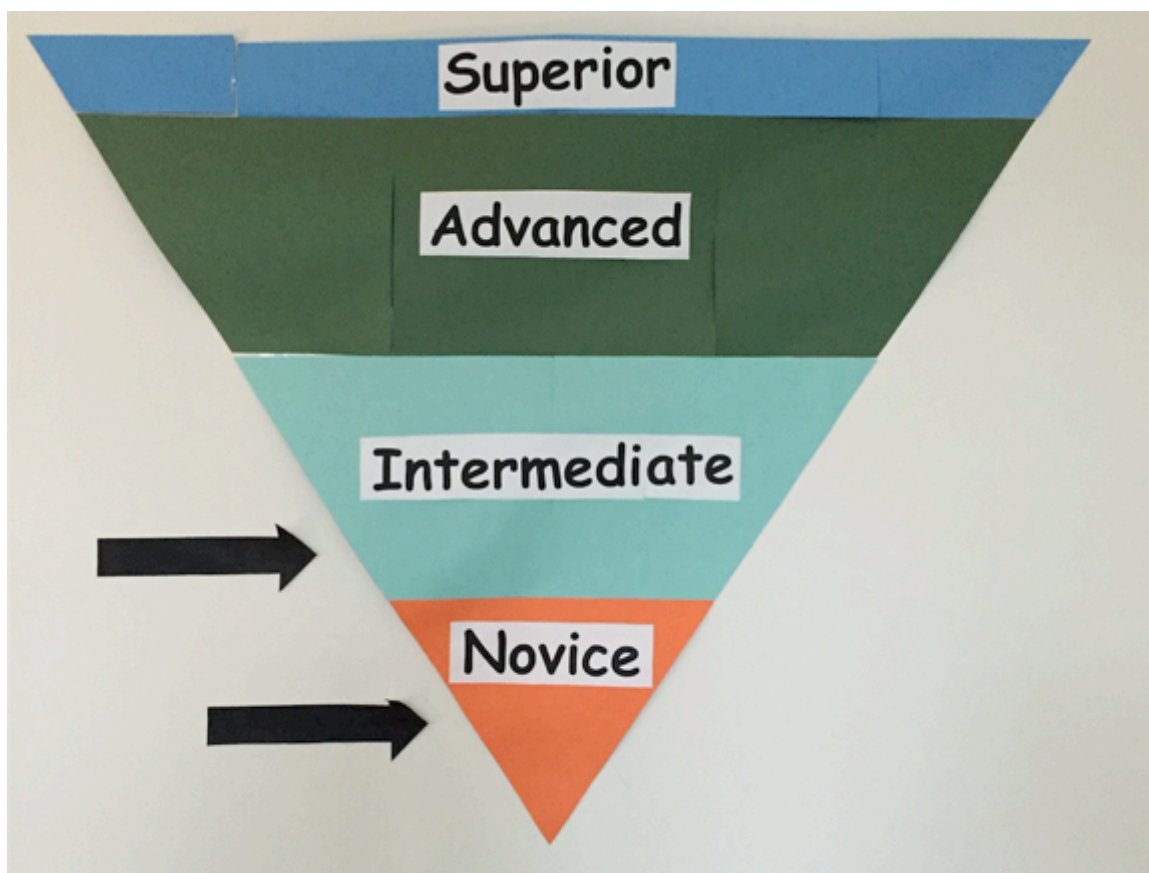


Figure 34: ACTFL Upside-Down Pyramid

ACTFL's five C's, Communication, Cultures, Connections, Comparisons, and Communities, were featured in the area just behind the teacher's desk (see Figure 35: Caroline's ACTFL 5 C's).



Figure 35: Caroline's ACTFL 5 C's

A poster, created by ACTFL, that features the oral proficiency levels and examples that help makes these clear to students hung on the whiteboard. The Can-Do statements students were currently working on were featured nearby. These included three statements for Spanish 1: I can understand someone's daily routine; I can answer questions about my daily routine; and I can describe my daily routine. Additionally, there were two statements listed for Spanish 3: I can distinguish the Spanish accent; and I can compare my daily routine to that of a young person in Spain (see Figure 36: Caroline's Lesson Objectives).

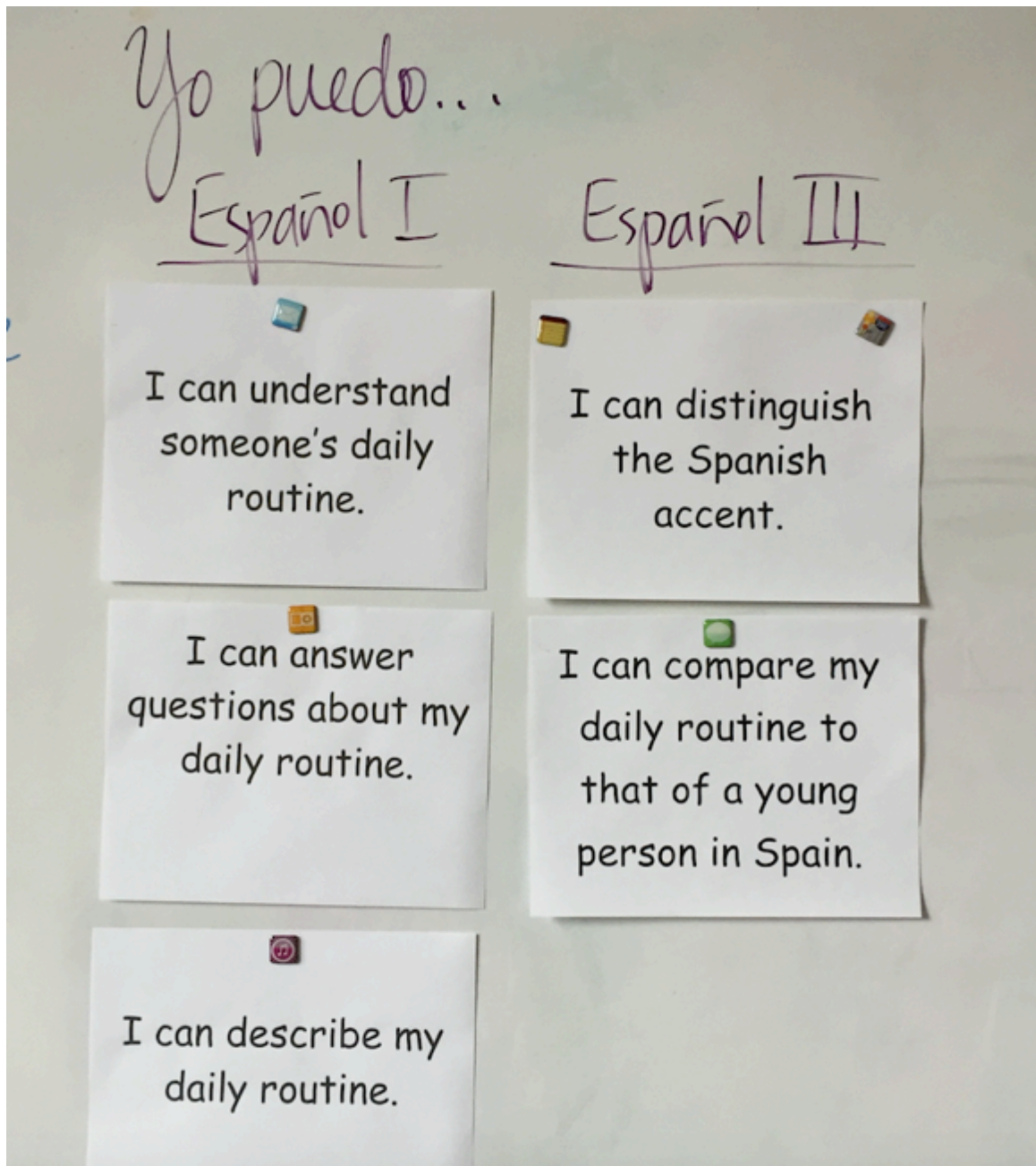


Figure 36: Caroline's Lesson Objectives

A reminder of the SMART acronym (Specific, Measurable, Achievable, Relevant, and Time-bound) for goal-setting was displayed just to the left (see Figure 37: SMART Acronym).

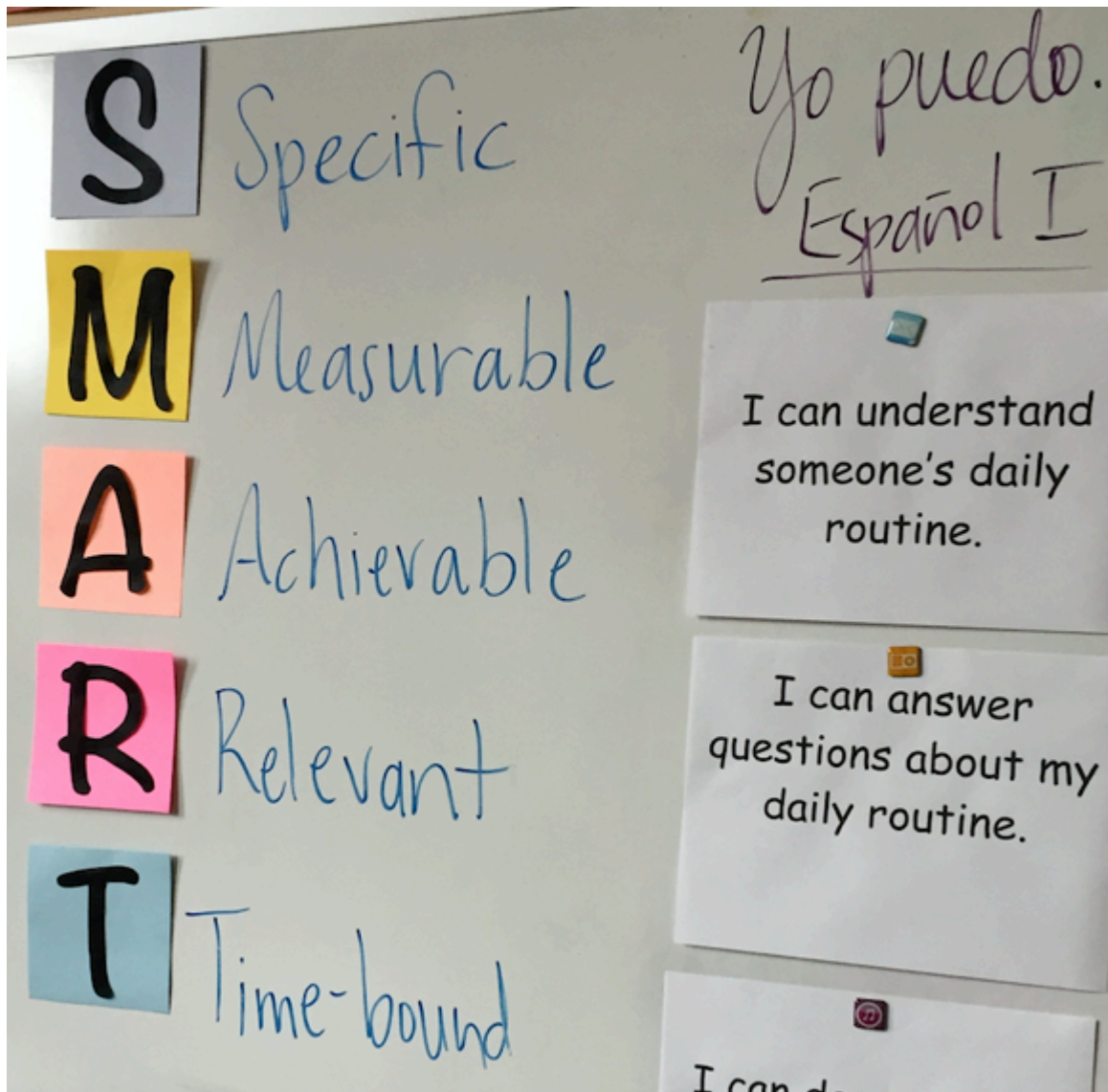


Figure 37: SMART Acronym

Another poster that adorned the wall provided communicative language to facilitate classwork. This poster featured high frequency verbs such as “hay,” meaning there is or there are, and “me gusta,” meaning I like (see Figure 38: Caroline's High Frequency Poster).

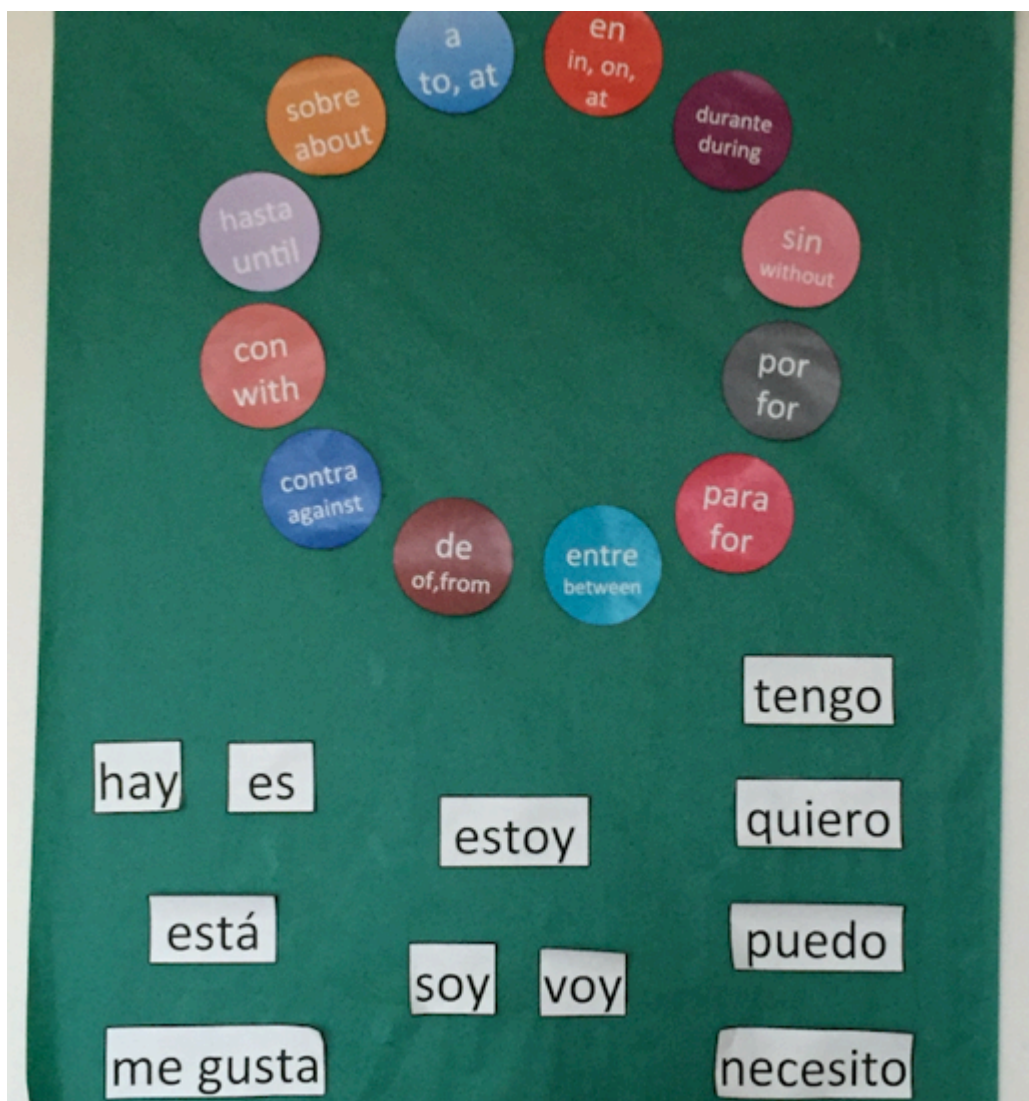


Figure 38: Caroline's High Frequency Poster

There were several examples of student classwork on the walls, such as an activity practicing answering questions in Spanish (see Figure 39: Answering Questions).

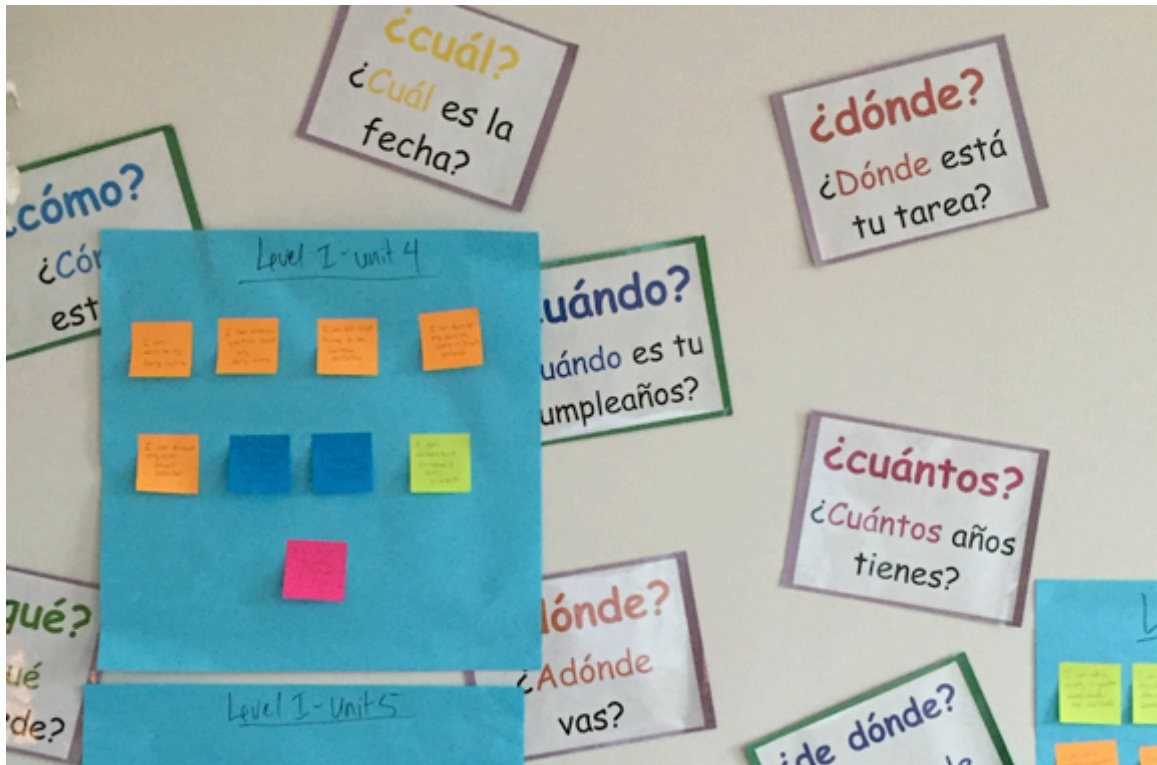


Figure 39: Answering Questions

Three wall displays highlighted instructional technology tools. The first was called “Conexiones sociales,” which means social connections, and featured various useful verbs in Spanish along with related technology tools (see Figure 40: Conexiones Sociales).

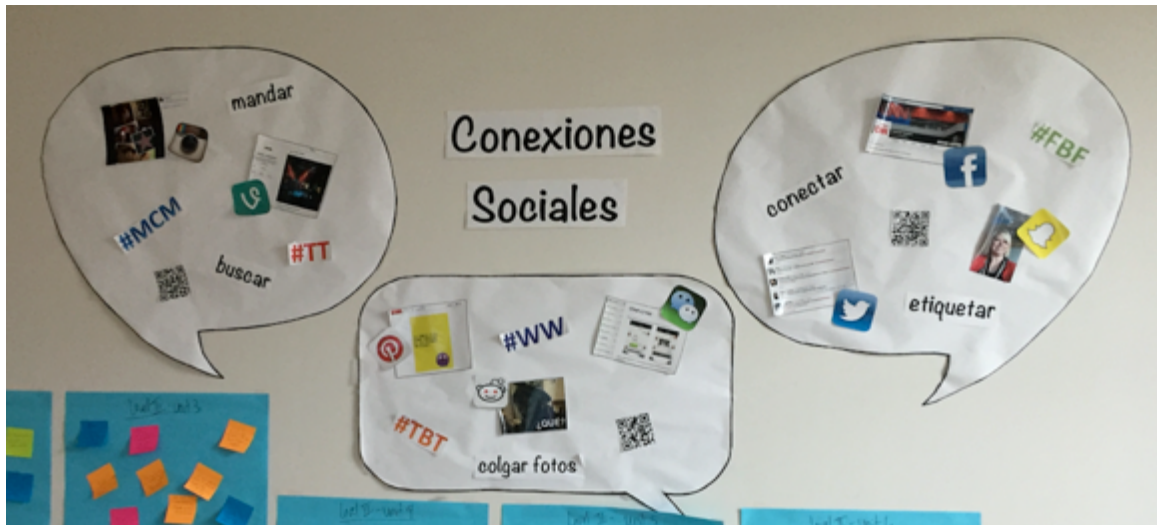


Figure 40: Conexiones Sociales

Another display featured tweets in Spanish from Twitter (see Figure 41: Tweets in Spanish Display).



Figure 41: Tweets in Spanish Display

Yet another display featured various useful Google Play and Apple Apps (see Figure 42: Apps for Learning).



Figure 42: Apps for Learning

Near the door, a set of eight folders stood in a display and served as a choice board.

Caroline described this learning tool further in the interview. These read: habla (speak), escribe (write), crea (create), cultura (culture), lee (read), mira (watch), dibuja (draw), and escucha (listen) (see Figure 43: Caroline's Choice Board).



Figure 43: Caroline's Choice Board

The teacher began the class by asking students to grab their vocabulary sheets while she moved about to distribute Plickers cards. Plickers is a formative assessment tool that teachers can use as an alternative to every student needing a smartphone for a similar tool called Kahoot! Both tools allow teachers to create short formative assessments. With Plickers, students each receive a card that looks like an odd sort of code or symbol (see Figure 44: Plickers Codes).

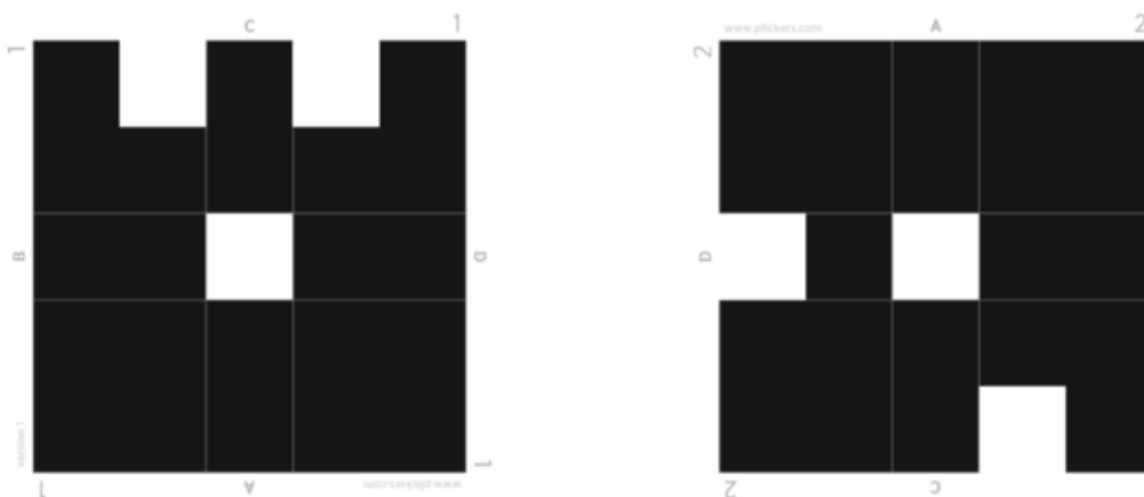


Figure 44: Plickers Codes

There are options written in small font around the edges of each card. Students turn the option they wish to choose up and then hold the card high in the air facing the teacher. Then the teacher takes her smart device and quickly scans the room. This collects the response of each student. Since each code or symbol card is unique, the teacher can tell who has yet to respond. This also provides her with data on how students are doing because each card is assigned to a specific student she can download data about which questions students missed.

Caroline asked the students, “Did you see grumpy cat?” in order to draw their attention to the meme on the board featuring the caption, “Me despierto a las 5:30 de la mañana,” or I wake up at 5:30 in the morning (see Figure 32: Grumpy Cat Meme). This phrase was relevant because it featured the structure highlighted in the students' Can-Do goal, “I can understand someone's daily routine.” These Can-Do statements were focused on communicative language goals and task-based language learning, rather than the traditional alternative with students being able to conjugate reflexive verbs.

With Plickers cards in hand, Caroline prompted students to respond with several statements such as, “Se juega un partido de fútbol en una cancha.” Students responded with “cierto,” true, or “falso,” false. The game went by very quickly. It was a short formative assessment in which students seemed to be very engaged. Before their attention had a moment to drift, Caroline transitioned to the next activity. Drawing their attention back to the vocabulary sheets they had retrieved at the very beginning of class, she reminded them that no laptops were needed for this activity. She asked students, “¿Cuáles son algunas actividades que hacemos...?” What are some activities that we do? While she asked this, she showed various drawings of activities and asked students to say what they saw in Spanish. She drew their attention with, “¿Quién hace la acción y recibe la acción? ¿Acostar o acostarse?” Who does the action and who receives the action? Wake (someone else) up or wake (oneself) up? In this way, she was able to guide them toward practicing a specific grammar point without actually spending any time needlessly reviewing grammatical terms overtly. She was able to easily keep the students communicating in the target language. It is also worth noting that she had at least 90% target language use with Spanish 1 students. Using pictures and gestures, she was able to create comprehensible input with the target language. It was clear that she was covering reflexive verbs and it was clear the students understood because they responded appropriately to her comprehension checks, but she never had to explicitly explain the grammar or even use the term “reflexive verbs.”

As with the Plickers activity, Caroline did not give her students a chance to get the least bit bored with this activity before moving on to a PowerPoint featuring, “Mi rutina diaria,” or my daily routine. This included images of the teacher and clipart

images¹⁸ that helped to explain the captions about her daily routine. Again, these examples practice the reflexive structure without teaching grammar explicitly.

Additionally, using her own images and information about her own routine was a great way to build rapport and community with her students. As she progresses through these images, students say what they do as well. When one student made a small conjugation error, she did not call it out directly. She simply softly repeated the sentence correctly. Sometimes she had to ask students to raise their hands or use complete sentences, but overall the responses of the students seemed to indicate that this type of activity was part of their routine. They seemed confident taking risks with the language and in the habit of speaking in Spanish in class. She asked students if these actions were feeling a bit better and they all called back with a resounding “Yeah!”

Quickly moving on to her next activity, Caroline asked the class, “Necesitan un lápiz o una pluma?” did they need a pencil or pen? She passed out a half-sheet of paper titled “Las actividades de PeeWee: Pongan las actividades en orden” which translates as “The activities of PeeWee: Put the activities in order” (see Figure 45: Las Actividades de PeeWee).

¹⁸ On an interesting side note, every clip art image on Caroline's PowerPoint included a reference to its source. This was simply good instructional technology use that she was both practicing and modeling.

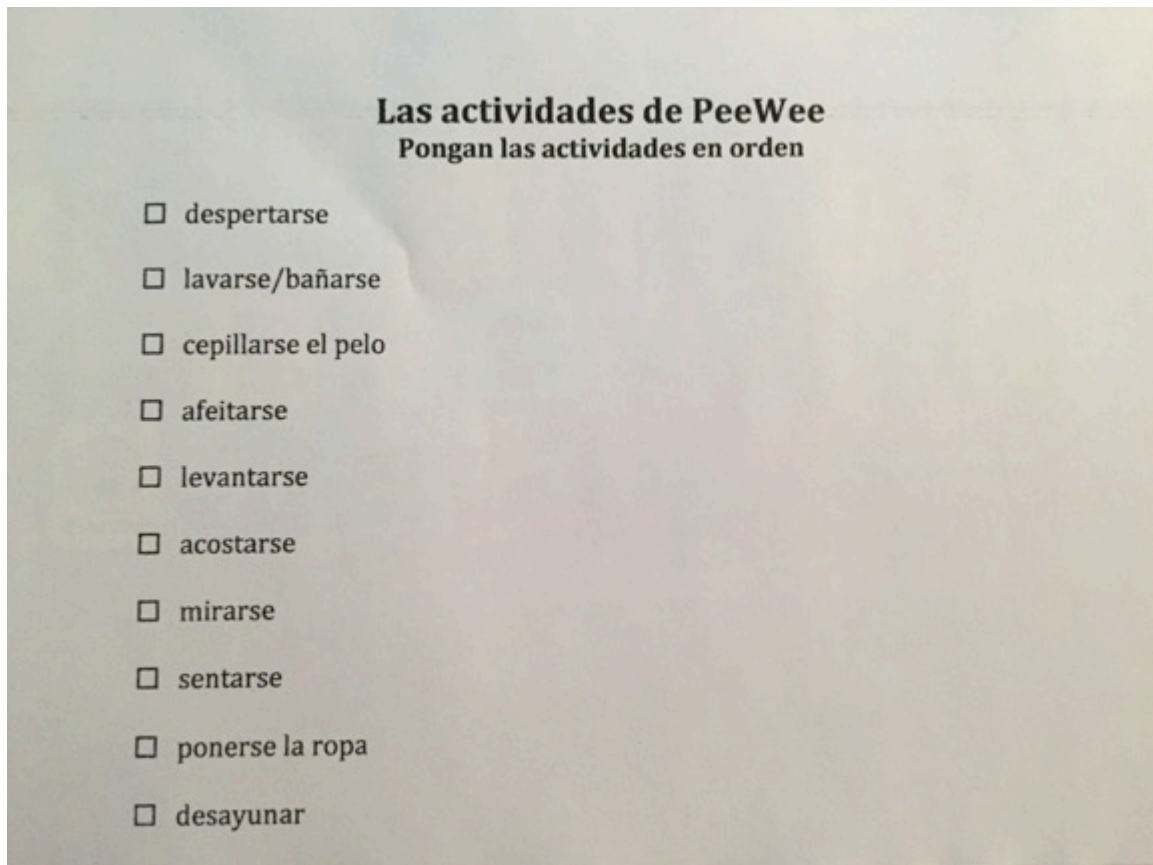


Figure 45: Las Actividades de PeeWee

Next they watched a YouTube video of PeeWee's Playhouse in Spanish entitled "The Breakfast Machine." As they watched the first time, she advised them to just watch and pay attention to the actions PeeWee is performing. On the second play through of the video, she told them to put the activities listed on the sheet in the order that PeeWee performed them. She hinted that there might be some options on the sheet that did not occur in the video. While they watched and numbered, she constantly circled the room to check on their progress. After the second viewing she asked, "¿Cuál es la orden?" They proceeded to work as a class to put the daily routines in the order they saw in the video, writing complete sentences of each on the board.

The next activity involved paper or pen and a handout that featured tweets copied from Twitter that featured the reflexive verbs (see Figure 46: Authentic Tweets).

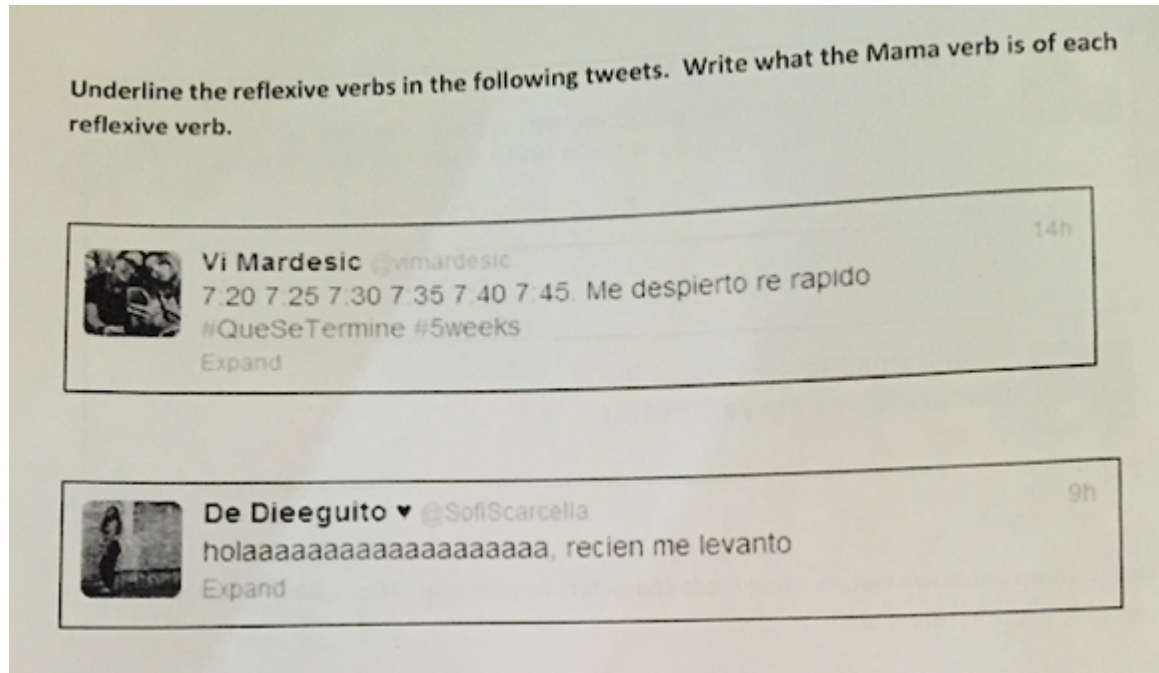


Figure 46: Authentic Tweets

These served as a real world connection and authentic language learning resources as they were written by native speakers. Caroline directed students to figure out what the action was, what activities were happening, and whether there was more than one. As students began to struggle with this activity, both Caroline and her intern from a local college began to move about the room to help students. Caroline asked the class to figure out what the *mama verbs* were, her way of explaining the infinitive form of the verb. An example of an infinitive might be hablar, or to speak in Spanish. The infinitive form is the unconjugated verb that is not attached to a person. Caroline teaches students that infinitives are *mama verbs* who have six little babies and most of the time they look like

her a little. Most regular verbs follow a pattern so the forms conjugated to each person look similar to the infinitive form.

¿Cuál es la acción? Caroline asked the group what the action was that was being performed in each tweet. The class went through each tweet to be sure they understood what was being said and could identify the verbs being used. Next, Caroline asked the students to compose their own tweets using the daily routine verbs. Some volunteers read theirs aloud to the class. Caroline then collected the students' work.

Finally, Caroline announced that they would finish the class with something they would really enjoy. She instructed them to gather their laptops while she shared a Google Slides presentation with them. She told them, “Vamos a crear unos memes,” or we are going to create some memes. The pictures featured in the presentation were easily relatable for students, as they mirrored memes students might encounter on social media platforms like Facebook or Twitter. The students used these images to create memes with the vocabulary and grammatical structures they had been practicing. While they worked, Caroline moved around the room to help various students one-on-one and to keep them on-task as they worked. When they had finished their memes a few volunteers shared and all students put their memes in their unit four folder on Google Drive.

Interview. The interview with Caroline began with a discussion of how these tools and methods support planning. Caroline's very first comment identified her as, “a firm believer in backward design.” She emphasized that she always begins by thinking about what she wants her students to know, be able to do, and understand at the end of a unit or lesson. Once she has this in mind she goes “through the steps of how to help them get there and be successful along with way.” She uses LinguaFolio® and the Can-Do

statements to map out the objectives for units and daily lessons. She takes the larger learning targets and breaks those down into smaller learning targets. Next she plans the assessment and goes backward to do the steps to get there.

Caroline related that her use of LinguaFolio® has evolved over time. She related that about four years ago she started looking around for ways to package this for her students because she thought, “it needed to be in a digestible way for them.” She began by using a model she found online that was developed in Jefferson County, Kentucky that featured Can-Do statements in circles¹⁹ (see Figure 47: Jefferson County's Can-Do Circles).

JEFFERSON COUNTY PUBLIC SCHOOLS

Beginning Language – Level 1 (A)

UNIT 1: It's nice to meet you

Name:			Class Period:	
-------	--	--	---------------	--

I can greet someone including proper gesture and say goodbye.	I can introduce myself.	I can ask "What is your name?"	I can ask "How are you?"	I can tell how I am feeling.
I can tell where I am from.	I can ask "Where are you from?"	I can ask someone about their age.	I can tell someone my age.	I can ask someone about their telephone number.
I can tell someone my telephone	I can tell what time it is.	I can ask for the time.	I can tell the date.	I can ask "What is today's date?"

Figure 47: Jefferson County's Can-Do Circles


¹⁹ The figure featuring Jefferson County's Can-Do Circles was retrieved from <http://tsdwlstandards.wikispaces.com/Summer+work+2011>

After customizing this document, she distributed hard copies to her students at the beginning of the unit. The reason she distributed these at the beginning of the unit was due to the fact that she believes, “you can’t get to your destination unless you know what your destination is.” She wanted her students to understand what would be expected of them. Periodically, she would lead her students to do self-monitoring and peer-monitoring in which they would show evidence or demonstrate that they were making progress toward the goals.


When students had met their goals, Caroline had a little stamp that they would get in the Can-Do statement circle. She said, “it’s cheesy because they’re high school kids but it’s a smiley face and they all love it.” Some kids chose to color code their circles, if they were still working on a statement they would shade it in a certain color to help them remember to keep working on it. In that way, these documents could show the range of their progress over time. Before the final assessment, project, or IPA at the end of a unit, Caroline would have the students pull these out and they would figure out where there were gaps that needed to be filled in before proceeding. On the back there was a reflection space where students summarized what they were proudest of having accomplished and what they still needed to work on. This gave them the chance to focus overtly on where gaps in their understanding and ability existed so they could work more on those.

More recently, Caroline’s department has worked to realign and reconstruct their standards based on other state-level essential standards. This has caused them to rewrite their larger learning targets which required rewriting the smaller learning targets. During this work, they chose to break them into the four types of learning targets: Knowledge,

Reasoning, Skill, and Product. She developed a Google document for each unit throughout each course that has all of these targets, colored coded by type of learning target, for students to access and print (see Figure 48: Caroline's New Learning Targets).



Unit 4: My routine



Mode of communication	Got it	On my way	No idea
Interpersonal Mode			
I can discuss my preferences with regard to different activities.			
I can discuss my after school activities.			
I can describe my favorite sport in simple phrases.			
I can answer questions about my daily routine.			
I can describe my daily routine.			
I can tell when I do certain activities.			
Interpretive Mode			
I can understand someone's daily schedule.			
I can identify the main idea of a written/audio text about sports.			

Figure 48: Caroline's New Learning Targets

Each statement is either green, to represent a knowledge learning target, red, to represent a reasoning learning target, orange, to represent a skill, or blue, to represent a product.

Caroline said this helps students quickly know whether a particular statement will focus on recalling information (knowledge) or being able to do something (skill). They know immediately when they see the color what type of learning will be involved in reaching the goal. She related that her eventual goal is to have posters printed in color for all the units to put on the wall to serve as a quick reference for students in class.

Student goal-setting is a real passion for Caroline. The first few days of any class she teaches begins with talking about the ACTFL 5 C's (see Figure 35: Caroline's

ACTFL 5 C's). She discusses what proficiency looks like at each level. She uses the ACTFL performance guidelines and plays audio examples so students can hear what they should sound like. She does not want learning to be a mystery for her students. She wants them to have an idea of where they need to be. She pointed out that she has the SMART acronym for goal-setting featured prominently at the front of her classroom (see Figure 37: SMART Acronym). She has students work through each point to create data-driven larger goals of what they want to accomplish by the end of the semester. These goals become part of the learner profile document each student completes (see Figure 49: Learner Profile). Here they list information about themselves and how they learn.

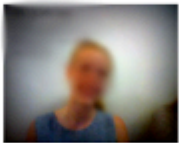
Learner Profile	
Name- Kate Williams	
Age 18 years old	Birthday June 5, 2000
Learning style I am 35% auditory, 35% visual, and 30% tactile	
<div>  </div>	
Fall Schedule Spanish 1- Ms. [redacted] Math 3- Mr. [redacted] Biology- Mr. [redacted] Civics and Economics- Mr. [redacted]	Spring Schedule Chemistry- Ms. [redacted] English 205- Ms. [redacted] Foods 1- Mrs. [redacted] Spanish 2- Mr. [redacted]
Educational Goals To make A's in all of my classes and maintain a high GPA	Goals for Spanish I <input type="checkbox"/> Be able to greet someone and part properly <input type="checkbox"/> Be able to count to 50 <input type="checkbox"/> Be able to infer familiar words
I learn best when I... Go over my notes every other night	I learn best when my teachers... Show me methods to easily remember new terms/ vocabulary/ material
In my free time I like to... play golf, spend time with my family, read, listen to music, shop, and spend time with my animals.	

Figure 49: Learner Profile

She has them do a learning style inventory so they can get to know a little better what sort of preferences they have toward learning and what they like to do. Then, at various points throughout a semester, they can review this information and decide what might have changed and if they are progressing toward those long term goals.

Reflection is a huge component of Caroline's classes. Though they are a little resistant at first because they do not feel comfortable and might have trouble thinking of what to say, "they begin to see the value in reflecting at the end of each unit." Caroline builds time into her classes intentionally to give students the opportunity to, "actually think through it a little bit" rather than rushing through the process. When they do video or audio recordings, they go back and listen or watch those artifacts and reflect on what they are proud of and what they still want to work on. Caroline admitted that students hated listening to themselves but eventually they always recognize that it really helps them to see their progress along the way. This serves to motivate her students and she said it is the primary reason reflection is so important in her classes. When she has students choose the evidence to be included in their portfolios, they reflect again on why they chose the pieces that they did. Caroline compared teaching this way to coaching, "after a basketball game you come back together and you watch the video and you learn from your mistakes." This is how she sees using student self-reflection in her classroom. Their reflections are what drives learning forward and focuses her teaching and their learning on what is needed.

The biggest challenge she faces is initially getting students to buy into the process. She said it depends on the level and the maturity level of the students in each class. She confronts this challenge by spending a lot of time on the front end of a class

building trust and relationships with her students. In this way, when she asks them to do certain things, “they’re more apt to want to help and want to do it.” She said she asks them to think about their own learning a lot. They are not used to this and they seem to find it a bit awkward at first, “until they get used to expressing themselves a little more.” She also builds in time for one-on-one conferences with her students usually twice a year. During this conference, she gets them talking about how they learn and what they think would help them learn better. She feels like this kind of conversation is very important and very meaningful in building community and trust in her classroom. Then when obstacles arise throughout a semester, they can deal with those. She pointed out that it is hard to get a teenager to see the big picture of why it is important to learn whatever it is they should learn. Teaching this way gives her the tools to get them to focus and buy into their own learning. Once that trust is established, the students are willing to do what they need to do. She attributes her success with this to her approach to the classroom. She establishes a classroom that is really relaxed and everyone is comfortable. Her students know what is expected of them.

Choice is important to Caroline’s classroom. She has a set of folders in her class that she calls a choice board (see Figure 43: Caroline's Choice Board). She credited the inspiration for her choice board, and the digital one she hosts online, to a presentation she attended by Rose Rhodes, North Carolina’s 2015 Teacher of the Year, though she acknowledged they, “have been around forever.” While taking each student out for the one-on-one conferences that she does twice a year, the students will choose various tasks from the folders depending on what each student wants to strengthen: habla (speak), escribe (write), crea (create), cultura (culture), lee (read), mira (watch), dibuja (draw),

and escucha (listen). These tasks allow students to focus wherever they believe their weakness might be. Depending on various factors, they usually complete about five or six of these practice learning tasks.

Caroline’s students organize their evidence of learning and goals in Google folders. This gives them an organizational structure that is easy for them to work with and simple to embed into their course management system (CMS). This gives Caroline a way to give students feedback on their progress as the semester passes, both completion credit toward their course grade and general comments to praise them or encourage further focus on various elements (see Figure 50: Google Doc Embedded in CMS).

Mode of communication	Got it	On my way	No idea
Interpersonal Mode			
I can tell who my favorite teacher is and why.		✓	
I can tell what my favorite class is and why.		✓	
I can describe what clothes I wear in different seasons.	✓		
I can say the classes that I'm taking.	✓		
I can ask what classes someone else is taking.			
I can ask what supplies I need for a class.	✓		
I can tell the school supplies I need for a class.	✓		
I can tell the school supplies I need for a class.			
I can answer, "What time is it?"	✓		
I can ask, "What time is it?"	✓		
I can ask who your favorite teacher, class, etc. is.	✓		
I can describe my schedule.	✓		
I can answer questions about my schedule.		✓	

Figure 50: Google Doc Embedded in CMS

Students organize a folder called “carpeta de proyectos” that is their portfolio. They will have a folder within for each unit. Each of these will contain the goals, evidence, and reflections that represent their learning throughout the semester.

Documents. Caroline shared many documents, some of which have already been introduced in the previous two sections, but are reproduced here for clarity and in order to provide greater detail. The documents in this section provide evidence of Caroline's beliefs and practices in her classroom. This section begins by focusing on evidence of Caroline's focus on a proficiency-orientation to learning Spanish. Next, documents will be highlighted that demonstrate her interest in goal-setting in her classroom. Finally, documents are presented that feature target language use, instructional technology for learning, and task-based language learning. All activity ideas have been shared freely for the non-commercial, educational use of other language teachers.

The first four documents in this section serve as evidence of Caroline's focus on proficiency-oriented language learning. The first, Figure 51: Caroline's ACTFL 5 C's, displays a sight common to most language teachers these days, the American Council on the Teaching of Foreign Language's 5 C's, also known as the goal areas for the World-Readiness Standards for Learning Languages (The National Standards Collaborative Board, 2015). Each circle features one of five key areas for focusing language learning that build a more complete learning experience.



Figure 51: Caroline's ACTFL 5 C's

By displaying these on the wall of her classroom, Caroline is going beyond using them for her own planning by introducing them to the consciousness of her students. These five brightly colored circles can serve as a conversation starter to talk to students about what learning a language really means and the fact that it is more than just learning rules and words. Language represents how communication happens. Language is embedded in notions of the culture that surrounds it. Connections remind us that language is not just the discipline of study, it is also a medium for learning more deeply about various discipline areas. Language and culture comparisons help students reflect on their learning

and grow. The final circle, Communities, reminds learners that language is situated within communities, be they the community of learners in the classroom or the native speakers of the language around the world.

The next evidence of a proficiency-oriented focus in the classroom is the vibrant display featured in Figure 52: ACTFL Upside-Down Pyramid. ACTFL's inverted pyramid serves to remind learners that the levels of proficiency build upon one another and the higher up, the more there is to learn (Swender, Conrad, & Vicars, 2012).

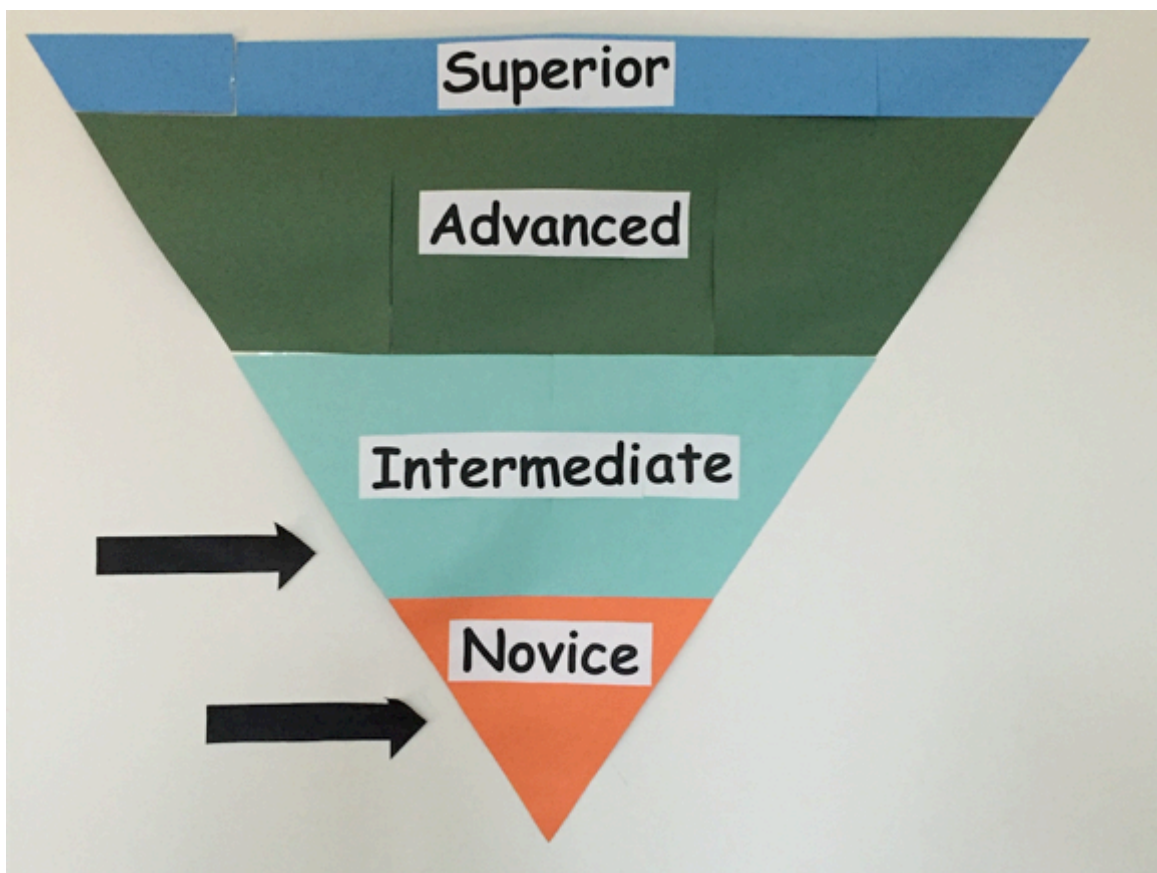


Figure 52: ACTFL Upside-Down Pyramid

Two arrows point to the novice and intermediate levels of the pyramid. These are typically the levels that learners have the potential to reach in high school. There might be many reasons to share this visual with students. For one, it provides a visual

conceptualization about how much language there is in each level compared to the one above it. It takes comparably less time to go from novice to intermediate than it would to go from intermediate to advanced. Seeing this visual might help to negotiate frustrations if students feel stuck at intermediate proficiency. Another reason to talk about this visual is that it shows the possibilities for learning and expands the terminology around language ability beyond the ambiguous and ubiquitous term *fluent*. Again this visual on Caroline's wall provides further evidence of her classroom's proficiency-orientation and more language to enable her to talk about proficiency with her students.

The next poster is shown below as Figure 53: ACTFL Oral Proficiency Levels in the Workplace. This poster connects learning with application by helping students see what sort of work they might be able to do depending on the proficiency level they reach.

ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who is Likely to Function at This Level
Distinguished	5 4	Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.	Foreign Service, Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture
Superior	3	Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.	University language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> Language learners with graduate degrees in language or a related area and extended educational experience in target environment
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with year-long study in the target language culture
Advanced Low	2		K-12 language teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> Undergraduate language majors
Intermediate High	1+	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences
Intermediate Mid			Cashier, Sales Clerk (highly predictable content), Receptionist	<ul style="list-style-type: none"> Language learners following 4-year high school sequence or 2 semester college sequence
Intermediate Low	1			<ul style="list-style-type: none"> Language learners following an immersion language program in Grades K-5
Novice High	0+	Communicate minimally with formulaic and rote utterances, lists, and phrases.		<ul style="list-style-type: none"> Language learners following content-based language program in Grades K-5
Novice Mid	0			<ul style="list-style-type: none"> Language learners following 2 years of high school language study
Novice Low				

*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analysis. The minimal levels were determined by subject matter experts from companion and agencies who use ACTFL proficiency tests.

ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

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Figure 53: ACTFL Oral Proficiency Levels in the Workplace

The left column, starting at the bottom and going up, lists the ACTFL proficiency levels. The second column lists the Interagency Language Roundtable (ILR) scale, originally developed by the United States Foreign Service Institute (FSI), sometimes still referred to as the FSI scale. The next column gives Language Functions to describe each level. Next corresponding professions or positions are listed with a note that they are listed at the minimum levels for each. Finally, examples of who is likely to function at each level fills the last column. These give students ideas about what they can expect for the effort they put into learning. Again, the fact this is displayed in Caroline's classrooms speaks to her focus on a proficiency-orientation toward language learning.

Finally, one last image reinforces Caroline's focus on proficiency, a bulletin board she created is featured below as Figure 54: Your Path to Proficiency. Some version of this type of display was a viral posting on teacher resources sharing sites like Pinterest.

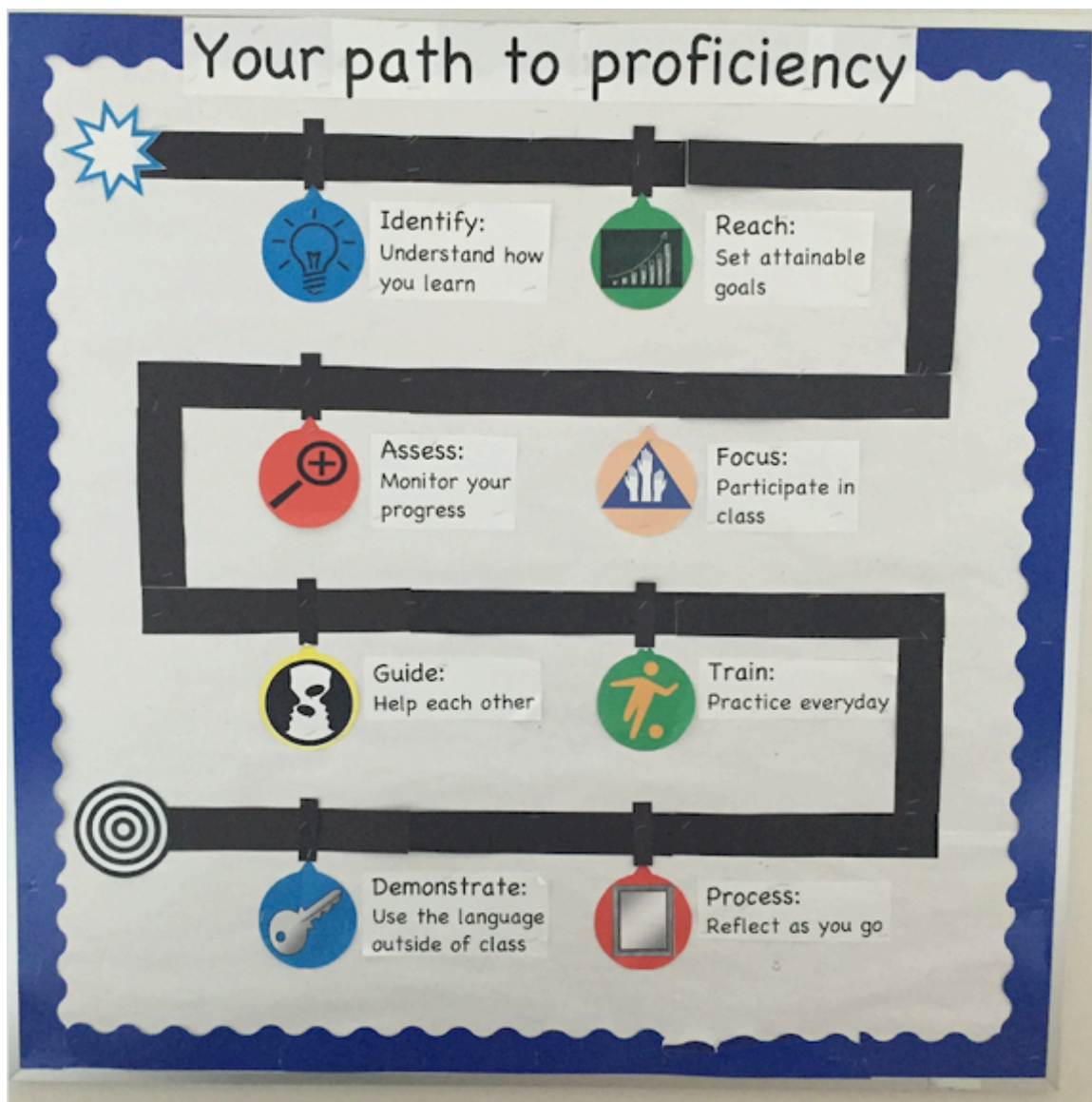


Figure 54: Your Path to Proficiency

Caroline created her own version of this for her classroom. This type of display serves to help students visualize and concretely reflect on what steps to take to move toward proficiency. They are encouraged to do goal-setting and self-assessment in the first three

steps, several of the next few documents featured will also deal with goal-setting and self-assessment. Next, the map advises students to participate and work with their peers, to practice, to reflect on their progress, and to try to use the language outside of class.

The next six documents to be presented deal with goal-setting and assessment. First, in Figure 55: SMART Acronym, the elements of good goal-setting can be seen to feature prominently at the front of Caroline's classroom. The acronym asks students to focus on goals that are specific, measurable, achievable, relevant, and time-bound.

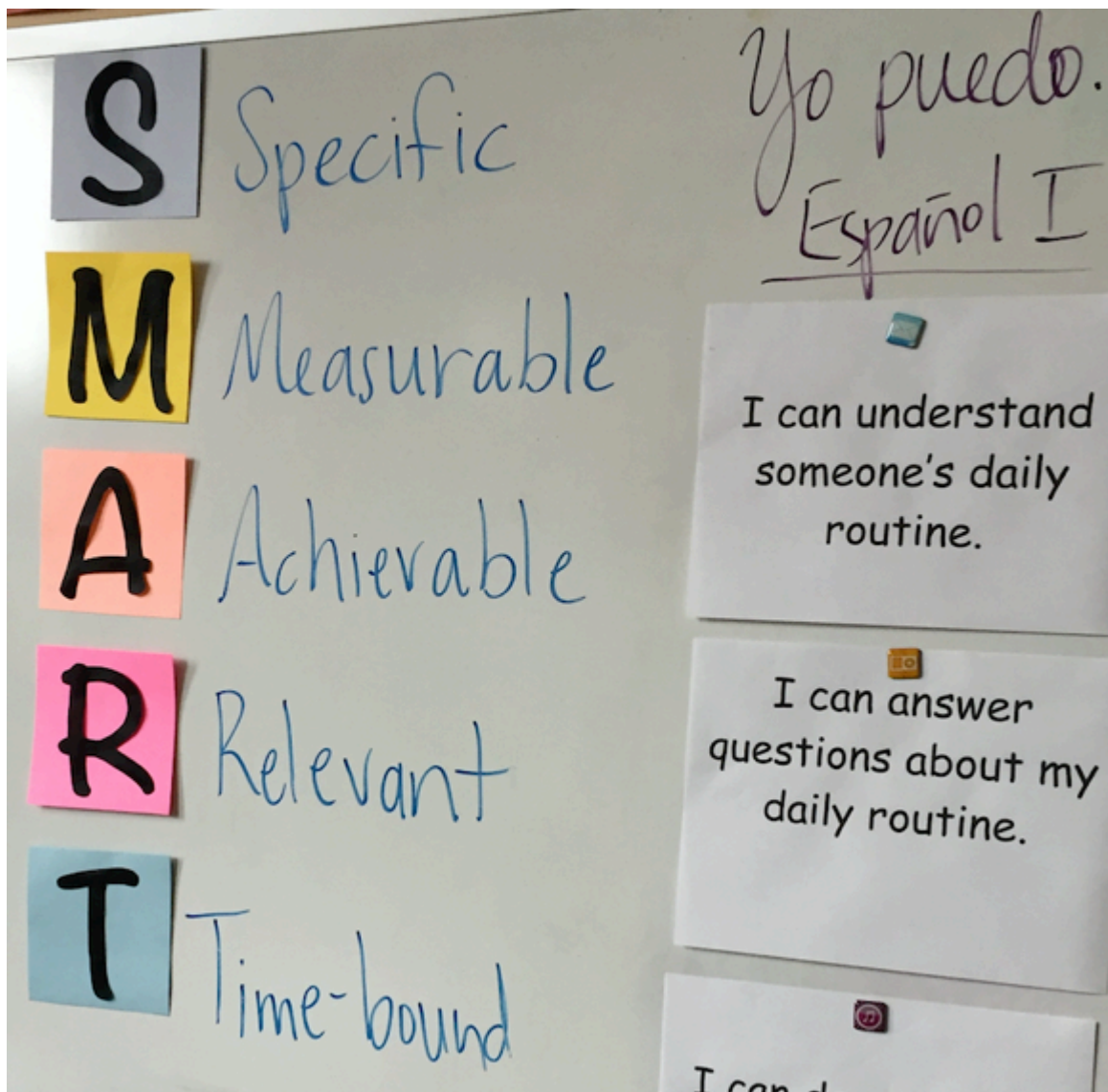


Figure 55: SMART Acronym

Although there are various ways to define SMART goals, including the version that are referred to as SMART(er) goals adding evaluate and reevaluate, the important point is to get students thinking in concrete ways about good goal-setting. Goals need to be specific enough to focus attention on learning and measurable to make it possible to reflect on them. The next figure, Figure 56: Caroline's Lesson Objectives, feature examples of learning goals her class was currently work on when the observation took place.

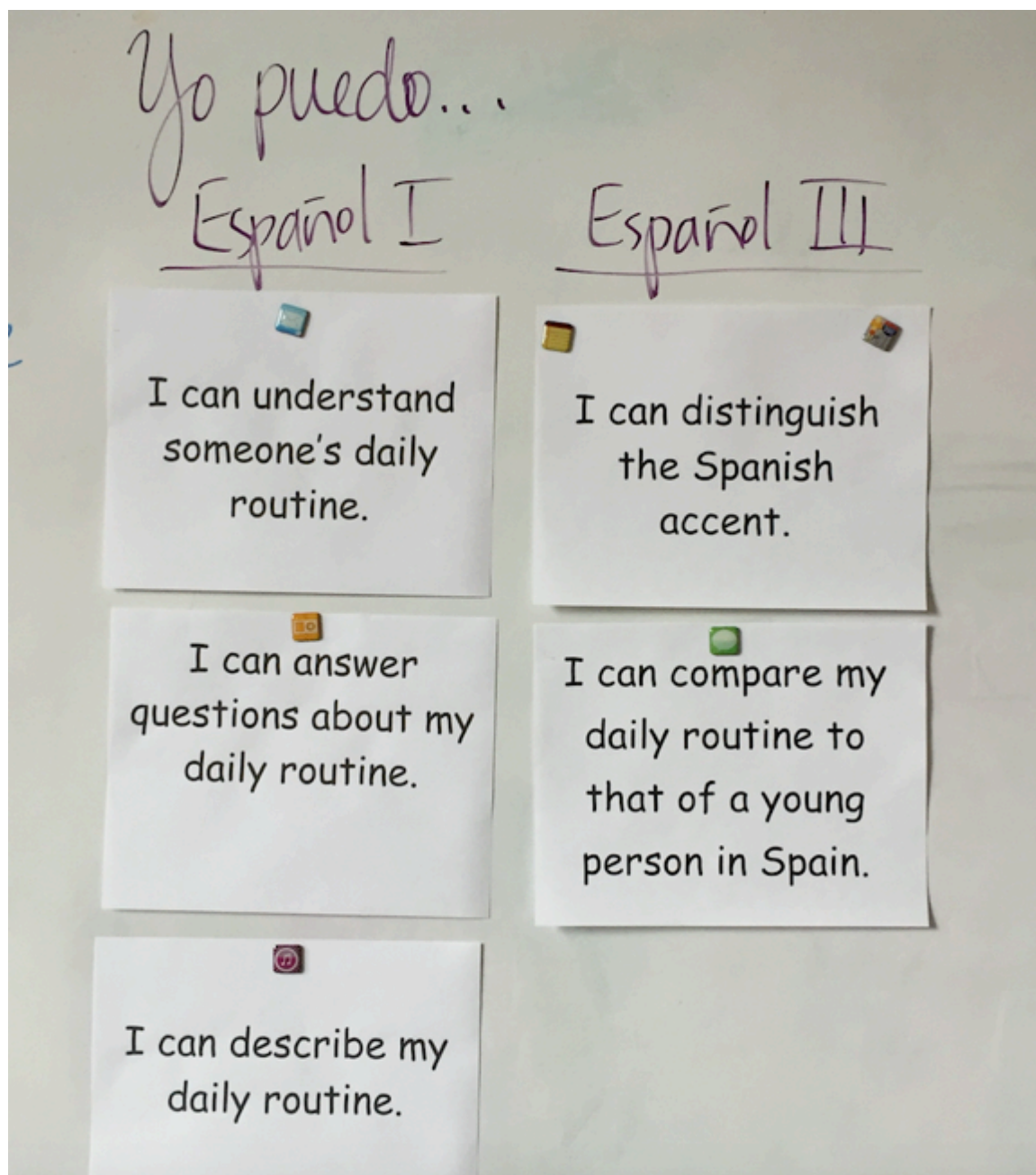


Figure 56: Caroline's Lesson Objectives

As is good practice for LinguaFolio® objectives, they are written from the student perspective, “I can...” They are specific and measurable. The comparable goals from Spanish I on the left and Spanish III on the right show a level of attainability and

relevance to each level. The time-bound piece is often assumed, as it is here. These are unit goals, so they will be bound by the time it takes the class to complete the unit.

As Caroline emphasized during the interview portion of this case, backward design is very important to her. She uses these learning goals to plan her classes and help students to plan their studying. She related that when they first started out, they borrowed heavily from the materials the Jefferson County, KY school system published online. An example of what these documents look like is featured as Figure 57: Jefferson County's Can-Do Circles below. This particular example is from a beginning language class and covers a unit called, "It's nice to meet you." This is a typical first theme in many language classes. It features circles that contain various goals for the unit. Students can then color or shade in a circle to annotate progress or completion. Caroline talked briefly about using stamps for this purpose as well. Stamps, like stickers, can be motivating little extrinsic rewards for students. Teachers stamping the document also provides an opportunity to check-in with the student about their progress, give feedback, or answer questions they may have.

JEFFERSON COUNTY PUBLIC SCHOOLS

Beginning Language – Level 1 (A)**UNIT 1: It's nice to meet you**

Name:			Class Period:	
I can greet someone including proper gesture and say goodbye.	I can introduce myself.	I can ask "What is your name?"	I can ask "How are you?"	I can tell how I am feeling.
I can tell where I am from.	I can ask "Where are you from?"	I can ask someone about their age.	I can tell someone my age.	I can ask someone about their telephone number.
I can tell someone my telephone	I can tell what time it is.	I can ask for the time.	I can tell the date.	I can ask "What is today's date?"

Figure 57: Jefferson County's Can-Do Circles

As her program has progressed, Caroline has developed and continues to refine these learning targets for her students. In Figure 58: Caroline's New Learning Targets below the newest version of one set of these learning targets is featured.



Unit 4: My routine



Mode of communication	Got it	On my way	No idea
Interpersonal Mode			
I can discuss my preferences with regard to different activities.			
I can discuss my after school activities.			
I can describe my favorite sport in simple phrases.			
I can answer questions about my daily routine.			
I can describe my daily routine.			
I can tell when I do certain activities.			
Interpretive Mode			
I can understand someone's daily schedule.			
I can identify the main idea of a written/audio text about sports.			

Figure 58: Caroline's New Learning Targets

This example is a later unit in a first level language course. It covers the broad theme of “My routine” and examples of the interpersonal and interpretive mode statements are included. The statements are color-coded as well. This is something Caroline explained during the interview portion of the study. There are four different colors, though only three of these feature in the example above, for four different types of learning targets: Knowledge, Reasoning, Skill, and Product. Chappuis, Stiggins, Chappuis, and Arter (2012) explained that by focusing learning targets in this way, teachers can be more intentional about what they are assessing and students can better understand what is being assessed of them. Caroline’s students learn that when they see the learning target “I can discuss my preferences with regard to different activities” is colored red, it will require them to reason. Then the next learning target, “I can discuss my after school activities” is orange so it must be asking them to perform a skill. Under the interpretive mode, the

learning target, “I can understand someone’s daily schedule” is green so it focuses on knowledge. These may seem like small nuances, but any aid to understanding can be very helpful.

The next figure, Figure 59: Learner Profile, shows an example of how Caroline’s students set larger, overarching goals while reflecting on who they are as learners.

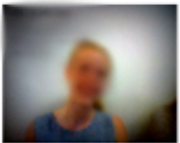
Learner Profile	
Name- Kate Williams	
Age 18 years old	Birthday June 5, 2000
Learning style I am 35% auditory, 35% visual, and 30% tactile	
	
Fall Schedule Spanish 1- Ms. Williams Math 3- Mr. Williams Biology- Mr. Williams Civics and Economics- Mr. Williams	Spring Schedule Chemistry- Ms. Williams English 205- Ms. Williams Foods 1- Mrs. Williams Spanish 2- Mr. Williams
Educational Goals To make A's in all of my classes and maintain a high GPA	Goals for Spanish I <input type="checkbox"/> Be able to greet someone and part properly <input type="checkbox"/> Be able to count to 50 <input type="checkbox"/> Be able to infer familiar words
I learn best when I... Go over my notes every other night	I learn best when my teachers... Show me methods to easily remember new terms/ vocabulary/ material
In my free time I like to... play golf, spend time with my family, read, listen to music, shop, and spend time with my animals.	

Figure 59: Learner Profile

The document asks students to personalize their learning, even adding a photo, and including the results of a learning styles inventory they do in class. They fill in their class schedule for the academic year, focusing on the big picture of their learning experiences. They set overarching goals for all their classes and goals for the language class they are

beginning to take. They reflect on how they believe they learn best. She also gets a little feedback on what strategies students think are helpful from their teachers. Finally, there is space to include their interests. As was discussed in the literature review of this study, goal-setting and space for personalization can go a long way toward motivation.

Caroline also shared one way that she gives students feedback to encourage and motivate student goal-setting and self-assessment. In Figure 60: Google Doc Embedded in CMS, there is an example of a student's learning targets as a Google document embedded in the course management system (CMS). In the left-hand, larger part of the window, the document shows that most of the goals are marked as "Got it" or "On my way." In the smaller, right-hand part of the window, there is space for Caroline to give a grade (complete or incomplete) and leave feedback in the form of comments. In this example she tells the student, "I am very pleased with your progress!"

The screenshot shows a Google Doc titled "Unit 3: My school" embedded in a CMS. The document is a table with learning targets and progress tracking. The right sidebar shows the assessment interface with a grade of "Complete" and a comment: "I am very pleased with your progress!"

Mode of communication	Got it	On my way	No idea
Interpersonal Mode			
I can tell who my favorite teacher is and why.		✓	
I can tell what my favorite class is and why.		✓	
I can describe what clothes I wear in different seasons.	✓		
I can say the classes that I'm taking.	✓		
I can ask what classes someone else is taking.			
I can ask what supplies I need for a class.	✓		
I can tell the school supplies I need for a class.	✓		
I can tell the school supplies I need for a class.			
I can answer, "What time is it?"	✓		
I can ask, "What time is it?"	✓		
I can ask who your favorite teacher, class, etc. is.	✓		
I can describe my schedule.	✓		
I can answer questions about my schedule.		✓	

Figure 60: Google Doc Embedded in CMS

There are various ways to give feedback, of course, but the use of Google Drive document allows for a live shot of the work in its most current version. Google Drive documents automatically update in real time as students work on them. Similar functionality to the feedback in the CMS could also be achieved with Google Drive's comment feature as well.

These six examples have served to paint a picture of a classroom where goal-setting, feedback, and reflection on learning is valued. The next couple of documents will highlight ways in which Caroline facilitates target language use in her classroom. The first, Figure 61: Answering Questions, shows the back wall of Caroline's classroom. Here, the common question words in Spanish are featured, each with an example question that students might use. Having these hanging on the wall gives students a chance to see them frequently and refer back to them when they need a reminder.

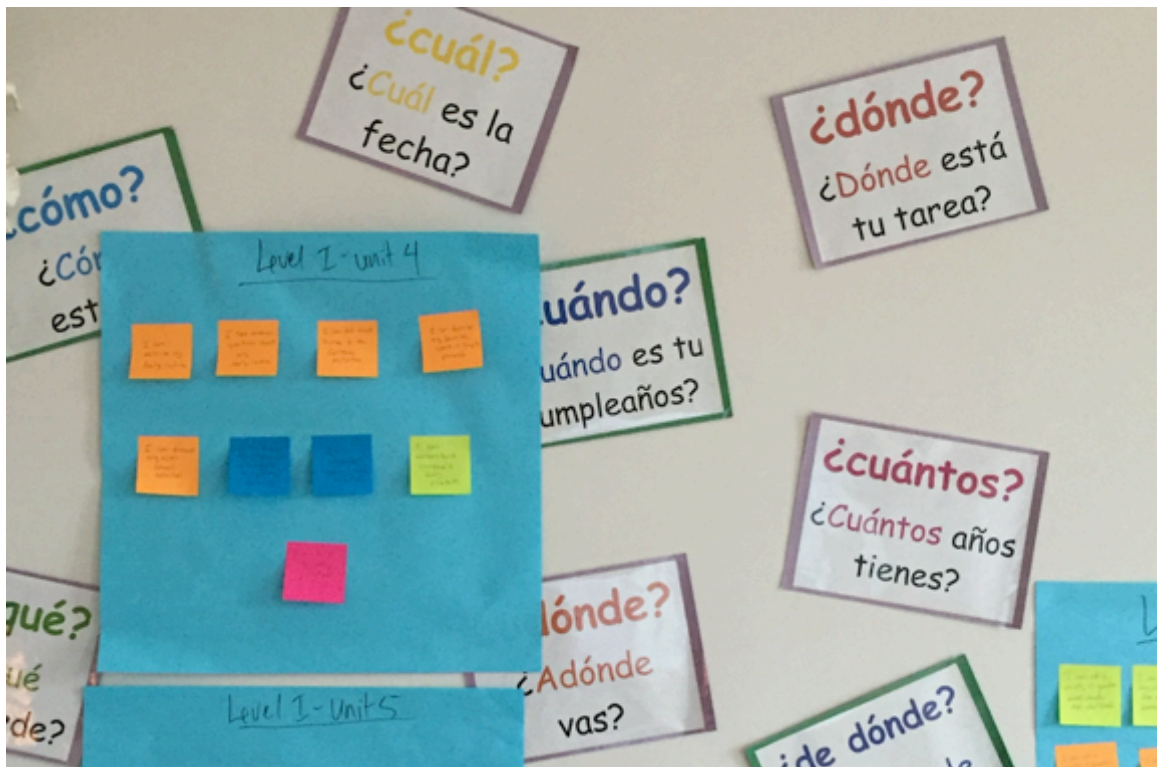


Figure 61: Answering Questions

The questions as well as the words featured in the next illustration, Figure 62: Caroline's High Frequency Poster, are very common words that are used often. The words in the small colored circles near the top are common prepositions in Spanish. The words in white block near the bottom of the figure are the conjugated versions of some common verbs. Most of the words in both figures, above and below, are words that students learn early and use so often they are usually quickly memorized. However, by providing these words on the walls of the classroom, students trying to speak spontaneously have them as reminders to help them focus on the meaning they are trying to convey rather than struggling to remember a small word or a common conjugation. This type of practice has the potential to help improve fluency of speech and self-confidence for students.

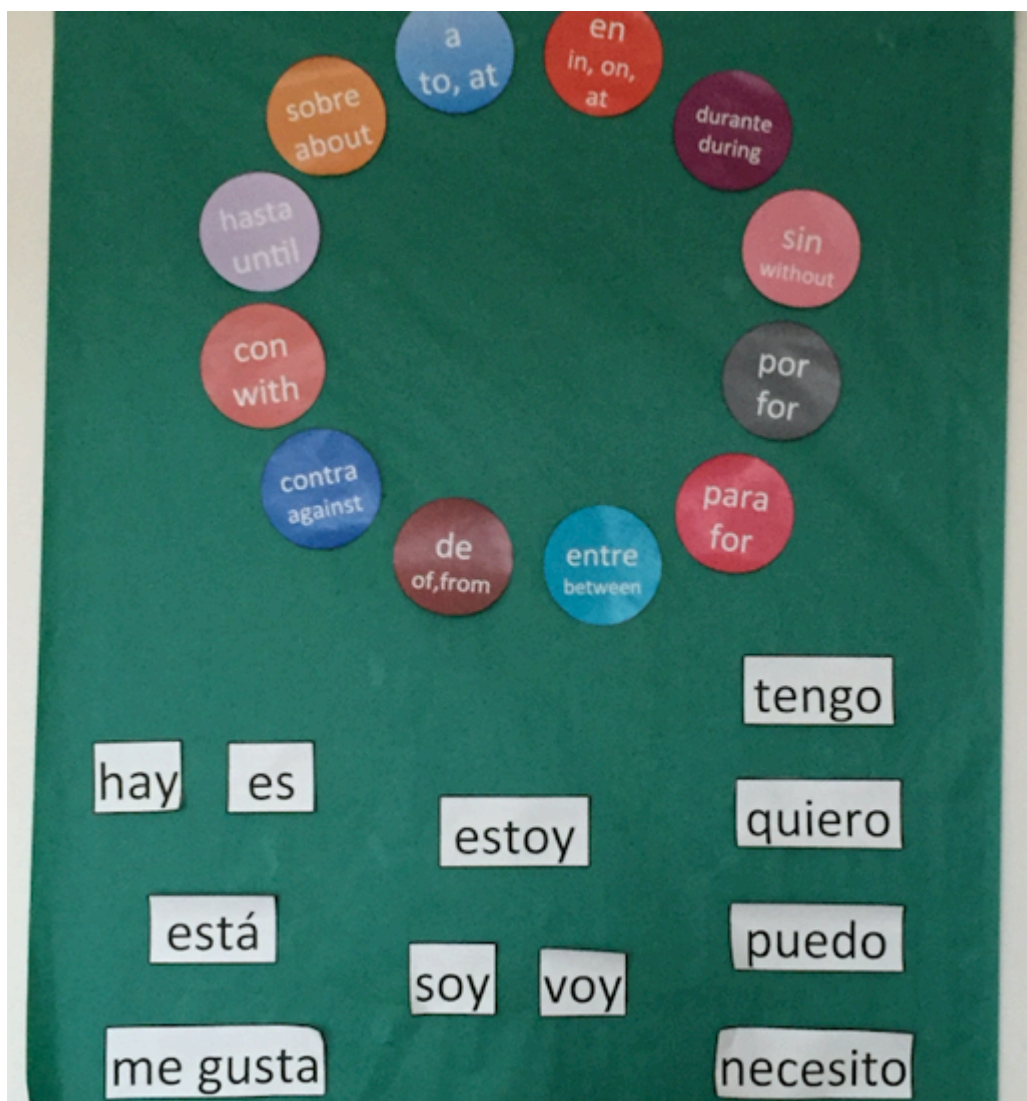


Figure 62: Caroline's High Frequency Poster

In addition to frequent target language use, Caroline is very interested and invested in instructional technology for learning. In fact, she recently earned a prestigious national award for the use of technology in teaching language. The next few figures highlight her focus on instructional technology use. Figure 63: Apps for Learning features various examples of apps available on the Google play or Apple App Store. Some of the prominent ones featured are Twitter and Google Drive, although there are 42 different individual applications featured in the display.

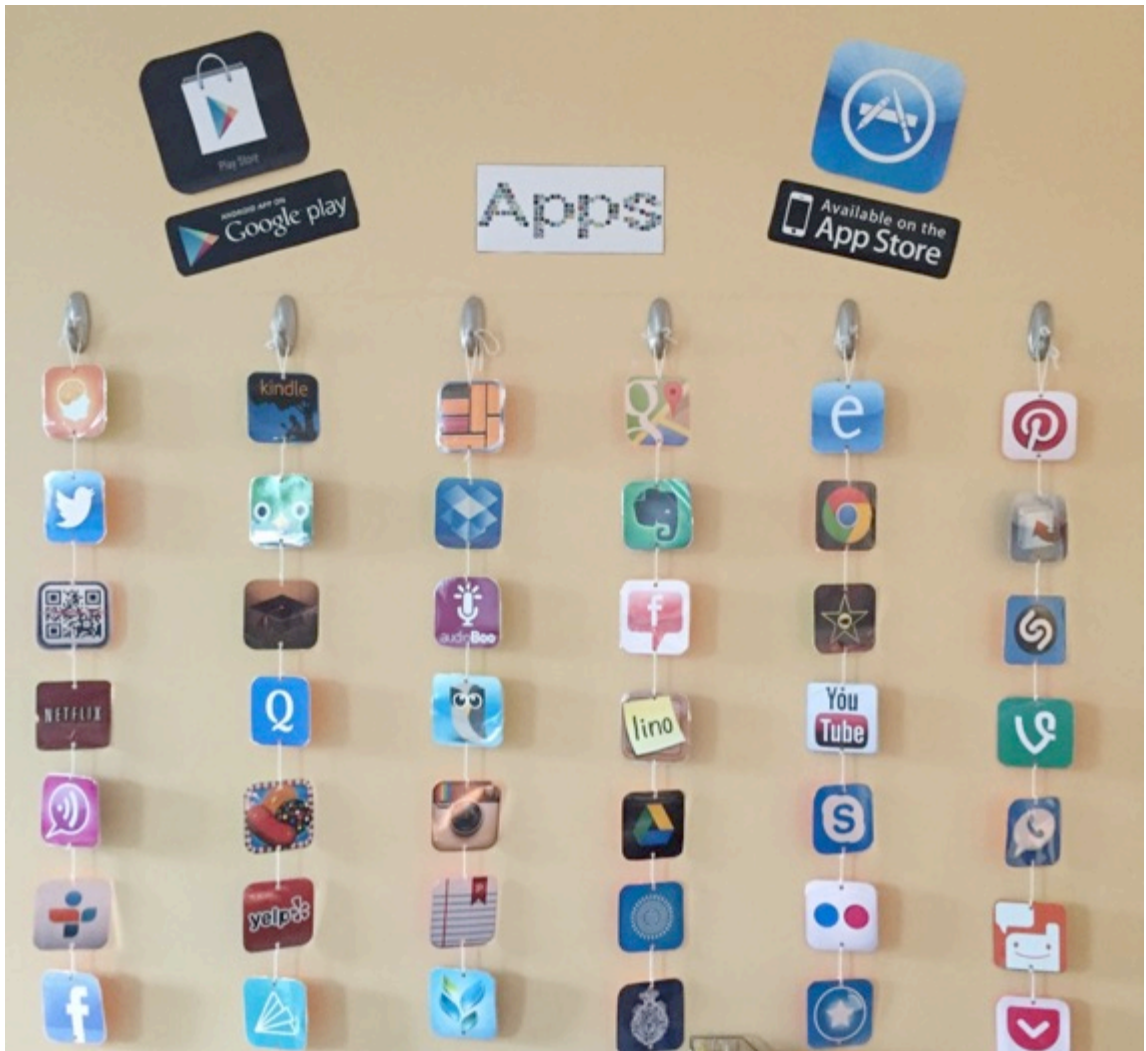


Figure 63: Apps for Learning

Twitter, Facebook, Edmodo, and Pinterest are some of the social networking apps featured in the figure above, but Figure 64: Conexiones Sociales below focuses solely on “Social Connections.” The far left bubble features the words “mandar” (to send) and “buscar” (to search) along with Instagram²⁰, Vine²¹, a QR code²² and a couple of popular

²⁰ Instagram is a social media site for sharing images and videos.

²¹ Vine is a social media site for sharing videos that are only six seconds long.

²² A QR code is a square symbol that when scanned with a smart phone QR reader takes the user to a website or document. It is easier and more reliable than typing a link.

hashtags used to connect related posts on social media. The middle bubble features the words “colgar fotos” (to upload photos) along with Pinterest, Reddit²³, and a few other popular hashtags. One of the hashtags in this bubble, for example, is #TBT. It stands for Throwback Thursday and is used on Thursdays to post old photos on various social media sites. The bubble on the right features the words “conectar” (to connect) and “etiquetar” (to tag) along with Facebook, Twitter, and Snapchat²⁴.



Figure 64: Conexiones Sociales

This display invites students to use the target language in social media. It gives them terms to use to talk about using these technologies. Twitter, in particular, is one of Caroline’s often used instructional technology tools. It can be especially appealing to novice learners because they are limited to 140 characters and the short, choppy language of a novice is typical of the type of language common in Tweets. That is not to say

²³ Reddit is an entertainment and social news site where users can post and comment on the posts of others.

²⁴ Snapchat is a social media app that allows users to share images privately to one another as opposed to a public feed as is the case with Instagram and Facebook.


complete sentences are impossible, as evidenced by the Tweets turned into classroom display in Figure 65: Tweets in Spanish Display below.





Figure 65: Tweets in Spanish Display


Caroline also shared an activity for her students that is featured in the next two figures below, Figure 66: Authentic Tweets Handout page 1 and Figure 67: Authentic Tweets Handout page 2, respectively. This handout features authentic resources because the Tweets are written in Spanish, by native speakers for native speakers. Caroline chose examples that featured the reflexive verb structure they had been working on. The instructions ask students to find and underline these structures.

Underline the reflexive verbs in the following tweets. Write what the Mama verb is of each reflexive verb.

 **Vi Mardesic** @vimardesic 14h
7:20 7:25 7:30 7:35 7:40 7:45. Me despierto re rapido
#QueSeTermine #5weeks
Expand

 **De Dieeguito** ▼ @SofScarcella 9h
holaaaaaaaaaaaaaaaaaaaaa, recien me levanto
Expand

 **La Verito 2** 😊 @MannuAcebal16 7h
Me cambio, me peino, me cepillo los dientes, me vuelvo a peinar,
guardo todo y me voy a educacion fisica #TwOff
Expand

 **Javier Fernando** @JFMarrufo 21 Oct
@JahaPE me divierto mas twitteando
View conversation



 **Angela Dashira** @angela_dashira 18 Oct
me maquillo, me peino y me visto... is time to work. GOOD MORNING
PPL!
Expand

Figure 66: Authentic Tweets Handout page 1




+ clari

@clariparoti

10m

Antes de ir a dormir me peino me ato el pelo. me lavo la cara. me pongo la crema para la cara tomo un te y me lavo los dientes
#siempre

Expand



Raúl Camacho


@RaulCamachoCo


4h

Bueno me acuesto ya ... Bye! :)

Expand

Now, create your own tweets using these characters as your inspiration. Remember that you can only use 140 characters!





Your Image
Here

Figure 67: Authentic Tweets Handout page 2

Authentic resources such as these give students examples of the living nature of language. This connects students to communities that speak the language and use it to communicate. It makes the language real and alive. On the second page of the handout there is space for students to create their own Tweets as well. This paper version of Twitter is genius for the K-12 setting because it gives the teacher control to censor the content appropriately for the students. This is not usually possible online. It also gives students a chance to do something with the language. This is one example of the type of task-based language teaching discussed in the literature review of this study.

Giving students tasks and choice is important to the way Caroline approaches teaching her language classes. In Figure 68: Caroline's Choice Board below, the full photograph of her classroom choice board is shown. It has eight folders that contain activities to practice speaking, writing, creating, exploring culture, reading, watching, drawing, and listening. Students get to choose which of these they will focus on.



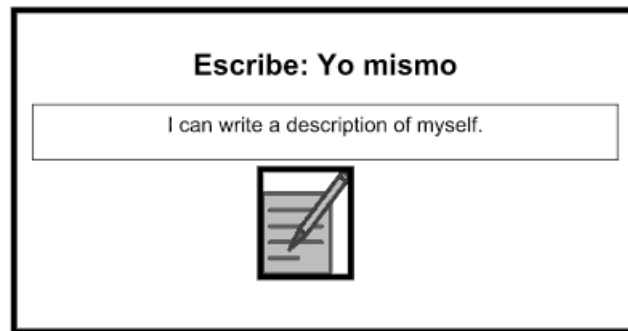
Figure 68: Caroline's Choice Board

Figure 69: Caroline's Digital Choice Board will look very similar. It is a screenshot of a digital version of a choice board. In this case, each image of a folder links to an activity.



Figure 69: Caroline's Digital Choice Board

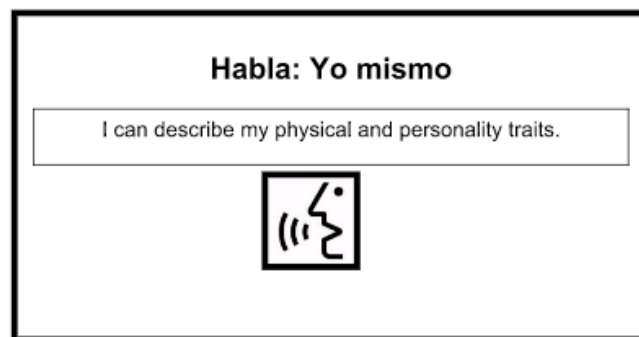
Again, students get to choose which activities they wish to focus on based on their perceived needs. Two examples of these activities are included as figures below. Figure 70: Escribe - Choice Board Example is an example of an activity to practice writing. In this case, students are asked to write a script for an avatar program called Voki. Further instructions are included in another document the students would have access to in their Google Drive folders. They are instructed to be thoughtful in this work as it will be part of their assessment. It also builds into the next example.



Open the document called, "Voki script" and follow the directions. Make sure you spend thoughtful time on this task because it is part of your assessment.

Figure 70: Escribe - Choice Board Example

Figure 71: Habla - Choice Board Example gives an example of an activity that falls under the Habla (speaks/speaking) category. This activity asks students to record themselves reading the script they have prepared about themselves. Since this is rehearsed language being spoken as a recording, it would be considered an example of a presentational speaking task. This task will also, as the instructions indicate, build into the students' portfolio assessments.



Use your "Voki script" and record yourself saying it in Audacity. Please speak clearly and loudly. Once you have finished, please EXPORT your audio file as an MP3 file and save it in a safe place where you can access it on Thursday. This is part of your assessment, so do a good job!

Figure 71: Habla - Choice Board Example

For anyone interested, an example of each of the eight categories from the digital choice board are featured in Appendix H: Additional Choice Board Exercise Examples and any of these may be used or adapted for non-commercial, educational purposes.

The next activity uses the concept of memes as a foundation for a language learning task. Figure 72: Blank Memes below shows some of those used for this activity.

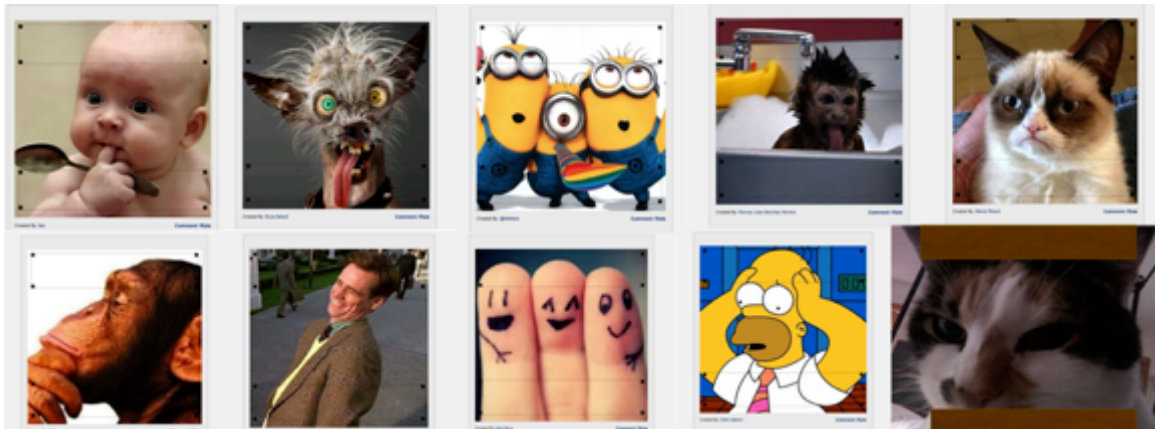


Figure 72: Blank Memes

By sharing a Google Slides presentation file with each of the images above on a slide, Caroline has more control over the process of having her students create memes with the language. As discussed in the previous case, memes are not always appropriate so allowing students to get online and use a meme creator could cause problems. Caroline avoids the challenge while keeping the essence of the activity by providing ten blank memes with empty text boxes for them to fill in with their clever and funny phrases. During the observation of this case, Caroline had students choose one of the images and create a phrase dealing with their daily routine. She started by using the popular Grumpy Cat meme (the image on top and on the far right in the figure above) with the phrase “Me despierto a las 5:30 de la mañana,” which means “I wake up at 5:30 in the morning” in English as an example.

The final document in this section is another activity that was previously introduced in the observation as well. Figure 73: Las Actividades de Pee Wee is included here again for the sake of having all of these activities together. It is a handout that Caroline used to help focus the attention of her students as they watched and listened to a video clip of Pee Wee’s Play House. It features the reflexive verb structure they were practicing and asks students to put the activities they witnessed in the order they occurred.

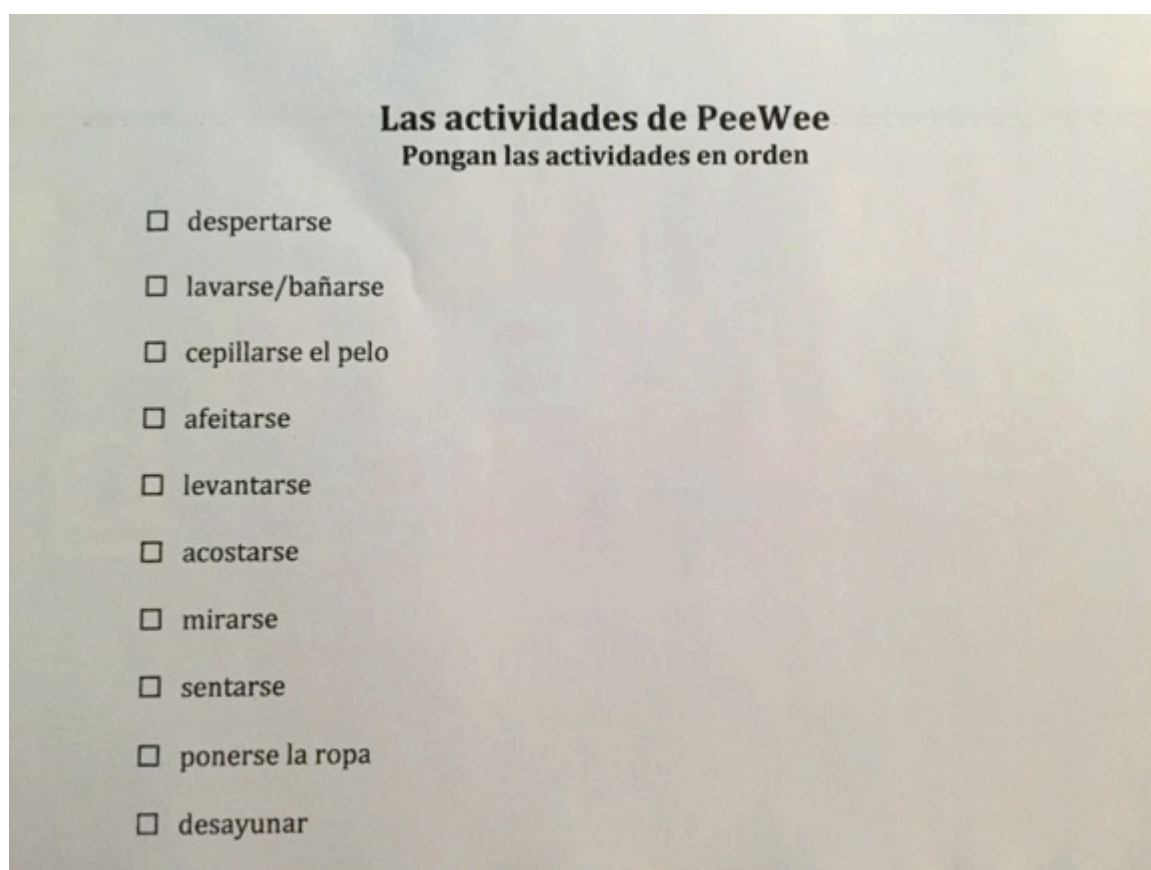


Figure 73: Las Actividades de Pee Wee

Caroline's documents demonstrate her focus on a proficiency-oriented, task-based language environment that makes use of the target language and instructional technology to promote learning.

Analysis. In order to answer the research questions proposed in this study, seven themes were explored: planning, frequency of use, autonomy, goal-setting, self-assessment and reflection, materials and resources, and challenges. First, the way Caroline planned her classes and the frequency of her use of these tools will be discussed. Next, her support of autonomy through goal-setting and self-assessment and reflection will be highlighted. The materials and resources she created and adapted will be briefly reviewed. Finally, challenges she faced will be addressed.

Upon entering Caroline's classroom, it was evident that she had planned an environment that supported communication because the desks were set up in groups of three that had students facing inward for collaboration. During the interview, she described herself as "a firm believer in backward design" because she always begins by thinking about what she wants her students to know, be able to do, and understand at the end of the lesson. She uses the Can-Do statements to begin her planning and works backward from these goal statements. She plans out the units and daily lessons. She creates smaller learning targets and develops lessons and activities to meet those. Her work with LinguaFolio® and the Can-Do statements goes back about four years. This work has evolved from materials found online that were developed in Kentucky to a realignment that is based on North Carolina essential standards for learning. These have evolved to incorporate the color code system for the learning targets that focus on knowledge, reasoning, skill, and product, as was described in detail in this case. Caroline uses these learning targets for planning but she also has her students work with them before the final assessment, project, or IPA at the end of each unit. This gives her the opportunity to help students figure out where there might be gaps that need to be filled before moving on to the next unit.

Caroline has a passion for goal-setting. She spends the first few days of new classes talking about the ACTFL 5 C's and the proficiency levels. She plays students example audio clips of the various proficiency levels to help students understand them. She does not want learning to be a mystery for them. She wants them to have an idea of where they need to be heading. She spends time talking about SMART goals, even featuring the acronym at the front of her classroom every day. She posts daily learning

targets as Can-Do statements on the front board also, just to the right of the SMART acronym. She has students review those learning targets at the end of each unit to get a sense of where they are. Finally, she has students create learner profiles to reflect on their larger overarching goals, both for language learning and more generally.

She also promotes autonomy by structuring self-assessment and reflection practice for her students. Throughout the semester, students look back at their learner profile to reflect on their overarching goals. At the end of units, students reflect on their color-coded learning targets, both those they feel confident and those that will require further work. They also reflect orally in writing about on how their learning experience has been over the preceding unit. Caroline's Path to Proficiency bulletin board serves as a daily reminder to students that they should monitor their progress toward their goals. Reflection is really a large part of her classes. She commented during the interview that while students can be very resistant to it at first because they are not accustomed to being asked to think about their own learning, eventually they start to see how helpful it is to their learning. They begin to see how far they are progressing and that motivates them to keep going. She sees her role as that of a coach, helping her players review the tapes of the last game and learn from their mistakes. Reflection is what drives learning in Caroline's classroom.

Caroline is always creating and adapting materials and resources for her classes. She is active on social media and connected to teachers all over the country. She mentioned using materials from Kentucky and ideas from the 2015 FLANC Teacher of the Year, Rose Rhodes. She is heavily involved in learning and sharing through a variety of professional development venues. Some of the materials she has shared here include

her version of both a physical and a virtual choice board. An example of each of eight options for the choice board have been made available as an appendix to this report (see Appendix H: Additional Choice Board Exercise Examples). Other resources and materials she shared were her activities that took social media offline, the Twitter handouts and the meme project. She also provided the handout that served as a listening activity for the video about PeeWee's day. Finally, there are examples throughout this case of her learning targets as she has developed them. Caroline has made all these materials available to the readers as inspiration and for non-commercial, educational use.

Finally, Caroline cited her biggest challenge as getting started. Getting students to initially buy into the process because it is so different from anything they have experienced can be challenging. It really depends on the maturity level of the students. She faces this challenge head-on by spending a lot of time at the beginning of a new course focused on building community and trust with her students. She wants them to first see that she cares about them and their learning. Once trust is built, "they're more apt to want to help and want to do it." They are not used to being asked to think about their learning process. This takes time to adjust. They seem to find it awkward at first and express their dislike of hearing their own voices recorded. Eventually, "they get used to expressing themselves a little more." The one-on-one conferences she has with students twice a year, while they work on activities from the choice boards, really helps this process as well. Taking this individual time is very meaningful in building trust and community in her classroom. Once there is trust, obstacles can be more easily overcome. She attributes her success to establishing and maintaining a classroom atmosphere that is relaxed where students know what to expect.

Helen

Observation. On March 7th, 2016, the researcher visited a large high school that serves a relatively densely populated county in rural North Carolina to observe a French teacher who will be referred to here as Helen. Helen is a National Board Certified French teacher with 14 years of experience. She has been teaching at this school for nine years. She also has experience in teaching English as a second language. She has a Master's degree in French. She has lived, studied, and worked in France, Belgium, and Canada. She is advisor to the French club and has taken students to Quebec. She attends and presents at local, state, regional, and national professional organizations. She frequently develops her own instructional materials to supplement her classes that address the ever-evolving needs of her students.

The classroom featured a SMART board at the front of the room with a whiteboard to the left side. Helen's podium and laptop stood nearby. The classroom was decorated with various examples of student work and representations of culture, such as Francophone monuments and festivals. A poster featured the American pledge of allegiance, translated into French (see Figure 74: Serment D'Allégeance).



Figure 74: Serment D'Allégeance

A historical timeline in French lined the back wall of the classroom, representing a period of Francophone history (see Figure 75: Helen's Historical Timeline).

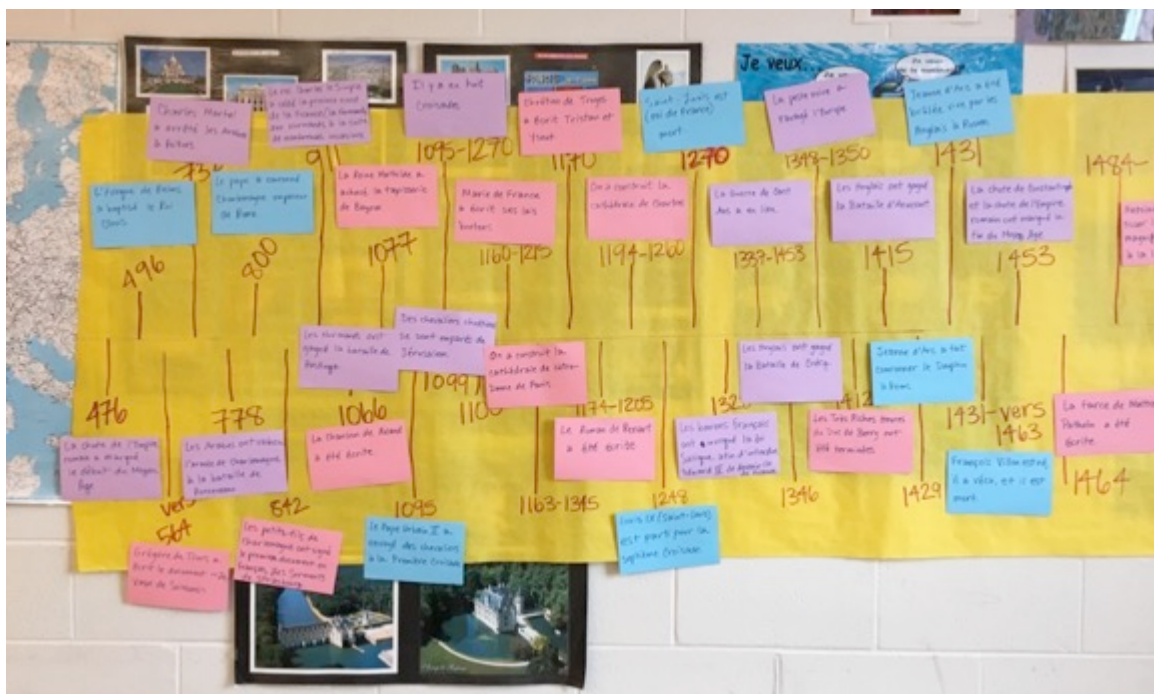


Figure 75: Helen's Historical Timeline

Nearby, the Eiffel Tower was represented in twinkle lights that had been pushed through holes in a wooden board (see Figure 76: The Eiffel Tower in twinkle lights).

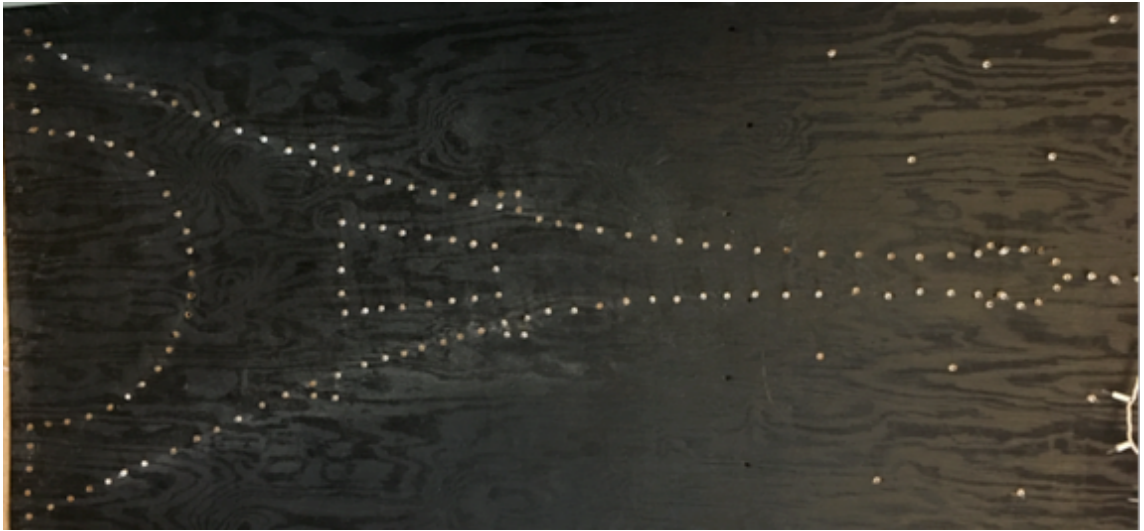


Figure 76: The Eiffel Tower in twinkle lights

The projector illuminated the whiteboard with a Google Document that highlighted the agenda for the day's lesson (see Figure 77: Helen's Agenda). As this class was a French level four class, the document was completely in French, as one might expect. In addition to welcoming students and announcing the date, it listed various activities for the day, several of which referenced Louis XIV.

Bonjour Français 4!

Aujourd'hui c'est lundi 7 mars 2016! Nous allons:

- analyser les images publiques de Louis XIV
- lire de la journée de Louis XIV
- réviser le subjonctif
- parler de votre journée typique!
- découvrir la Galerie de Glaces

Météo des cahiers: jaune- écrivons une histoire!

Figure 77: Helen's Agenda

Helen called her class to attention with a cheerful voice and exuberance. She called roll and chatted briefly with her students in French. This time served a larger purpose than taking attendance as it became an opportunity to build community and rapport with students while engaging them in practicing the target language. This was also an opportunity for quick comprehension checks that could help Helen gauge her students' progress. Next, Helen had students take turns reading the agenda from the board. This gave students an opportunity to practice pronouncing the words and improving the rhythm with which they spoke. Helen was able to give them feedback and quickly prompt them when they seemed unsure of themselves. Between her questions during roll call and the reading of the agenda, the tone was set that students would speak French in the class.

1. Mad Lib! (10 min)



Il s'appelle....
 Il aime....
 Il déteste...
 Sa musique préférée est...
 Le weekend, il...
 Avec ses amis, il aime....
 Pour s'amuser, il faut que...
 Il adore les vacances....

Figure 78: Mad Lib

Helen then took students through an activity where students would write about a character pictured on the board (see Figure 78: Mad Lib). They would give the character a name, talk about what he liked and did not like, his preferred music, what he would do on the weekend, what he liked to do with his friends, what he liked to do for fun, and what he did on vacation. Each of these communicative prompts pointed students in the direction of practicing the subjunctive without ever directly referring to the grammatical form my name, only by function. Students were given five minutes to work on this story. She played a French Baroque piece composed by Jean-Baptist Lully, who spent most of his life working in the court of Louis XIV, as background music while they wrote. During this time, she moved around the room checking in with students, monitoring their progress, and answering questions. The environment was light-hearted, fun, and felt like a safe place to take risks with the language. There was almost no English whatsoever.

Once students finished writing up their paragraphs, Helen collected all of their papers and passed them back out randomly. She asked for volunteers to read the one they received aloud to the class. When asking for volunteers she used gestures to facilitate comprehensible input. Several students read the story they had been given aloud. The stories were funny and many students laughed as they listened. This showed that students were engaged and they were comprehending what they heard because they laughed when it was appropriate. It was clever to pass them out randomly. No one would have felt like they were being judged by what they read because they were not the one who wrote what they read aloud. After they had read the paragraphs aloud, Helen collected them again.

Next she distributed a handout that served as an aid for a listening activity about Louis XIV. They went through this together to be sure everyone understood what was

expected of them. She had a student help her mime the word for following, by having that student follow behind her as she walked, to again facilitate comprehensible input. Once they understood the prompts on the handout, they watched some YouTube videos in French, listening for the information the pre-listening activity set them up to pay attention to. This was a historical and cultural lesson conducted completely in the target language. She set up the viewing by explaining that while Louis XIV was king, he was only 9 years old and the age of maturity was 23 so Anne d'Autriche was the regent who was really in charge. She explained all of this with a few scribbles on the whiteboard and it was so comprehensible someone without a word of French in their brains could have understood completely. After watching the YouTube videos once, they watched again to see how the courtesans showed respect to the regents. Students asked for clarification on what they were supposed to write and she responded completely in the target language, telling them to describe the scene and the entourage. She left time for them to think before responding to the harder questions that asked them to reflect on the formality of Versailles during this time and what it might be like to be king or queen at their age.

A student asked how to say a word. She said it in French a few times, wrote in on the board, and used gestures to reinforce the idea. Watching her was very much like watching a dance. There was a gesture for every phrase to aid comprehension. Her students were completely captivated, their eyes rarely leaving her. They continued working through the next part of their worksheet in preparation to watch the next video. Students read and explained the sentences. She used various strategies to compensate when they got stuck such as gestures and drawing on the board. Comprehensible input was forefront in this classroom.

Throughout her working with these students, she carried index cards with their names on them to help her shuffle through which students had responded. It seemed an easy and clever way to maintain a record of participation that both kept Helen on track and subtly trained her students to be aware of the importance of being an active member of the class.

The videos she showed as the class progressed revealed various perspectives on Versailles and the era of King Louis XIV. Students were very engaged, laughing and clapping at appropriate moments, which of course provided embedded comprehension checks for Helen. One of the videos was a preview for a full movie. Students eagerly asked how they could see the entire film. Helen gave examples of popular streaming services where they might watch the film on their own. They chatted excitedly with each other about watching the movie for a few moments.

After watching the videos, small groups of students were directed to discuss the questions on their handouts. They completed this discussion 99% in the target language, using English only for the very occasional word. While they were discussing the questions in small groups, Helen set a timer up on the screen to help them manage their time as they talked through the questions. When the timer went off, Helen redirected each group's attention to the class as a whole. Each peer group shared out as she led them through the questions as a class. She used the SMART board to mark up the document as they worked through the exercise. Again, the students' eyes rarely seemed to leave Helen. She was so animated, miming and using gestures so well. She exemplified comprehensible input. It would have been interesting to have had the ability to track the gaze of the students with computer software. From the perspective of an observer at the

side of the room, it almost seemed as if the lights had been dimmed, a spotlight had been dropped on Helen, and her students were as mesmerized as they would have been in a movie theatre watching the latest blockbuster's premiere.

The exercise featured cultural and historical comparisons to the here and now. Students were provided time to add in things they had heard about this historical period and to ask if these were true. They were so engaged with the topic because it focused on things they really wanted to know. Again, there was very little English during the discussion at all. To draw their attention back from this cultural and historical tangent toward the agenda for the day, she asked them to describe what Louis was like in the various videos they had watched. Helen pointed out that during this time, art defined life. A student responded to this comment, also in French, that while she realized that they loved art in this period, she had not realized that they lived it.

Helen showed an article about an upcoming TV show about Versailles. The students were very excited about this. They talked about related shows and actors that they liked as well. It was obvious that Helen had clued them in to something else they would likely pursue on their own to enhance their interest and knowledge of the cultural and historical landscape of this era. Tying popular cultural to learning seemed to be a theme that ran through Helen's class. Many examples that were discussed were related to the comparison of this historical period to current practices and people. This is an ideal engagement strategy that clearly supported ACTFL's 5 Cs by (1) using the language to Communicate, (2) gaining an understanding of the target Culture, (3) Connecting to other disciplines (art and history in this case), (4) making Comparisons to the home culture, and perhaps even (5) building Communities and learning beyond the classroom, if

students do indeed follow-up with these shows in the future (The National Standards Collaborative Board, 2015). Another example of this that arose during the discussion that tied to current culture was related to Louis XIV's brother's tendency to wear dresses and how that might be viewed today with our vocabulary around trans*culture. This conversation in particular demonstrated that Helen had created a classroom environment where students felt comfortable talking about topics that might be controversial, especially considering the area in which they were situated. Helen had developed an atmosphere where there existed an inherent expectation of respectful discourse.

In general, students were eager to take every opportunity Helen offered to ask questions and make comments in French. They were very clearly engaged in the topics. Helen managed to make French and Louis XIV relevant to modern day teenagers. While it is probably true that these students had internal motivation to be interested in these topics, it is without doubt that a teacher like Helen employs strategies to foster this motivation. In the hands of a less creative teacher, that motivation might be squashed instead. For example, to synthesize their understanding of all these videos they had discussed during this class, she led a discussion that intentionally related to their real lives. She asked them to reflect on which video was most realistic. She asked them to compare the different representations of Louis XIV's life from the videos to each other. She asked them if they thought that he would have had a private life and why they thought so or not. She asked them to reflect on his influence on today's society. What could they compare his *entourage* to today? She mentioned Kim Kardashian and the students began to discuss other similar individuals in today's society who could compare to this historical figure and his influence on others. The students made connections to

their everyday lives and seemed to begin to see how historical knowledge can influence their lens on life today.

To conclude this part of class, Helen had students gather in randomized groups to discuss their quick write. She moved around the room to do quick comprehension checks of their progress and to help them think about what they believed. She also answered their questions and gave them help when needed. During this time, it was even more obvious that the community in the classroom was a safe and supportive one because even in the randomized groups, students helped each other and were engaged with collaborative efforts. Helen continued to move around the room and encouraged students to explain their descriptions and reflections. As the timer indicated the end of this activity, she collected their papers.

Finally, students were allowed to open their laptops and use their headphones to start looking at other videos. These videos were linked in their classroom management system, Google Classroom. Students had collected these links to videos that were related to Versailles. They watched videos that had been linked by their peers and left comments and questions about them. Homework was assigned asking students to talk about Louis XIV's daily routine. The assignment was worded in such a way as to direct students' attention again toward the subjunctive tense of verbs. For example, a sentence starter like, "it is required that..." indicated that they would be using this tense, again giving the class a communicative, rather than a grammatical, focus. Helen told them they would be talking about Louis's day and comparing it to each of their own typical days in the next class. Students had a little time to begin working on these schedules before the end of the class period.

Interview. The interview with Helen began with a discussion of using the ACTFL Can-Do statements to develop thematic units for each level of the languages offered at her school. The Spanish faculty and Helen, the only French faculty member, worked to develop corresponding checklists for the first and second levels of those classes. She described those as the survival language levels. In contrast, French three, four, and AP were more culturally-based courses so she had worked to develop the checklists for those courses on her own. She commented that it takes a lot of time to invent all the materials but she had borrowed the concept of creating these checklists from the Spanish faculty when they had collaborated to create the ones for the level one and two courses in both languages. Despite the work involved, Helen remarked that it was worth the effort, “because it makes [the students] reflect on their practice which in turn helps [Helen] reflect on [her] practice.” Throughout the interview she was primarily concerned with improving the learning environment for her students. The checklists were a valuable tool for her to use, “because [the students] are the ones who are going to know, to a certain extent, what is going on in their heads.” She emphasized that this reflection on learning informed the progress her students make in her classes and the adaptations she makes in her practice. She shared an example. If a student reported to her that they were having difficulty forming sentences, she might develop a set of sentence strips relevant to the next topic in the curriculum, to help them learn and focus their practice on specific challenges they had identified for themselves. Again, this would involve the creation of new materials and that would always take time. She commented that sometimes this could, “open up the Pandora’s box of work” for her, but that on the plus

side, once she had created something, she would have it the next time that particular challenge emerged. This process would, “strengthen the unit as a whole.”

Helen stated that she and her colleagues were “big backward design people” and the “Can-Do statements help [her] tailor instruction” by helping her think about what she wants students to be able to do at the end of a unit. This allows her to determine what students will need to build them up to that goal. She simply stated that if the goal were to talk, they would spend time talking. If she wanted students to be able to talk about their childhoods, she builds in activities to have them working with that vocabulary and keep the focus on speaking in class. The Can-Do statements help her focus on those end goals and develop all the planning to lead up to meeting those goals.

In addition to referencing the Can-Do statements that Helen and her colleagues developed for the individual units and lessons, she furthermore discussed the broader concept of the ACTFL proficiency levels and how she uses them with her students. She talks with her students at the beginning of each level about where they should be at the end of the course and what that looks like. She said their goal is for the students to be at novice high proficiency by the end of level one and intermediate low by the end of level two. It is interesting to note that these goals are actually higher than those listed in the North Carolina Essential Standards document (NCDPI, n.d.). Figure 79: Modern Language Exit Proficiency Expectations below is reproduced from NCDPI (n.d.) and references the minimum proficiency expectations for each level of modern languages in the public school system and is taken directly from page 12 of the North Carolina Essential Standards documents.

**Modern Language Exit Proficiency Expectations for Alphabetic Languages,
such as Arabic, Cherokee, French, German, Greek, Hebrew, Italian, Russian, Spanish, etc.**

Level and → total hours	I or *135- 150 hours	II or *270- 300 hours	III or *405- 450 hours	IV or 540- 600 hours	V or 675- 750 hours	VI or 810- 900 hours	VII or 945- 1050 hours	VIII or 1080- 1200 hours
↓MODE & Skill								
INTERPRETIVE Listening	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Advanced Mid	
INTERPRETIVE Reading	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Advanced Mid	
INTERPERSONAL Person to Person	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Advanced Mid	
PRESENTATIONAL Speaking	Novice Low	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Adv. Mid
PRESENTATIONAL Writing	Novice Mid	Novice High	Int. Low	Int. Mid	Int. High	Adv. Low	Advanced Mid	

* Indicates accumulation of instructional hours that may vary for FLES and middle school programs, based on the structure of the program and the developmental level of the students. This will impact initial placement into courses earning high school graduation credit.

Figure 79: Modern Language Exit Proficiency Expectations

Helen emphasized that students will progress at their own pace, to some degree. There are goals for the school, goals for the state, and that she felt like even the College Board wanted *all* of her students to make it to the AP level. She said some people will push themselves and get to higher levels of proficiency really quickly. Others will not. On the whole, she aims to get all students to certain levels of proficiency but realizes that some will be lower and some will be higher and that is fine. That being said, she wants to make the higher level courses accessible so that anyone who wants to reach them has the support to get there. “People will rise to your expectations,” she said.

Helen shared that her goal is to emphasize oral proficiency first. Especially in the lower levels, not everyone will end up majoring or minoring in French in college. Though, she made the caveat that many of her students have historically done just that. French had “become a passion for them” and that made her extremely proud of them. Those exceptions aside, her focus in the lower levels is to get students to higher levels of

oral proficiency in order to help them prepare to travel to French-speaking regions. She wants her students to be able to travel and feel comfortable speaking French. Speaking and some reading are the skills she sees as most important to the students who only take the lower levels of the language. They will rarely need to write. This is why she wants to focus on listening and speaking practice in her classes. She said if an activity is something that students could do on their own at home, it is not the kind of activity she needs to do in the classroom. Classroom activities are focused on practicing those skills that require interaction and more immediate feedback. She said that they “should really profit from being all together and do lots of hands on stuff and a lot of talking.”

Helen attributes her focus on oral proficiency and having fun in class for her growing enrollments. She has seen her French four and AP French courses grow 20-25% over the last year. She had two full sections of French one, one with thirty and one with twenty-seven students. Her French three class has twenty-one students. She joked that her “empire is growing” and she believes that, “the way you attract people is having a good time” and “doing stuff that’s relatable...where you use it, because if you use it, then it’s real.” She related several stories of students who for one reason or another decided to come back to French. One signed up for drafting originally and two days into the semester switched back into French, telling Helen he missed her. It was obvious in talking with her and having seen her interactions with students during the observation that Helen enjoys taking the time to build relationships with her students. This creates the kind of community that motivates learning because students want to be involved. They seem to look forward to coming to class. Helen said she looks forward to seeing her students every day.

Helen shared a couple of examples of activities that focus students on using the language and having fun with it too. The first is a listening assessment she creates with a Google Form (see Figure 80: Google Form Video Listening Assessment below).

La légende de la fée Mélusine
<http://focus.tv5monde.com/legendesfrancaises/legende-fee-melusine/>
 * Required

Comment tu t'appelles? *

Quelle est ton adresse électronique? *

Why was the young man running away? *

- ☐ He had just killed his uncle by accident during a hunting party.
- ☐ He had robbed the Comte du Poitiers on the road.
- ☐ He had just killed the Comte du Poitiers in cold blood.

Who does he see on his ride through the forest? *

- ☐ The ghost of his uncle
- ☐ three beautiful women at a fountain
- ☐ lots of trees

What is the name of the girl who talks to him? *

- ☐ Fée
- ☐ Angèle
- ☐ Mélusine

Figure 80: Google Form Video Listening Assessment

There is a link to a video and comprehension questions about what they will hear. These questions are in English, rather than French, because she wants to be sure she is assessing their listening comprehension and not trip them up by adding reading comprehension to the mix. She wants to focus just on the input they are getting and trying to really understand. She will give them about eight of these and they will choose three that they want to do. This gives them easy feedback on their ability through the use of a tool called Flubaroo. Flubaroo (<http://www.flubaroo.com/>) is an add-on tool that works within Google Sheets to quickly grade the answers to quizzes and assignments that have been created using Google Forms. This means once an assignment like this has been created once, it can easily be assessed and feedback can be given to students in a timely manner. This is one way in which Helen can manage her time to give students as much listening

input in French and feedback on their comprehension of that input as possible. This, she said, is what “trains that ear.” She emphasizes to her students that they need to hear French every single day and that is why she only speaks to them in French.

Next, she pointed out an example of a unit level checklist. These Can-Do statements are categorized into four areas: Interpersonal Mode, Interpretive Mode, Presentational Mode, and Cultures. One example statement from the Interpersonal Mode is “I can tell about events that have happened in the past.” This would indicate that students are using past tense verb forms and that they are speaking to others in a situation, probably informally, where there is space for negotiation of meaning between the speakers. For each statement, students indicated whether they have met the goal, are on their way to meeting it, or have no idea (see Figure 81: Helen's Can-Do Statements).

Mode of communication	Got it	On my way	No idea
Interpersonal Mode			
I can tell about what I did as a small child.			
I can tell about events that have happened in the past.			
I can ask questions for details of events, people, and places.			
Interpretive Mode			
I can identify key events in France during the Middle Ages.			
I can read and understand various documents from the time period (<i>Chanson de Roland</i> , <i>Frêne</i>)			
I can explain life in a château or a village.			

Figure 81: Helen's Can-Do Statements

Below these Can-Do statements, there are open-ended reflection questions for students to reflect further on their progress and strategies (Figure 82: Open-ended Reflections).

What are you proud of in this unit?
What would you like to continue to work on?
Things that helped me learn / that I really enjoyed!
Suggestions / Comments / Questions

Figure 82: Open-ended Reflections

In addition to allowing students to be reflective of their own learning, these serve to provide Helen with feedback on her own practice. She said, “it helps me be better at what I’m doing.” Feedback is as important to her own professional growth as it is to the growth of her students. She said she has so many new ideas that she wants to try out but she needs that feedback to make sure her new ideas are helpful and working for her students because there is not time for everything. Feedback helps her gauge what is most important.

Another activity Helen is especially proud of asks students to imagine they are the court baker of Versailles and create a recipe (see Figure 83: Court Baker Assignment).

Imagine that you are the court baker at Versailles during Louis XIV's reign. He loves to have parties, and you are in charge of coordinating the cake décor to the party. You must use Baroque or Rococo art styles as your inspiration. You must also decorate your cake for a specific party and write a "recipe" in alexandrin format commemorating the occasion.

You will be doing "Ace of Cakes: Versailles" on Friday, March 25. We will be presenting them to a panel of judges, who will rate you on the following things (see judges' sheet).

Then we will all eat cake! 😊

Figure 83: Court Baker Assignment

They must understand the time, history, and culture that they have been studying in order to fulfill the requirements of the assignment. This becomes a chance for her students to show off while she gets a chance to assess their understanding and give them feedback. It becomes fun, including a panel of judges from the school who get to taste-test the projects. She emphasized that it is not the taste that is important but how the décor connects the cake to the history. "It pulls everything together," she said. Transparency is very important to Helen so she provides the rubric to students along with the assignment (see Figure 84: Rubric for Court Baker Assignment).

Le décor du gâteau (5 pts)	La recette (15 pts)	La présentation (10 pts)	Les connexions (5 pts)	La langue (10 pts)
5 pts : Your cake is beautiful !	15 pts: The recipe is in alexandrin, with 12 syllables for each line (4). There are no mistakes.	10 pts: In English, you give a detailed explanation of why you chose to decorate your cake the way you did. The party connection is tied to the court of Louis XIV.	5 pts: You connect your artwork to your party and have a definite style connection to Rococo or Baroque.	10 pts: You speak well in English and write well in French. Very organized!
3 pts: Your cake is pretty but a little messy.	12 pts: The recipe is in alexandrin with 12 syllables for each line (4). There are a few grammatical errors.	7 pts: In English, you explain why you decorated your cake the way you did. There is no discernable Louis XIV connection.	3 pts : You are much less sure of your art style and there is no definite style connection to Rococo or Baroque.	7 pts: You have good intentions, but you are not organized and consequently do not present or write well in English or French.
1 pts: Your cake is a disaster!	9 pts: The recipe is in alexandrin with 12 syllables for each line (3). There are minimal mistakes.	4 pts: You have no explanation why you decorated the way you did. It does not hook to your party.		

Figure 84: Rubric for Court Baker Assignment

Rubrics help both Helen and the students to know exactly what is expected for an assignment. The points even help to determine how important the various aspects of the assignment are to the whole. While summative grading is important in the grand scheme of the course, the rubric also allows for further feedback to help students improve on future work.

Documents. The following documents were collected from Helen, some have already been introduced in the previous two sections, but are reproduced here for clarity and in order to provide greater analysis. The documents in this section provide evidence of Helen's beliefs and practices in her classroom. First, evidence of ways Helen connects the study of French to students' own culture and other disciplines is presented. An example of ways she facilitates comprehensible input will be provided next. Then, examples of goal-setting and reflection are included before moving into specific activity ideas she has shared.

The first document presented is a poster from Helen's wall (see Figure 85: Serment D'Allégeance). Every morning at Helen's school, the loud speaker flares to life and students are led in a recitation of the Pledge of Allegiance to the American flag.



Figure 85: Serment D'Allégeance

Helen uses this poster to help students turn this recitation into an opportunity to practice speaking French. Additionally, an activity like this could prompt student interest in finding out more about the target culture. They might ask about similar traditions in France. These are the ideal type of curiosities to strike because when students are asking the questions, rather than being asked, they become intrinsically motivated to find the answers (Willingham, 2009). One of ACTFL's 5 C's, Cultures, asked that students are able to "use the language to investigate, explain, and reflect on the relationship between the practices and perspectives" of the target cultures (The National Standards Collaborative Board, 2015). This poster gives them the language to begin to investigate

the concept of a pledge of allegiance in the Francophone world. It might open the door to another of the 5 C's, Comparisons, and a conversation about how the sense of national pride in the United States compares with other parts of the world. How will students who have spent most of their lives reciting a pledge to our nation's flag feel when they discover the notion to be very odd, or perhaps even troubling, to speakers of French? These are the kinds of questions that might be most important to ask. Students will not only learn about the target language and culture, they may even become more self-aware as they explore the nuances of their own language and culture.

On the back wall of Helen's classroom, she has constructed a historical timeline. A portion is featured in Figure 86: Helen's Historical Timeline below. This gives the dates of important historical events they are studying in her upper level French classes.

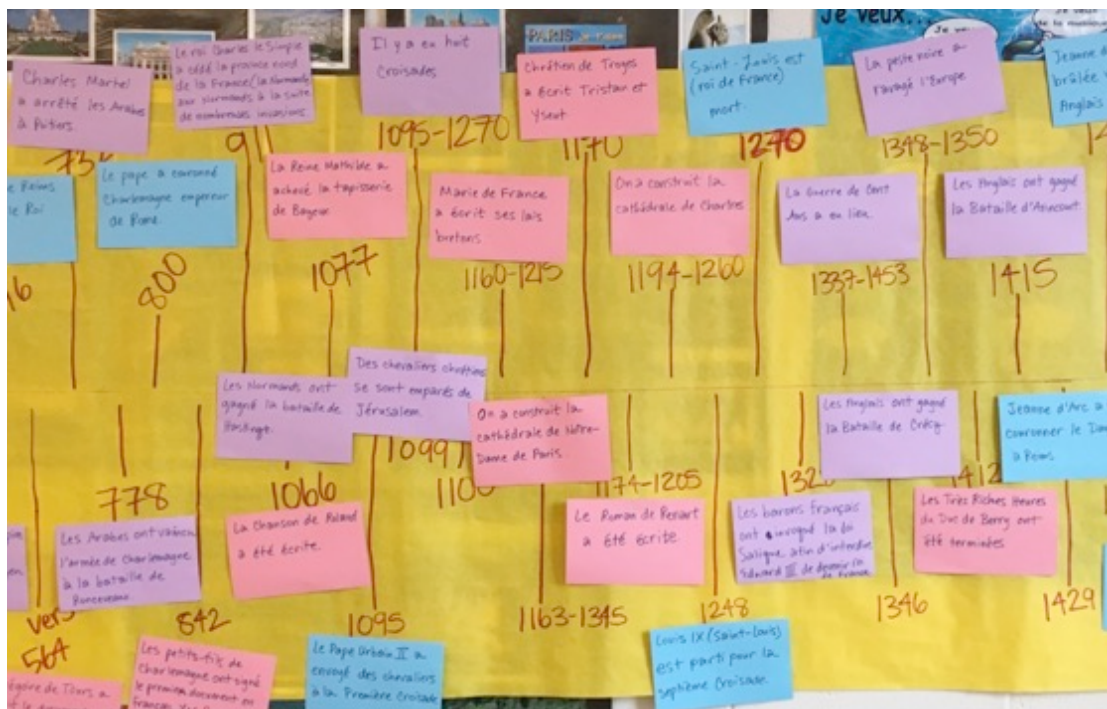


Figure 86: Helen's Historical Timeline

Another of ACTFL's 5 C's has been represented here. Connections, is the goal area that proposes creating connections between other disciplines and the target language and culture. Considering historical implications might help students understand, for example, why Francophone speakers might feel differently about pledging allegiance to a flag. Additionally, a timeline serves the purpose of giving perspective to the passing of time. By creating this large display on the back wall of the classroom, Helen is painting a big picture perspective for her students.

Several instances of Helen's use of comprehensible input were mentioned during the observation portion of this case. Although the document featured in Figure 87: Helen's Doodles to Facilitate CI was collected on a different day, it can be seen as representative of this practice. Doodles, words, and phrases, some in French and some in English, are quickly added on the board as Helen speaks French to her students to aid in understanding. These doodles are quickly written and drawn as real-time aids to comprehension. Students get these visuals as an added piece of their input in class.

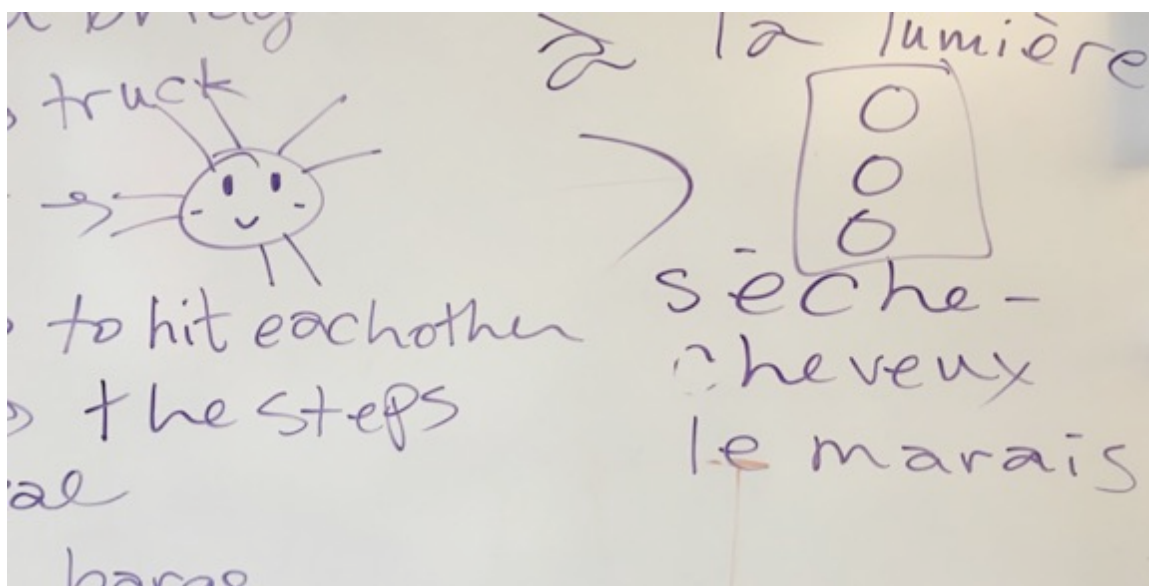


Figure 87: Helen's Doodles to Facilitate CI

Figure 88: Helen's Can-Do Statements shows an example of some of Helen's Can-Do goal statements for her class. These are divided by mode of communication. Examples from the interpersonal and interpretive modes are shown. Students then read each statement and indicate their progress in the columns to the right of each statement.

Mode of communication	Got it	On my way	No idea
Interpersonal Mode			
I can tell about what I did as a small child.			
I can tell about events that have happened in the past.			
I can ask questions for details of events, people, and places.			
Interpretive Mode			
I can identify key events in France during the Middle Ages.			
I can read and understand various documents from the time period (<i>Chanson de Roland</i> , <i>Frêne</i>)			
I can explain life in a château or a village.			

Figure 88: Helen's Can-Do Statements

The above figure is a portion of the front side of these handouts. Figure 89: Open-ended Reflections shows the back of those sheets. Students are actually given adequate space to respond to each prompt that is pictured in the figure below, having been altered slightly to better fit as a figure here. Students reflect on what they are proud of, what they need to continue working on, what helped them, and any other comments or suggestions they have. Helen mentioned several times during her interview how important she finds this feedback from her students. She uses it to modify and improve her own teaching practice.

What are you proud of in this unit?
What would you like to continue to work on?
Things that helped me learn / that I really enjoyed!
Suggestions / Comments / Questions

Figure 89: Open-ended Reflections

Figure 90: Helen's Agenda was projected onto the whiteboard during the observation portion of this study. Mayer and Moreno (2003) suggested signaling as a method of reducing cognitive load. Giving this type of agenda cues students in to the pieces of the lesson and helps keep them from being overwhelmed. In addition to the benefits of cues that an agenda can provide, this one also provides essential target language input for students. Helen worked with the students to go through each item. The students read them aloud and Helen checked to be sure they understood each part.

Bonjour Français 4!

Aujourd'hui c'est lundi 7 mars 2016! Nous allons:

- analyser les images publiques de Louis XIV
- lire de la journée de Louis XIV
- réviser le subjonctif
- parler de votre journée typique!
- découvrir la Galerie de Glaces

Météo des cahiers: jaune- écrivons une histoire!

Figure 90: Helen's Agenda

The agenda welcomes students and gives the date. It gives five topics that Helen plans to cover. Finally, the highlighted portion advises students that they will only need their laptops for portions of the day's class. Helen explained during the interview that some days the laptop forecast is green, if students will need their laptops for all the activities, and sometimes it is red, if students will not need their laptops at all that day. This is another cue to help students know what to expect as they progress through the class.

The next figure, Figure 91: Mad Lib, shows the first activity of the day, a Mad Lib! The text indicates that students will have ten minutes to write about the figure displayed on the screen. They are given various prompts to get them started and help them understand what is expected of them. Helen had students take turns reading the prompts and checking to be sure they understood each one before they began to write about him.

1. Mad Lib! (10 min)



Il s'appelle....
 Il aime....
 Il déteste...
 Sa musique préférée est...
 Le weekend, il...
 Avec ses amis, il aime....
 Pour s'amuser, il faut que...
 Il adore les vacances....

Figure 91: Mad Lib

As mentioned during the interview, students watched three videos about Louis XIV together. The part of the day's agenda featured in Figure 92: Videos about Louis XIV contains links to these three and a playlist that students needed for the next part of the activity. The directions are in the target language asking students to choose one of the other videos from the list, watch it, and post about it on the course management system.

2. Les images populaires de Louis XIV (20 min)

[#1](#)

[#2](#)

[#3](#)

Écoutez pour les réponses aux questions!

Cherchez dans [cette liste](#) : trouvez une autre vidéo en français et regardez-la et postez-la sur Classroom!

Figure 92: Videos about Louis XIV

Since the figure above is an image of the assignment, the links included in the image are repeated in this list:

1. https://www.youtube.com/watch?v=7rnj9pV_xvs
2. <https://www.youtube.com/watch?v=4o-RYmQrftI>
3. https://www.youtube.com/watch?v=4yaQ_joRyAo

- cette liste:

<https://www.youtube.com/watch?v=cKitLlBgE0k&list=PLtvALbxg5qv4RA8UkBOLY9XfiUImydtvK>

The last link is to a video playlist on YouTube from which students were to choose another video to watch and share. Figure 93: Other Assignments about Louis XIV below features the last three activities of the day. The item numbered 3 includes a link (<http://www.chateauversailles.fr/l-histoire/versailles-au-cours-des-siecles/vivre-a-la-cour/une-journee-de-louis-xiv>) to an article about Louis XIV in French for the students to read. The fourth item asks students to discuss with a friend, incorporating the interpersonal mode of practice. Each item has an approximate time to help students pace themselves as they work. As was discussed during the observation, they stopped between each item and Helen would bring them together to discuss each activity as a whole class.

3. [La journée de Louis XIV](#) (20 min)

Regardez comment Louis XIV a passé ses journées.

Lisez le site-web de Versailles!

4. Discussion de votre journée! (15 min)

Écrivez ce que vous faites aux mêmes heures pendant la journée, puis discutez avec un ami!

5. La Galerie des Glaces! (15 min)

Figure 93: Other Assignments about Louis XIV

The last part of the day's agenda is featured as Figure 94: Devoirs below. This is the homework for the class. The link is the same video playlist that was linked earlier. Students were to watch another video in French and post it to the course management system. Then they were to comment on the videos posted by other students. They were also to start their "journée" activity, following the article they read about Louis XIV.

Devoirs

1. Cherchez dans [cette liste](#) : trouvez une autre vidéo en français et regardez-la et postez-la sur Classroom!
2. Faites un commentaire sur une autre vidéo!
3. Votre journée! (Just the MOI part!)

Figure 94: Devoirs

The last few documents in this section feature a couple of activities that Helen wished to share. The first, Figure 95: Google Form Video Listening Assessment, is a screenshot of a Google Form that Helen created. This is an example of an activity with multiple variations. There is a link to a video at the top of the form for students to watch. Helen mentioned during the interview that when a video is hosted on YouTube, rather than elsewhere, it can actually be embedded into the form, rather than just linked as in the example. The videos give students the extra listening input that Helen feels is so valuable to her students. Her purpose in these forms is simply to get students to hear the language more frequently as it is represented by various speakers. Since the purpose is listening comprehension, she writes the comprehension questions she asks in English. She wants students to really focus on understanding what they are hearing and, for that reason, does not ask the questions in French.

La légende de la fée Mélusine

<http://focus.tv5monde.com/legendesfrancaises/legende-fee-melusine/>

* Required

Comment tu t'appelles? *

Quelle est ton adresse électronique? *

Why was the young man running away? *

- ☐ He had just killed his uncle by accident during a hunting party.
- ☐ He had robbed the Comte du Poitiers on the road.
- ☐ He had just killed the Comte du Poitiers in cold blood.

Who does he see on his ride through the forest ? *

- ☐ The ghost of his uncle
- ☐ three beautiful women at a fountain
- ☐ lots of trees

What is the name of the girl who talks to him? *

- ☐ Fée
- ☐ Angèle
- ☐ Mélusine

Figure 95: Google Form Video Listening Assessment

The activity featured in Figure 96: Court Baker Assignment is one that Helen gets very excited about. She loves how engaged her students get with understanding the culture and synthesizing that knowledge into creating the recipe and cake. It is both fun for students and gives them an opportunity to show what they have learned.

Imagine that you are the court baker at Versailles during Louis XIV's reign. He loves to have parties, and you are in charge of coordinating the cake décor to the party. You must use Baroque or Rococo art styles as your inspiration. You must also decorate your cake for a specific party and write a "recipe" in alexandrin format commemorating the occasion.

You will be doing "Ace of Cakes: Versailles" on Friday, March 25. We will be presenting them to a panel of judges, who will rate you on the following things (see judges' sheet).

Then we will all eat cake! 😊

Figure 96: Court Baker Assignment

In Figure 97: Rubric for Court Baker Assignment, the expectations for each element of the assignment, the decorations, the recipe, the presentation, the connections to the art style, and their use of the language, is described in detail. Rubrics reveal and describe what is really important to focus on in an assignment. In the example below, the highest points are awarded for following the writing style, with the presentation and language use being second most important, and followed lastly by the decoration and connection to the art. This helps teachers consistently assess the assignment when it is finished, but it also gives the students the information they need to self-assess their progress while they work.

Le décor du gâteau (5 pts)	La recette (15 pts)	La présentation (10 pts)	Les connexions (5 pts)	La langue (10 pts)
5 pts : Your cake is beautiful !	15 pts: The recipe is in alexandrin, with 12 syllables for each line (4). There are no mistakes.	10 pts: In English, you give a detailed explanation of why you chose to decorate your cake the way you did. The party connection is tied to the court of Louis XIV.	5 pts: You connect your artwork to your party and have a definite style connection to Rococo or Baroque.	10 pts: You speak well in English and write well in French. Very organized!
3 pts: Your cake is pretty but a little messy.	12 pts: The recipe is in alexandrin with 12 syllables for each line (4). There are a few grammatical errors.	7 pts: In English, you explain why you decorated your cake the way you did. There is no discernable Louis XIV connection.	3 pts : You are much less sure of your art style and there is no definite style connection to Rococo or Baroque.	7 pts: You have good intentions, but you are not organized and consequently do not present or write well in English or French.
1 pts: Your cake is a disaster!	9 pts: The recipe is in alexandrin with 12 syllables for each line (3). There are minimal mistakes.	4 pts: You have no explanation why you decorated the way you did. It does not hook to your party.		

Figure 97: Rubric for Court Baker Assignment

Looking through the documents in Helen's case, there is a focus on lots of opportunities to hear and speak the language. During the interview Helen shared that her priority is to get students speaking. While she is always happy to hear when one of her students goes on to major in French in college, her main priority is to prepare students to speak and understand the language so they can travel. She shares with her students the importance of getting away from home and seeing the larger world. Her goal is always to continue to create conversations with her students to give them feedback, but more importantly to get feedback from them to be the best teacher that she can be. Helen has shared her documents and assignments so that other teachers might be inspired to develop their own materials, but these examples may also be used as they are for non-commercial educational purposes.

Analysis. In this case various themes were explored which speak to the research questions of this study. First, Helen's planning will be considered. Next her use of goal-

setting and reflection to promote learning and autonomy will be discussed. Various resources that she shared will be highlighted before concluding with a challenge she faces.

Helen's lessons and daily activities are based on a set of checklists that she and her colleagues developed. These checklists are written to help students understand their progress and to align the various classes with a common understanding of content. These Can-Do checklists are built upon thematic units. Helen shared that she and her colleagues are "big backward design people" and that the "Can-Do statements help [her] tailor instruction" in her classes by focusing on a goal. She often mentioned, and the observation data supports, that her focus is first on speaking skills. It is important to her that students leave her classes being able to hold a conversation in French.

She supports autonomy in her classroom by focusing students on the goals of proficiency and by spending valuable class time on speaking tasks. She said she tries not to do anything in class that students can do on their own at home. Helen values using the time she and her students have together to "do hands-on stuff and a lot of talking" because that is how students will become speakers of the language. She uses the ACTFL proficiency levels to talk to students about what fluency means and what levels they can expect to reach if they work hard in her classes.

Creating and using the unit checklists is a work-intensive endeavor, but Helen feels it is worth the effort, "because it makes [her students] reflect on their practice." She sees the checklists as valuable tools because they give students the language to self-assess and they "are the ones who are going to know...what is going on in their heads." Different students progress at different rates and the checklists enable students to validate

where they are at any given moment compared to where they were, rather than compared to where a classmate is or was. Although she wants to make French accessible to every student who is interested and give them all the support they need to reach their goals, she acknowledged that some students will be at lower levels of proficiency and others will be higher. She said that she believes that “people will rise to your expectations.” At the end of each unit, in addition to the checklists, students are guided to reflect on their learning experience over the unit. They review what they were most proud of and what they need to work on. They celebrate those strategies they found helpful and fun. These reflections help students see how they can move forward in the next unit. This starts building that path toward autonomy discussed in the literature review of this study (Little, 2004; Tudor, 1996).

Helen shared some materials and resources that she has created and adapted along the way. She was most excited about her activity that asked students to imagine that they were the court baker at Versailles. She becomes so animated talking about this particular activity. It synthesizes an entire unit and, as the rubric she shared makes clear, includes many different aspects of using the language. Her example of the Google Form Video Listening Assessment demonstrated one way in which students can continue to get that all-important listening input outside of class. Helen offered many of these activities to her students and they were able to choose which ones they wanted to focus on. Since the assessment questions were simple, students could really focus on just listening and getting that frequent, quality input that second language acquisition theorists like Krashen tell us is necessary for language learning. Another example of materials that Helen has created were the sentence strips she gave as examples of ways to support students when

their reflections reveal gaps in learning. Creating materials that adjust to student needs is something Helen always wants to make time to do. Finally, the historical timeline that Helen has created on the back wall of her classroom gives a big picture perspective of the time period her students were studying.

Helen only briefly mentioned one challenge. She is very much a glass half-full kind of person, always looking at the positive side of things. During the interview, she mentioned that she and her students were so engaged with the unit they were working on during the observation on the Middle Ages that they could have spent an entire semester on it. Helen laughed, smiled softly, and remarked with characteristic charm, “but you gotta move on!”

Ivy

Observation. On March 15th, 2016, the researcher visited a large high school that serves a mountain county in rural North Carolina to observe a Spanish teacher who will be referred to here as Ivy. Ivy has 29 years of teaching experience and she is on the cusp of retirement. She has a Master's degree in Spanish. She studied in Tenerife²⁵ and has taken students abroad to Mexico, Germany, Austria, and Switzerland. She is a very popular teacher with a warm personality that students seem to be drawn toward. Her classes are always full and students from a local college, who are studying to become teachers themselves, frequent her classroom to observe her methods as part of their coursework. She was awarded a grant from a local educational foundation to further her work. She has been nominated for Who's Who Among Teachers and for Teacher of the Year.

Ivy's classroom features a SMART board at the front and brightly colored decorations on all four walls that highlight the Spanish language and feature cultural representations from around the world. The low lights and projector provided an ambiance of warmth to the room. A representation of ACTFL's 5 C's feature prominently on one wall, focusing her students' attention on Communities, Cultures, Communication, Connections, and Comparisons (see Figure 98: Ivy's ACTFL 5 C's).

²⁵ The largest of Spain's Canary Islands



Figure 98: Ivy's ACTFL 5 C's

A colorful bulletin board highlights instructional technology by featuring Instagram and information about selfies in Spanish (see Figure 99: Ivy's Instagram/Selfie Board).



Figure 99: Ivy's Instagram/Selfie Board

An Olympic flame highlighting the ACTFL proficiency levels is located front and center in the classroom, to the left of the SMART board where the projector lights up the room (see Figure 100: Ivy's Olympic Flame of Proficiency).

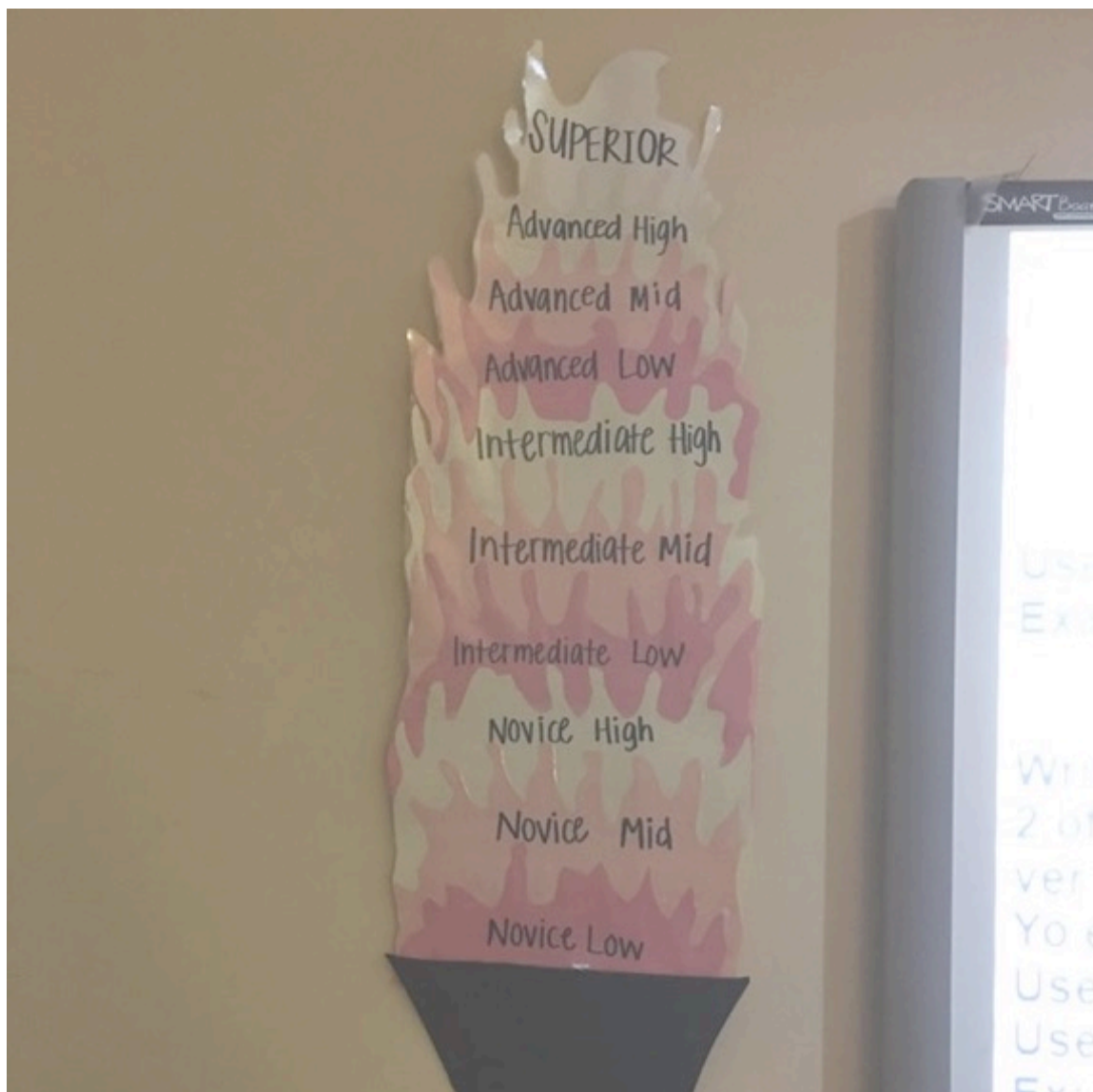


Figure 100: Ivy's Olympic Flame of Proficiency

The SMART board featured an adorable meme of a baby that said “*Qee tengas un lindo... MARTES;**” (sic) or “Have a beautiful Tuesday” in English, and the general agenda of the day’s lesson (see Figure 101: Ivy's Lesson Agenda).

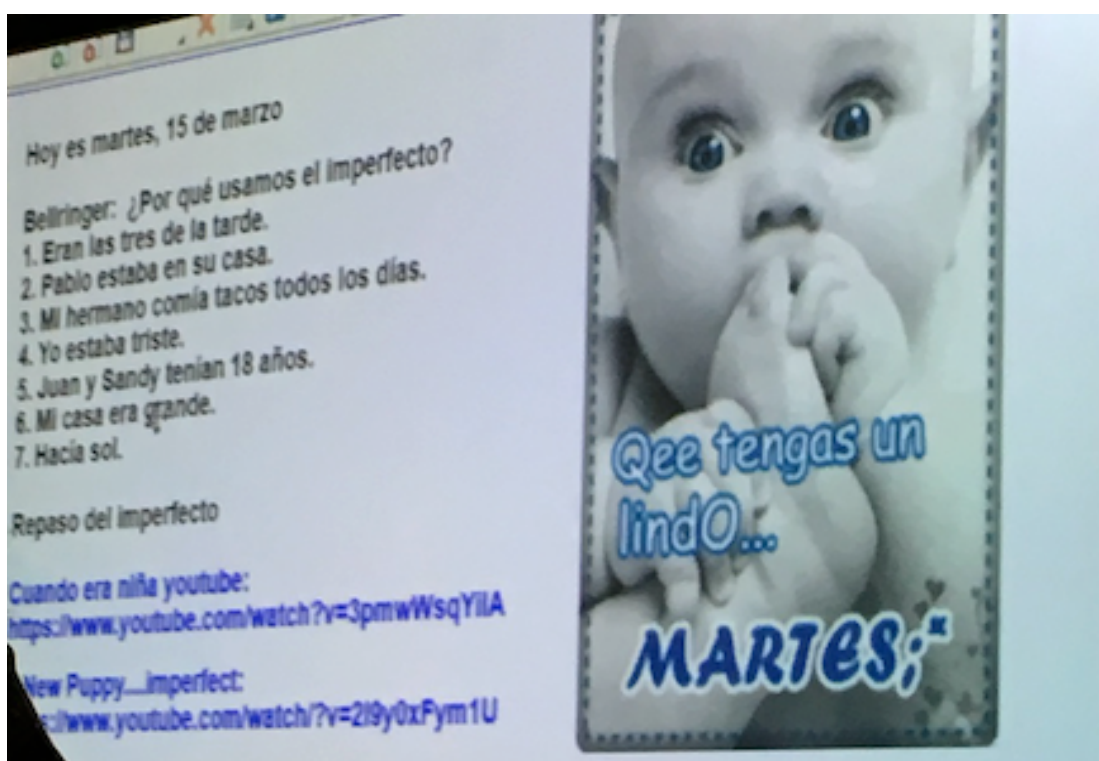


Figure 101: Ivy's Lesson Agenda

This class began on a very somber note. The weekend before this observation the students had lost a classmate to a terrible accident. The atmosphere, not just in Ivy's classroom but also throughout the hallways of the school, was mournful. Ivy began her class by acknowledging the tough time everyone was having focusing on school in the wake of this tragedy. She empathized especially with close friends of the victim in the class. She reminded them that she was there for them and that they would work through this sad time together. Though this was a very sad moment to witness, there was also a lot of love and warmth as this community pulled together to mourn their loss. It was evident that these were not just students and a teacher; they were truly the kind of community that makes life and learning better for everyone. Ivy has always been known as a cheerful and kind teacher, but on this day she was even more. She was a lifeline to adolescents dealing

with death way too soon and way too close to home. Though this tragedy had occurred, Ivy chose not to reschedule this observation for many reasons. Though it was not a typical day perhaps, it was a day that showed the strength of the bond of community in this classroom. No day is truly typical and perhaps hard days better show the character of a community anyway.

Ivy directed students toward the bell ringer activity to start her lesson. As this particular day was an end-of-unit review day, the majority of their work would focus on reviewing the imperfect tense. Looking at various sentences written in the imperfect, she asked students to reflect on why it was being used in each sentence. The imperfect tense is set in opposition to the preterit tense in Spanish and the subtle differences between the two are often a challenge for second language learners to understand. Ivy maintained 90%+ target language use as she helped students work through this notion of talking about the past by using comprehensible input techniques, such as gestures and emphasis on certain words and phrases, to aid in understanding.

Ivy led students in a quick review of the way these verbs were conjugated: the two different regular patterns and the three irregular verbs in the imperfect tense. She also reviewed a mnemonic device for remembering when to use the imperfect tense: WATERS (weather, age, time, emotion, repetition, scenery). As the imperfect tense is generally used to set the scene of a story or talk about a continuing action in the past, these cue words helped students connect general application of a rule to specific instances of its actual use. Mnemonic devices such as these can often help students keep their focus on meaning rather than spending more of their limited working memory on trying to

remember the way a rule is expressed. Students were quick to respond, though their responses were softly spoken, and comprehension was evident in their answers.

The next activity reviewed the imperfect tense within the context of a couple of videos. The first listening practice featured a cute puppy with captions in Spanish²⁶. The sentences featured the imperfect tense and a native speaker read them aloud. In contrast to many such videos, there was no music soundtrack behind the voice of the speaker. It was very clear and easy to understand. The next video “*Cuando era pequeña...*,” or “When I was little...” in English, featured a native speaker describing her childhood throughout a video that demonstrated the story she told²⁷. This second video featured slower speech as it was created for the CEFR level A2, which roughly corresponds to ACTFL’s intermediate levels of proficiency. Ivy gave her students a paragraph that provided practice for the sentences that were featured in the listening activity (see Figure 102: Ivy’s Listening Follow-Up Activity). Students read these sentences aloud and completed them with the imperfect tense of each provided verb:

1. Cuando era pequeño (dormir) con mi hermano en una habitación.
2. Mi abuelo (vivir) en un pueblo pequeño.
3. Cuando era pequeño (jugar) en la calle con mis amigos.
4. Antes no (haber) ordenadores.
5. Antes la gente (escribir) cartas, pero ahora escribe correos electrónicos.
6. En el pueblo de mi abuelo (bañarse, nosotros) en el río, pero agua (estar) muy fría.

Figure 102: Ivy’s Listening Follow-Up Activity

²⁶ see <https://www.youtube.com/watch?v=219y0xFym1U>

²⁷ see <https://www.youtube.com/watch?v=3pmwWsqYiIA>

The sentences in the above activity translate to English in the following respectively numbered points:

1. When I was little (to sleep) with my brother in a bedroom.
2. My grandfather (to live) in a small town.
3. When I was little (to play) in the street with my friends.
4. Before there (to be) no computers.
5. Before people (to write) letters, but now they write emails.
6. In my grandfather's town, (to bathe, we) in the river, but the water (to be) very cold.

This type of exercise allowed for a quick review and a formative assessment of student comprehension and progress with these kinds of verbs.

Ivy's next activity used a handout to help students construct more complex sentences by answering questions (see Figure 103: Ivy's Complex Sentences Handout).

Building up complex sentences in the imperfect:

Complex sentences need to answer the questions:

when ? = ¿cuándo?
 what ? = ¿qué?
 where ? = ¿dónde?
 with whom ? = ¿con quién?
 why ? = ¿por qué?

For example, write the following in Spanish:

When:	When I was 10 years old	_____
What:	I used to play football	_____
Where:	in the street	_____
With whom:	with my brother	_____
Why:	because I used to have a lot of energy	_____

Figure 103: Ivy's Complex Sentences Handout

She went slowly through this handout to help students learn how to add to their simple sentences and make them more complex sentences. She took them through answering

various questions in order to push them to build their sentences up, moving them toward markers of higher proficiency with the language. She moved around the classroom, checking for comprehension and monitoring their progress as they worked through the examples. She let them know that complex sentences would be required for the final unit projects.

As they finished working on and sharing these examples, Ivy began to explain the summative unit project. The summative unit projects would include three components: an oral interview, a self-assessment checklist, and a digital story project. Ivy explained that the oral interview would be a one-on-one conversation with her and that these would be conducted as the rest of the class worked on the other portions of the summative unit project. The second part of the project consisted of working through the Can-Do statements from Unit 1 on the theme of “Our Childhood.” Ivy pointed out the various modes of communication within this set of statements. They would need to reflect on their ability to speak, read, listen, and write. These statements would be used to determine where the students felt they were with the content. The students might feel very comfortable with certain statements. Other statements might still be a challenge. This activity gave them the opportunity to reflect on where they need to focus their efforts to improve.

The final portion of the project involved using a web-based tool called StoryJumper (see storyjumper.com). Ivy presented StoryJumper as one tool students might use to create their digital stories, though she invited them to consider using Movie Maker instead, if they were proficient users of it. The digital story would require combining pictures and captions to create a digital memory book of the students’

childhoods. They would need to include ten sentences that used the imperfect tense, at least two of which would demonstrate their ability to use the irregular forms of the verbs. They would need at least one complex sentence and at least one sentence with a repetitive word or phrase they had been learning in class. Their title pages would need to read “*Recuerdos de mi infancia*,” which means “Memories from my Childhood” in English.

Ivy explained to her students that this project would be personal. They should include whatever they wanted to be part of their book. This book would represent them. She encouraged them to use photos of the classmate they recently lost. She reminded them that smiling faces made for good memories. She showed them what their books might look like by sharing examples created by students in a previous semester. The students smiled, laughed, and commented about the friends and memories they saw in these examples. Since these examples were so recent, students were able to connect in evident and meaningful ways to the work and experiences of their friends and older classmates. Ivy told the students they could listen to their music quietly or with headphones while they worked. Students got their laptops out and began to work.

While students were working, Ivy moved around to check their progress and answer their questions. When one student volunteered, she took him up to her desk to complete the oral portion of the summative project. She had him choose a few slips of paper from a small box. These slips of papers featured topics and structures from the unit. The student had to respond to a certain fraction of the slips he drew from the box. After they had completed the mini-oral interview, the student returned to his seat to continue working. Ivy resumed moving about the room, monitoring progress, and answering questions. The atmosphere in the classroom felt solemn but warm. There were soft smiles

on most students faces as they shared the pictures they were compiling in their projects with classmates nearby. As an observer, it felt a bit like standing with one's feet in the ocean. There was a gentle rhythm of movement that was nearly palpable. It was easy to feel comfortable, even as an outsider. It was simply amazing to see how these students, led by their wonderful and caring teacher, could push through the harsh reality of life and focus on pleasant memories. Community building is understood to be vital to learning (Schaps, 2003; Solomon, Battistich, Watson, Schaps, & Lewis, 2000); however, in a moment such as this one, it is hard to imagine how learning could happen without the love and trust that was evident in this particular classroom on this particular day. It was a humbling experience to bear witness to this kind of strength.

Interview. Ivy shared that in nearly 29 years of teaching, the most important lesson she has learned is that a teacher has to be a *pulpo*, meaning “octopus” in English. She said, “you have to multitask in a classroom with thirty-two students and stay calm when everyone is needing help at the same time.” She was nostalgic about her time as a teacher as she approaches her retirement. She quoted A. A. Milne’s character, Winnie the Pooh, as having stated, “How lucky am I to have something that makes saying goodbye so hard.” Ivy plans to continue advocating for children by fostering, being a Guardian ad Litem²⁸, or “just providing a little more love to a child in need.”

Ivy shared that she uses the Can-Do checklists for planning and to provide students with direction. It is important to her to be consistent with the checklists in her planning because it provides continuity from teacher to teacher and class to class. This is

²⁸ A court appointed legal advocate who volunteers to help children in need (http://www.nccourts.org/Citizens/JData/Documents/Guardian_ad_Litem_Facts.pdf)

also most important because the checklists are how students know the goals for each unit. Her checklists offer students three options for reflecting on their progress. They can either check a column to indicate they are comfortable with the objective, that they need to work on it more, or that they are not able to do it yet.

Mode of communication	Got it	On my way	No idea
Interpretive Mode			
I can answer a variety of questions about my childhood.			
I can ask a variety of questions about someone else's childhood.			
Presentational Mode			
I can describe what I was like when I was little.			
I can describe what the world was like in the past.			
I can write and present about my childhood.			

Figure 104: Ivy's Can-Do Statements

Ivy said that, “there seems to always be a few students that check that they haven’t quite gotten there yet,” but when she talks with them and asks them something related to that item, often they are able to do it after all. When asked if she ever encountered students who were not quite there yet, in truth, she answered in the negative. She said, “This is still a relatively new process yet seems to be a successful process!” She went on to say that she had not, as of yet, “had a student that has felt lost under the deep blue sea.” She attributed this to a focus on proficiency, rather than mastery. Over time, she said that students even get much better at assessing their progress with the checklists and there are less instances of students under-assessing their work. Her experience rings true to the research on training students to be better at self-assessment that was discussed in the literature review of this work (Tudor, 1996). At the end of the Can-Do checklist

document for each unit, there is a section for self-reflection that consists of open-ended questions. These ask students to talk about what they were most proud of, what they still need to work on, what strategies helped them learn, and also gives a space for additional comments, questions, and suggestions. When asked about this reflection, Ivy stated that there were two purposes to these questions. First, these questions give students the opportunity to reflect on their own progress. Second, the answers they give also help Ivy to improve her practice by cluing her in on what students thought about activities so she could modify them to help current and future students learn better. She said that students like to see their progress and that reflecting intentionally helped them learn more about their own language too. She shared that she starts every semester with a quote by Johann Wolfgang von Goethe on her syllabus, “He who knows no foreign language, knows nothing of his own.” This starts a conversation with her students about how learning about others can help them learn about themselves.

As mentioned in the description of her classroom, Ivy has an Olympic flame (see Figure 100: Ivy's Olympic Flame of Proficiency) at the front of her room. When asked about this, she expressed that students like knowing where they were at the beginning of a course and where they finished the class. She said they always seem to feel better about their progress when they can see the goal. She talks to them about proficiency with this metaphor to prevent frustration when they do not reach the top of the flame, an impossible goal for the short time they study the language in high school. She uses it to explain that “the ultimate goal is to build proficiency in the language.” The goal of reaching novice high proficiency by the end of the second class is one that then seems attainable. This is consistent with the research on how students feel about themselves

when they understand the goals they are trying to reach (Ames, 1992; Ciesielkiewicz & Coca, 2013; Dweck, 1986; Elliot, 2005; Elliott & Dweck, 1988; Pintrich, 2000; Schunk & Zimmerman, 2008; Wentzel, 2000).

Ivy pointed out the importance of repetition in language learning. The oral portion of the final unit projects, discussed in the previous section on the observation portion of Ivy's case, was not only about assessing speaking skills for the current unit. For the oral assessment, Ivy asked students to take slips of paper from a small box. Those slips contained questions that would guide their oral assessments. Ivy did not remove slips from the box as the class progressed through each unit. In this way, she was constantly bringing students back to previously learned material. Language builds upon language and students needed these reminders. Ivy emphasized that, "this helps to recycle everything" they had learned all semester.

Ivy shared a favorite service learning project she has done with students. Through coordination with a local college and an elementary school, the Hispanic Storytelling Project was born. This project matched older students studying Spanish with families of younger Hispanic students. The participants would work together to collect stories from the families in both Spanish and English. These stories might be old fables, family anecdotes, legends, or anything the families wished to share. The purpose of the project was to provide a space in the school where the Hispanic families felt welcome to come. It was a place where their voices were honored and cherished. A CD called "Celebrating Families" and a book called "*Memorias*," or "Memories" in English, were two artifacts that came out of this project. These artifacts served to celebrate the diversity in the community and help to preserve the history and culture of this population. This project

provided truly intercultural experiences for students. They had to negotiate meaning with the language they were just beginning to learn. The vocabulary learned in the classroom is often not the vocabulary necessarily used with any frequency among the working-class Hispanic migrant families this program was directed toward. Language and culture intertwined as students began to see past any prejudices and understand these families on very human levels. It is not surprising that Ivy would describe this experience as the activity she is proudest of having helped to facilitate for students.

Documents. The following documents were collected from Ivy, some have already been introduced in the previous two sections, but are reproduced here for clarity and in order to provide further examination. When documents that have already been introduced are reproduced, the names are kept the same, but the figure numbers note the order in which they reappear. The documents in this section provide evidence of Ivy's beliefs and practices in her classroom. First, evidence of a proficiency-orientation will be discussed. Next, a few activities she provided will be shared. Finally, an example of Ivy's use of instructional technology will be explained. Overall, the general impression in Ivy's classroom was one of gentle welcome, low affect, and frequent language use.

First, Ivy's version of the ACTFL 5 C's on her classroom wall are rearranged to resemble the Olympic rings (see Figure 105: Ivy's ACTFL 5 C's). These are adapted from ACTFL's World-Readiness Standards for Learning Languages (The National Standards Collaborative Board, 2015). The prominent display serves as a reminder that language is more than just words and rules. Communities use the language to Communicate and it embodies part of their Cultures and identities. Students are reminded of this as they make

Connections to other disciplines and Comparisons between the target language and target culture and their own. The Olympic theme carries further into Ivy's classroom as well.



Figure 105: Ivy's ACTFL 5 C's

The Olympic rings are meant to represent unity between the five²⁹ continents of the world (International Olympic Committee, 2015; Olympic Museum and Studies Centre, 2002).

As such the ACTFL 5 C's, when unified, help promote a more complete and whole picture of world language study. No longer focused on translation or memorization, language learning becomes about embracing language, and the culture within which it exists, as living and dynamic.

In Figure 106: Ivy's Olympic Flame of Proficiency, the ACTFL proficiency levels are displayed inside of an Olympic flame. As previously mentioned, Ivy sees the flame as a way to show proficiency as something students are always striving toward.

²⁹ Pierre de Coubertin, the father of the modern Olympic Games, was a French-born and French-educated teacher (MacAloon, n.d.). In France, students are taught that there are only five continents—counting the Americas as one, and not counting Antarctica as a continent—these are Africa, America, Asia, Australia, and Europe (Rosenberg, 2014).

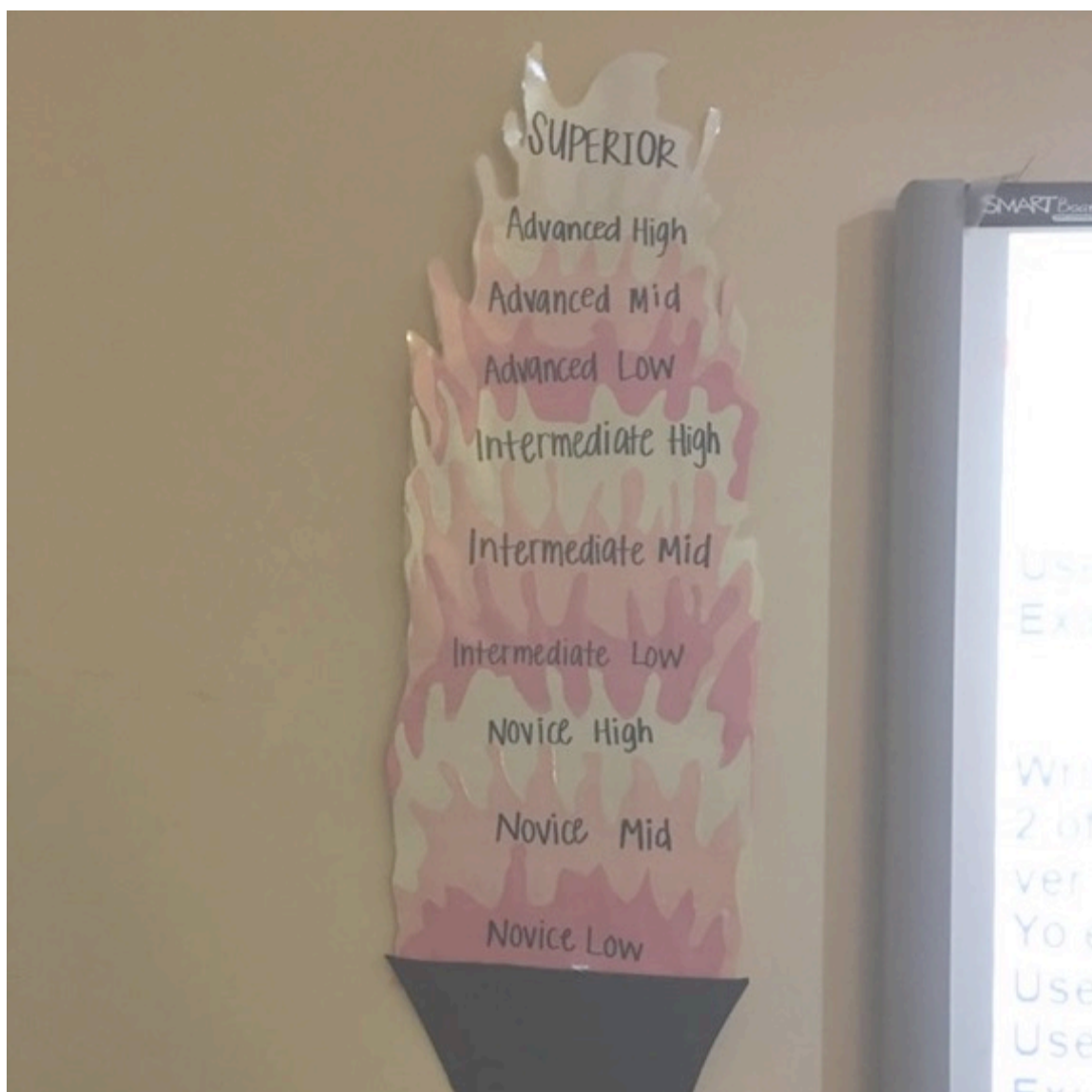


Figure 106: Ivy's Olympic Flame of Proficiency

The Olympic flame represents the contact between nations during the traditional relay of the flame that “invites discovery, stimulates curiosity and a desire to open up to others” (Olympic Museum and Studies Centre, 2002, p. 7). The flame is known to represent positive values like knowledge and peace (Khan, Premi, & Raghav, 2015). Language study in Ivy’s class is framed by proficiency but it is also represented with these legendary symbols that connote global unity, peace, and the eternal pursuit of knowledge.

In addition to the Olympic symbols, Ivy promotes proficiency by focusing students' attention on learning goals in the form of Can-Do statements (see Figure 107: Ivy's Can-Do Statements). As was discussed previously in this case, these goal statements are a newer addition to Ivy's classroom but she perceives them as successful.

Mode of communication	Got it	On my way	No idea
Interpretive Mode			
I can answer a variety of questions about my childhood.			
I can ask a variety of questions about someone else's childhood.			
Presentational Mode			
I can describe what I was like when I was little.			
I can describe what the world was like in the past.			
I can write and present about my childhood.			

Figure 107: Ivy's Can-Do Statements

As with many other examples of Can-Do statements, Ivy's statements ask students to self-assess their progress toward each individual goal. These self-assessments are validated by Ivy's interaction with students and the evidence they produce as projects.

On the day of the observation, Ivy's agenda was displayed on the board (see Figure 108: Ivy's Lesson Agenda). This featured the date in Spanish, a meme wishing students a lovely day, and the activities of the day. As this day was one at the end of the unit, students worked on a variety of quick, formative assessment activities first. These allowed the students and Ivy to determine where any gaps in their knowledge might exist.

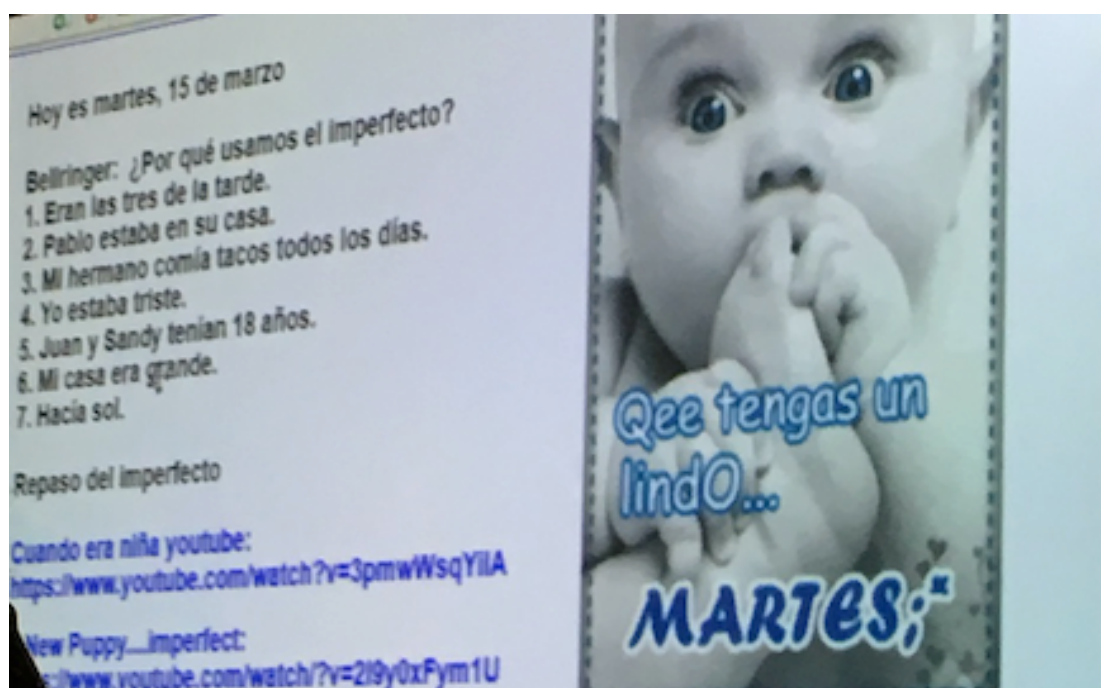


Figure 108: Ivy's Lesson Agenda

The bell ringer asked them to reflect on a series of sentences in the imperfect tense and decide why this form was being used. They watched YouTube videos next to hear speakers narrating in the past tense.

These were followed up by an activity to check their comprehension of the forms of these verb in the imperfect tense (see Figure 109: Ivy's Listening Follow-Up Activity).

1. Cuando era pequeño (dormir) con mi hermano en una habitación.
2. Mi abuelo (vivir) en un pueblo pequeño.
3. Cuando era pequeño (jugar) en la calle con mis amigos.
4. Antes no (haber) ordenadores.
5. Antes la gente (escribir) cartas, pero ahora escribe correos electrónicos.
6. En el pueblo de mi abuelo (bañarse, nosotros) en el río, pero agua (estar) muy fría.

Figure 109: Ivy's Listening Follow-Up Activity

These sentences were translated to English and discussed in the observation portion of this report. However, it is worth pointing out that all of these activities were important to complete as *comprehension* checks for the unit *before* moving on to the unit's project that would allow students the opportunity to produce evidence of their learning throughout the entire unit. By taking the time to confirm that students understood through these formative assessments, Ivy had the opportunity to give students feedback before moving on to the summative unit projects.

In order to help students work toward higher proficiency levels, Ivy showed them how to build up complex sentences (see Figure 110: Ivy's Complex Sentence Handout).

Building up complex sentences in the imperfect:

Complex sentences need to answer the questions:

when ? = ¿cuándo?
 what ? = ¿qué?
 where ? = ¿dónde?
 with whom ? = ¿con quién?
 why ? = ¿por qué?

For example, write the following in Spanish:

When: When I was 10 years old _____

What: I used to play football _____

Where: in the street _____

With whom: with my brother _____

Why: because I used to have a lot of energy _____

Figure 110: Ivy's Complex Sentence Handout

With the help of this handout, students were able to think about answering basic questions about the sentence topic, and thereby, create more complex sentences. These sentences would then become part of their unit project, building the digital memory book, described in the observation and interview of this case.

A final document collected from Ivy is featured as Figure 111: Ivy's Instagram/Selfie Board. This bulletin board on her wall is interesting because it displays information about the social media platform, Instagram, and the concept of the selfie.



Figure 111: Ivy's Instagram/Selfie Board

The board was created with two infographics³⁰ from the Internet. These define a selfie, share statistics about selfies, and talk about famous persons who have posted selfies. There is even a list of the celebrities that ranks how many selfies they have posted. This is interesting because it displays information in the target language about a popular concept that is a globally relevant phenomenon. Students can relate to the information about selfies and like much technology-related vocabulary, there are plenty of cognates and images to help students at lower proficiency levels to understand what they are reading. Another reason this is interesting relates to Ivy's personality. Ivy teaches because she is interested in helping each individual student make learning personal. During the observation, this was evidenced in the care she took with her grieving students and the way she pushed them to make their digital memory book projects more personal. During the interview, she shared that even when she retires she will continue to use her time to give support and love to children. This display emphasizes an activity that might seem self-indulgent, taking photos of oneself; however, it could also be argued that this is a way of reflecting. It is certainly an odd coincidence that taking a selfie was used as metaphor in the literature review of this study, written long before Ivy was recruited for this study, to represent the process of student self-reflection.

These documents help to paint the picture of a teacher who really cares about her students and wants to help them learn to use the language from an understanding that is embedded in the best practices, as defined by ACTFL (The National Standards Board, 2015; Swender, Conrad, & Vicars, 2012). Ivy's classroom exemplified an ideal language

³⁰ a visual image such as a chart or diagram used to represent information or data

learning environment where a proficiency-orientation supported goal-setting and student self-assessment of learning.

Analysis. This case provided further information that speaks to the research questions of this study. Ivy's use of the checklists for planning, to promote learning and autonomy through goal-setting and reflection, and the materials she has shared will be reviewed. Ivy talked about using the Can-Do checklists for planning her lessons and activities. They helped to create continuity from teacher to teacher and class to class at her school as well. She also used them to provide her students with direction. She pointed out the importance of frequent and repeated study in language learning. She said that language builds upon itself and students needed to be reminded of this. The checklists are very important because they reminded students of their learning goals for each unit. Ivy talked to her students about these goals in relation to gaining proficiency in the language. She used the metaphor of a flame to remind students that reaching the top is impossible, but there are goals that they can reach in their short time together. She explained that "the ultimate goal is to build proficiency in the language." The focus was on continual improvement in her class, rather than some imaginary fixed point where everyone will be equal in their ability to use the language. Keeping goals attainable and using language that students understood, helped Ivy to motivate her students to learn and to keep learning. Her experience using the checklists with her students and having them reflect on their own learning had been a very positive experience so far. She reflected during the interview that when students know what their goal is, they are most often able to reach that goal because they understood through the work they did in class how to get there. Ivy shared a few of her resources. Both her follow-up listening activity and her worksheet on

building up more complex sentences were featured in the previous sections of this case. These resources were shared freely for the inspiration and non-commercial, educational use of any teachers who wishes to use them. The only challenge Ivy seemed to be facing these days was her upcoming retirement from teaching. The quote she shared from Winnie the Pooh sums it all up, “How lucky am I to have something that makes saying goodbye so hard.” Ivy will undoubtedly miss her classroom when she retires, but it is not hard to imagine that she will be missed even more.

Lucy

Observation. On March 21st, 2016, the researcher visited a small college-preparatory high school in a highly populated suburban town near a very large city to observe a Spanish teacher who will be referred to here as Lucy. Lucy is a National Board Certified Spanish and English teacher with 13 years of experience. She has a Master's degree in Spanish. She is a frequent and popular presenter at local, regional, state, and national conferences. She frequently posts and reflects about her teaching experience online via a blog and social media. She hosts professional development opportunities for her region. She is currently working to do demonstration classes for colleagues in her region to introduce the idea of the proficiency-oriented model of teaching. Lucy was recently nominated for North Carolina Teacher of the Year.

The classroom featured a SMART board, front and center. The students had long tables that sat four on each side, facing each other, with the front of the classroom to their left or right. Along the right-hand side of the room, there were a set of PCs and a cart in the back of the room held Chromebooks³¹. The left side of the room featured a whiteboard (see Figure 112: Lucy's Whiteboard).

³¹ A simple, lightweight, and inexpensive laptop made by Google. Its purpose is to allow access to the Internet.

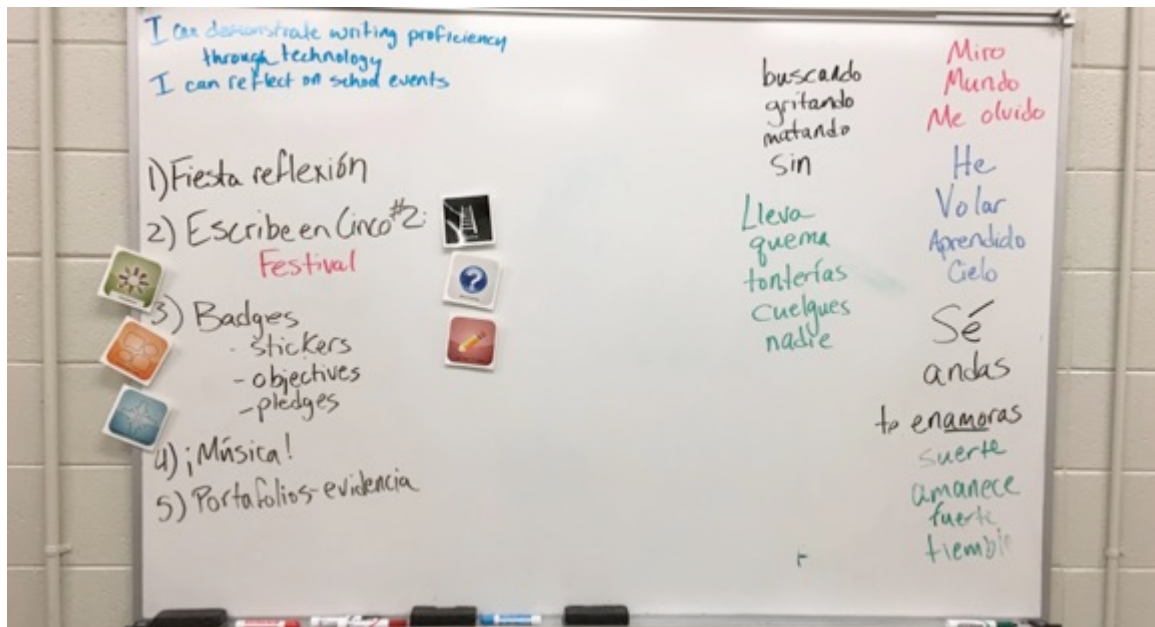


Figure 112: Lucy's Whiteboard

Along the back wall of the classroom, a bulletin board was covered in a map of the world and high frequency verbs (see Figure 113: Lucy's High Frequency Verbs).



Figure 113: Lucy's High Frequency Verbs

Lucy played a YouTube music video as students filed into the classroom. She asked them to get their computers, the Chromebooks from the cart in the back of the classroom, and join the Nearpod³². The Nearpod featured a map of the school and photos of the *Fiesta* they had on Friday. Lucy used many comprehensible input techniques to talk through the map of the school with the photos from the *festival*. She told students they had a choice as to what they would be working on. She explained that if students wanted to aim for the novice mid proficiency level, they would take the map of the school and label it. The novice mid proficiency level meant being able to show they could write labels about people, places, and familiar objects. For those students who wished to aim for the novice high proficiency level, they would have to do a bit more. The novice high proficiency level meant that students could write about familiar events and that they could write brief notes, such as invitations or thank you cards. Either way, students would be writing about the *festival*.

Lucy announced that their *festival* had been very successful. They had earned enough money to take the AAPPL³³ exam to determine their proficiency level. These exams would cost \$20 per person but they could use the *festival* funds for this or they

³² “Nearpod is an interactive presentation and assessment tool,” that allows teachers to, “create presentations that can contain Quiz’s (*sic*), Polls, Videos, Images, Drawing-Boards, Web Content and so on” (Acton, 2016).

³³ “The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) is a performance-based assessment of standards-based language learning across the three modes of communication (Interpersonal, Interpretive, and Presentational) as defined by the *World-Readiness Standards for Learning Languages*.” (<http://aappl.actfl.org/aappl-measure-faqs>).

could complete an IPA³⁴ final exam instead. The choice would be theirs to which they preferred to do.

Steering students back to their tasks, she instructed them to open the map in Classroom. Google Classroom was the course management system, or CMS, that Lucy used to organize learning resources for her students. They would have eight minutes to label the map (see Figure 114: Fiesta Map of School) or write a thank you note for the *festival*, depending on which proficiency level they planned to aim for.

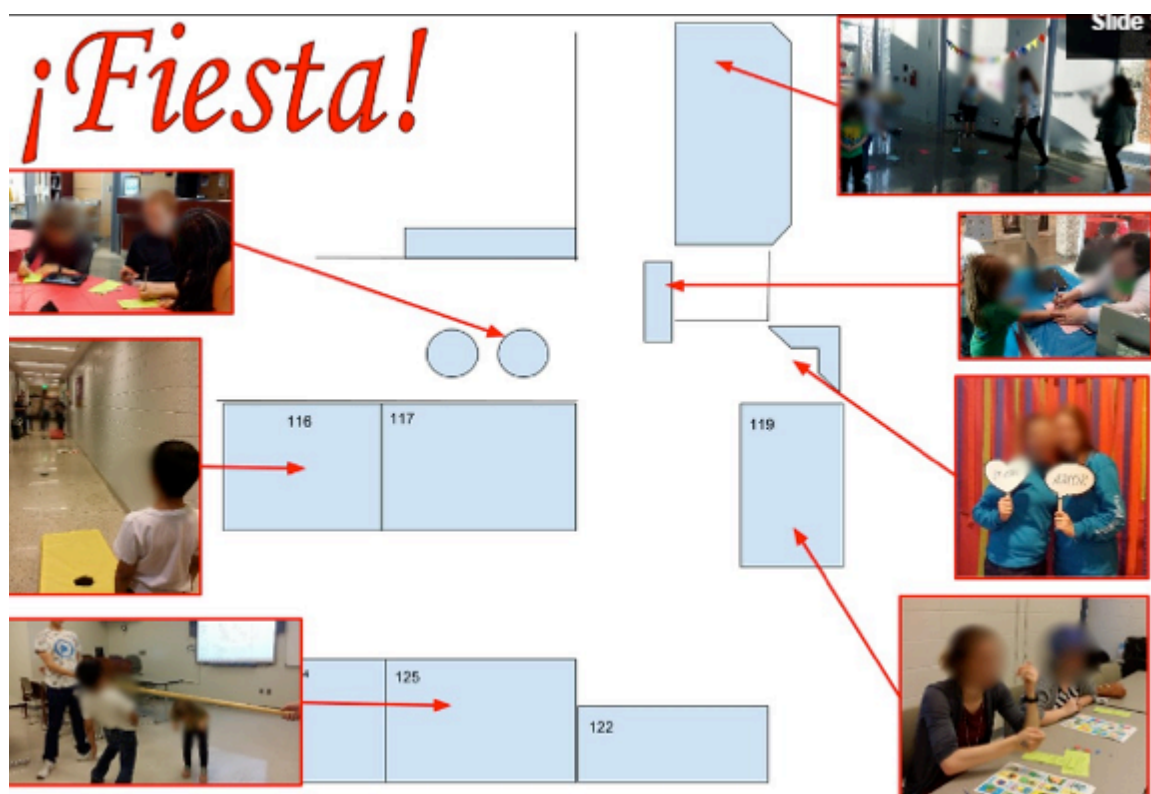


Figure 114: Fiesta Map of School

³⁴ “The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational” (http://carla.umn.edu/assessment/vac/CreateUnit/p_2.html).

The lower proficiency level only required labeling, a simpler task, where the higher level required writing a letter. The map of the school included images taken at the *festival* in each of the places on the map. Lucy asked one student to explain the directions for the assignment back to her in English, in order to ensure that everyone understood what to do. While students wrote, Lucy played a song in Spanish, “*Bailando en la oscuridad*” or “Dancing in the Darkness.” She moved around the room to answer questions, check their comprehension, and take attendance. She reminded them that if they needed evidence for the novice mid proficiency level, they needed to download a JPEG³⁵ file of the labeled map because the Google drawing format would not work in their VoiceThread³⁶. Once their writing time ran out, Lucy quickly transitioned students to an activity called “*Escribe en Cinco #2*” or “Write in Five #2.” Lucy told them in Spanish, which was the language she maintained during 90%+ of the lesson, that the theme was the *festival*. This activity had the following instructions:

Escribe sobre tu proyecto de festival. Incluye tus metas, las ideas que tienes (del IPA, de tu grupo) para lograr esas metas. Puedes hacer preguntas también.

Roughly translated, this activity asked students to write about their *festival* project. They were to include their goals and the ideas that they had (from the IPA, from their group) to meet these goals. They could also ask questions. They were to do this writing in their notebooks on page 23. The main thing was to write

³⁵ JPEG is a file extension that denotes an image file that is well-suited for use online.

³⁶ “VoiceThread is an interactive collaboration and sharing tool that enables users to add images, documents, and videos, and to which other users can add voice, text, audio file, or video comments” (Bruder, 2011).

without editing or looking up words. They were to write what they had learned and to include questions to aim toward the novice high proficiency level or to practice for the IPA on Wednesday. She told them that if they ran out of ideas of what to write, they were to start over from the beginning and should just keep writing. There was no music during this activity. The room was completely quiet except for the soft sounds of pens and pencils scratching at paper. As they wrote, Lucy moved around the room to make suggestions to encourage them to keep writing. Lucy softly reminded them to copy what they had already written if they ran out of ideas. She quietly counted down the last few seconds and then instructed them to put their pencils down. She had them first count the words they had written. Next, Lucy asked them to evaluate their level. Had they reached novice high or were they still writing mostly at the novice mid proficiency level? They were then directed to look back at page 13 of their notebooks to compare. She directed students to read back over “*Escribe en cinco #1*” and ask themselves if it was very different from what they wrote today. Was it similar? Did they write more or less? Was it at a higher level of proficiency?

Lucy directed the students’ attention back to the Nearpod on the board where these open-ended questions were spelled out: Do you have more connections or words? Longer sentences? A higher level? How has your writing changed? How do you feel about it? Can you write better? More? Students grabbed their Chromebooks and started typing furiously as they answered these questions. As they submitted them, the responses filled the board. These responses were given in Spanish, which provided yet another point to practice

their writing. Lucy asked students follow-up questions to extend their responses, and they replied in Spanish as well. They celebrated their successes as a class, congratulating each other's progress. One student commented that they had fewer words, but that the sentences were more complicated so that was an improvement too. Lucy reminded them that the more they understood, the more they would be able to write. She did a quick “*tres en tres*” which means “three in three” and consisted of Lucy calling out “*tres en tres*” to the class and the class would clap three times to congratulate themselves and their classmates for their achievements. Lucy gave a small toy trophy to the student who wrote 101 words, far beyond the totals of any of the others. It is interesting to note that there was no focus on errors at this stage and in this activity. The students were smiling and cheering, they really seemed to be having fun with learning and practicing the language.

Next Lucy asked students to refer to the tables in the back of their notebooks, specifically the *Escribir* table (see Figure 115: *Escribir* IPA Chart) .

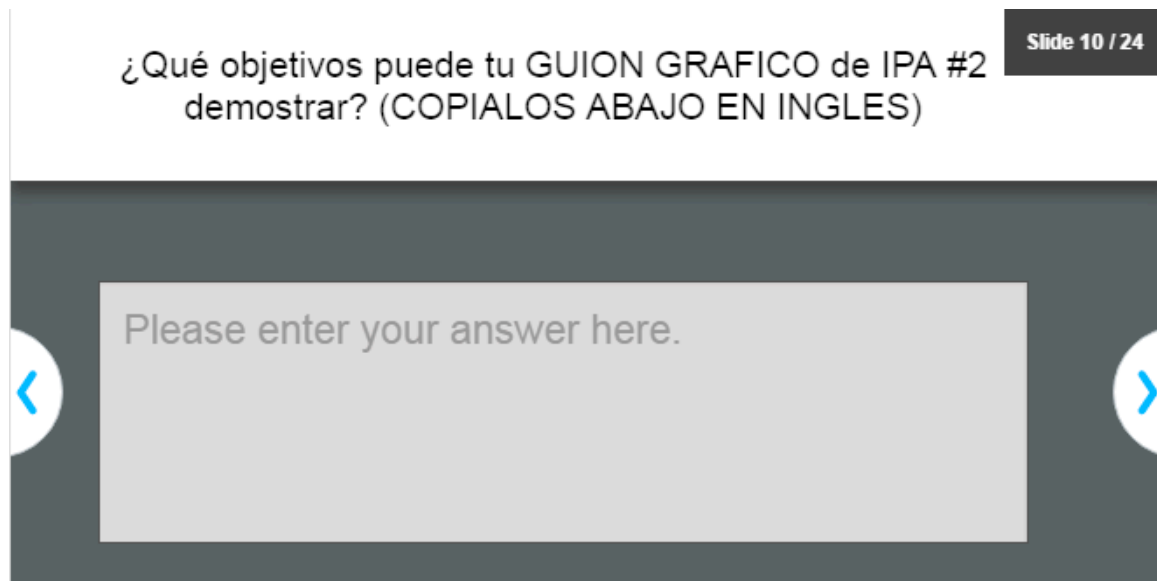
	1	2	3	4	5	6	7	8	9	10	11	12	13
I3													
I2													
I1													
N4													
N3													

Figure 115: Escribir IPA Chart

These charts were a way to give students more space to learn at their own pace and keep track of their progress and which IPA they needed to work on next. There were charts for each of the four skills: Speaking, Writing, Reading, and Listening. Lucy gave students five minutes to work on these, during which time she played music for them. She moved about the room checking on their progress and providing assistance when needed. She showed where they could see their levels. She remarked that many people had improved and showed them where they could see that progress. No one was at the novice mid proficiency level in writing anymore, because everyone had made it to the novice high proficiency level or higher. She applauded their progress and gave out stickers for people who had earned a badge³⁷. She reminded them if they did not earn one this time, they should try harder so they could earn the next one. This practice exemplified the point made by DuBravac (2013) regarding the way that recognition for achievement becomes more meaningful when shared with a social group.

Lucy directed students to refer to their portfolios. She wanted them to be looking at their Can-Do statements for the unit and their submissions for IPA #2. She posted the following Nearpod question for the students to respond to (see Figure 116: Nearpod Question Example). This question asked students: *¿Qué objetivos puede tu GUIÓN GRAFICO de IPA #2 demostrar? (COPIA LOS ABAJO EN INGLES)*

³⁷ Badges were part of Lucy's incentive program for reaching for higher levels of proficiency. It will be discussed in greater detail in the interview portion of this case.



¿Qué objetivos puede tu GUION GRAFICO de IPA #2 demostrar? (COPIALOS ABAJO EN INGLES)

Slide 10 / 24

Please enter your answer here.

Figure 116: Nearpod Question Example

In other words, she was asking students to reflect on which of the Can-Do learning statements their storyboard from IPA #2 could show. She reminded them that they did not have to choose the storyboard for their portfolio but wanted them to reflect on what it might demonstrate that they had learned. They needed to choose four or five artifacts that best represented their learning. The next question the Nearpod asked was “¿*Qué objetivos puedan las ACTIVIDADES DE HOY demostrar?*” In other words, the same type of question as before except focusing on the activities they had completed today. This was a time to reflect on which objectives their classwork and projects might demonstrate. She asked them to reflect on what they had learned and which objectives applied to which projects. She asked if they had any objectives that they were not able to

match to some evidence of learning that they already had completed. She reminded them to look through their Seesaw³⁸ to see what evidence they had already collected.

After letting them work on these for bit, Lucy made a big show of dramatically yawning. She asked if they were tired. Students stretched and shuffled around a bit in their seats. With a very sad and low voice, Lucy asked if they wanted to go to sleep. She quickly followed that question by asking in a very enthusiastic voice if they wanted to have fun. It was time for a *¡Diversión!* or in English, a diversion. She played a music video for the students of a popular English song that had been translated and was being sung in Spanish instead. The students were very excited to hear translated covers of songs by Justin Bieber, Adele, and Bruno Mars. This was an example of the concept of a brain break that both provided some fun language input and seemed to reenergize the students for the last portion of the class.

Finally, Lucy directed students to ForAllRubrics.com³⁹ and asked them to pledge, upload three to four pieces of evidence of learning, and rewrite. Pledging, on this website, means to find the objective that they were working toward and submit a link to the page in their portfolio where the evidence of their learning will be located. This gave Lucy a way to easily check-in on their progress, give them feedback, and reward them with badges for their progress. They were given ten minutes to work on this. As they worked, Lucy moved around the room to help and to answer questions. When their ten minutes were up, she put a final question up on Nearpod: *¿Qué tienes que terminar en casa?* or

³⁸ Seesaw is a web tool for collecting evidence of student work that is sometimes preferred over other methods for its ease of use (<http://web.seesaw.me/learn-more/>).

³⁹ ForAllRubrics is a website that provides custom rubrics, checklists, and badges for competence-based assessments (<https://www.forallrubrics.com/teachers/>).

“What do you have to finish at home?” in English. Once they submitted their answers to this last question, which they once again answered in Spanish without being prompted, they could then return their Chromebooks to the laptop cart in the back of the room and pack up for the day.

Interview. Lucy is highly motivated to share her experiences with other teachers, and to learn and grow from them as well. She presents frequently at conferences. She can be found on Twitter chatting with colleagues most days. Her blog has averaged at least a post or two a week, often more, for the last six years. Lucy likes to share. When asked about why she invests so much time and energy sharing and improving her practice, she said, “If I’m going to do something, I’m going to do it right.” The day of the observation, Lucy was conducting a model class for her colleagues in the district. Soon they would be collaborating to rework and realign the curriculum, and she hoped to add to a conversation about starting from a proficiency-oriented model of language learning. She wanted students to leave class, “feeling like they’ve accomplished something.” She wanted her classes to have, “a chance to make their perspective, their confidence better.” She said that it is all a matter of relevance. If students did not understand the purpose of the work and if they did not feel comfortable putting in an effort, then motivation would have to come from her authority, rather than their desire. Lucy wanted to “lower the affective filter and make it possible, make it comfortable, make it enjoyable, to the extent that [she] can so that they don’t feel like they’re doing something that’s beyond them.” She understands that students sometimes think that schoolwork is “stupid,” so she tries to give them options and choice, and she hopes that, “they feel like they have picked the best choice for them and what will actually serve what they’re looking for.”

Lucy is not a big fan of traditional tests because she does not believe they have the ability to show anything worth knowing. Instead, she uses project-based learning, portfolios, the NCSSFL-ACTFL Can-Do Global Benchmarks, Integrated Performance Assessments (IPAs), and the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) rubrics because these tools have the potential to measure student performance of their language ability. They allow for meaningful feedback to help improve student performance in the future. Of course, being Lucy, she modifies all of these to suit her context and needs and continually develops and refines them based on student performance and feedback.

The ACTFL Assessment of Performance toward Proficiency in Languages rubrics, usually referred to simply as the AAPPL rubrics (pronounced apple), were developed as a way to assess the World-Readiness Standards for Learning Language. The exam, known as AAPPL Measure, is described in a video online⁴⁰ by ACTFL's Director of Education, Paul Sandrock, as a way to change what is happening in classrooms by changing the way we test. The content of the test involves students video chatting with a native speaker. The intention is that the test will feel real. Hughes (2003) described how the way in which tests are constructed causes a "backwash," or washback, effect on the learning that happens in the classroom. That is to say, when tests are performance and proficiency-oriented, instruction and learning in the classroom will need to become performance and proficiency-oriented in order to prepare students to excel on the test. The AAPPL rubrics use performance scores that align with the ACTFL Performance

⁴⁰ The AAPPL Measure video is located at <http://aappl.actfl.org/about-aappl>

Scale and the ACTFL Proficiency Guidelines (see Figure 117: AAPPL Measure Performance Scores).

ACTFL Proficiency Guidelines	ACTFL Performance Scale	AAPPL Measure Performance Score	Form	
Advanced Low	ADVANCED	A	A	B
Intermediate High		I-5		
Intermediate Mid		I-4		
Intermediate Mid		I-3		
Intermediate Mid		I-2		
Intermediate Low		I-1		
Novice High		N-4		
Novice Mid	NOVICE	N-3	A	
Novice Mid		N-2		
Novice Low		N-1		

Figure 117: AAPPL Measure Performance Scores

These correspond to rubrics, or AAPPL Score Descriptions, and are divided by Interpersonal Listening/Speaking, Interpretive Listening and Reading, and Presentational Writing. The full descriptions can be found online (<http://aappl.actfl.org/scores>) but Lucy has shared her versions, which are simplified to help her students understand them more easily. The first describes each level for the Interpersonal Speaking/Listening mode (see Figure 118: Interpersonal Speaking/Listening Descriptors).

Interpersonal Speaking/Listening

N1 Low	individual words yourself; list, name, and identify common things basic questions
N2 Mid	words and phrases yourself; list, name, and identify common things answer common, familiar questions
N3 Mid	words, phrases, simple sentences yourself; list, name, and identify everyday things ask & answer common, familiar questions
N4 High	phrases, some sentences yourself & your life; express your own thoughts and accomplish what you need ask & answer simple questions
I1 Low	single sentences yourself & your life; express your own thoughts and accomplish what you need ask & answer simple questions
I2 Low	maintain conversation; yourself & your life; express your own thoughts and get what you need; ask & answer questions

Figure 118: Interpersonal Speaking/Listening Descriptors

Lucy has developed similar charts for the Interpretive Listening and Reading and Presentational Writing modes that will be included and discussed in greater detail in the document portion of this case. One way that Lucy has used the AAPPL rubric in the past is to give the whole version to students and show them what they needed to do in order to get a 10/10 or a 9/10. She tells them to pick whatever they want to aim for and that mostly they seem to get what they aim for. They seem to understand this way of setting and working toward goals because, “they’re rarely surprised with what they get.”

Lucy uses the NCSSFL-ACTFL Can-Do Global Benchmarks to recap units on portfolio days, like the one observed in the previous section of this case. She helps the students find evidence of the various goals. Activities like the five-minute quick writes (*Escribe en cinco*) and labeling the map are typical examples of artifacts that are selected to fill the portfolio and represent the student's ability to meet the Can-Do goals for each unit. Lucy takes students through the process of selecting the best representative samples. One tool that she uses to help facilitate this process is Nearpod. Nearpod allows for interactive presentation and reflection. Students are logged into the presentation on their laptops and slides are shown up on the screen, as was the case during the observation portion of this case. Lucy finds Nearpod useful because it gives students instant feedback, but it is low-stakes and therefore does not cause anxiety in students, because it does not affect their grades. She said students also seem to like being able to see each other's responses to the various questions. It seems to help them see if they are on the right track. It also might inspire other ideas. She devotes class time to this reflection process because she wants students to focus on how to best represent their learning process. This reflection time allows for easy feedback and students are able to make adjustments based on this feedback in real time. She can move around the room and gently challenge their selection of evidence, prompting them to think about whether it is really the best representation they have of a goal.

Some feedback she recently received from her students suggested that she should do this more frequently in future classes so she has plans to spread these out more. She has also worked to combine various Can-Do statements in ways that make more sense for her classroom. She aims to "align them with level-appropriate activities." Simpler

statements that still get at the main learning objectives appeal to her. For example, a distinction between labeling and listing is less important so she would combine those two in a way that made sense given the work her students were doing. Another example she talked about was combining objectives related to talking about oneself with those talking about one's hobbies and activities. Mashing up various statements, Lucy created statements that worked best for her teaching style and for her students' learning. She wants her students always focusing on quality over quantity so they are not overwhelmed. Trial, feedback, and revision gets her ever closer to the relevancy she aims for in her classes.

Another area where Lucy feels that she wants to continue reworking relates to her use of interactive notebooks in her class. These notebooks are used by students to organize their learning. They include various sections: vocabulary, texts, *Escribe en Cinco* (Five-minute quick writes), conversations, verbs, and calendar. These sections included parts where students wrote about their learning and kept track of important words. One section gave students space to brainstorm questions before conversation activities and to make note of partners' responses. There were also texts that Lucy would print out for them that would be taped into the notebooks. Lucy described the organization as messy. She wants to rethink this and modify how they do this so it is clearer where things belong. She also wants it to be more chronological. She said that while most of the evidence for portfolios is stored online, she thought about perhaps using QR codes, printed and taped into the notebooks, as a quick reference to get back to certain artifacts. However, she wants to make sure this would be something students might actually use before taking the time to implement the practice. It would make for a

handy reference, but students could also just log in to their Seesaw accounts to find those things as well so it may not be worth the effort.

One way in which the online portions and the notebook are connected are by the IPA Charts in the very back of their interactive notebooks (see Figure 119: IPA Charts).



Figure 119: IPA Charts

These charts align the AAPPL levels on the left with a particular Integrated Performance Assessment (IPA) that students need to complete. When they have achieved the requisite AAPPL level for each IPA, they receive a badge or sticker. This system works with a website called ForAllRubrics.com. The four charts cover speaking, reading, writing, and listening skills. The chart in their notebooks simply gives them a quick reference without having to log on to the website to remember where they are at any given time. As previously mentioned, ForAllRubrics.com is a website that allows teachers to score

student work with rubrics, checklists, and badges. It is meant to promote competency-based assessment. Lucy used this site because she had found it helped to refocus the attention of her students on proficiency and learning, rather than letter grades. Rather than asking for extra credit, this platform allowed students the opportunity to redo or fix their work because credit was based on proficiency. During the observation it was mentioned that students pledge for badges on ForAllRubrics.com. Lucy created various assignments on this website, for example there might be entries for each grading period for the students' portfolios and IPAs. Students would go into their ForAllRubrics account, find the badge they wanted to earn, copy the specific objectives and indicate that they either reached these Can-Do statements consistently, sometimes, or nearly. They then would name some evidence that they had, or planned to have, to demonstrate their ability and link to that evidence in their portfolios. Some assignments were set to be self-evaluations, some peer evaluations, and some as teacher evaluations. Lucy commented that she structured them this way because beginning students may not yet be able to accurately assess progress. However, as mentioned before, her experience has been that they grow to understand this better over time and are "rarely surprised" by the feedback she gives. This tool helps shift the conversation from a goal that is more performance-oriented, where goals are directed at grades that give little feedback for improvement, toward a more mastery-orientation, where rubric feedback can help students understand how to improve. The badges help, as pointed out by DuBravac (2013), to promote achievement through recognition within a social group. This gamification, or to use Lucy's word, badgification, creates friendly competition among students that pushes everyone to do better. As was mentioned in the observation, Lucy might point out to the

class that everyone had made it to the novice mid proficiency level for one of the skills. This gives her the opportunity to give praise that is based on effort, promoting an attribution of success that is internal, stable, and controlled by the students themselves (Weiner, 1979). This can help motivate students to continue working, even when the learning becomes more challenging because they will begin to understand that effort truly trumps ability (Colvin, 2008; Dörnyei, 2001; Shenk, 2010).

ForAllRubrics, Nearpod, interactive notebooks, portfolios (Seesaw and Voicethread), AAPPL rubrics, NCSSFL-ACTFL Can-Do Global Benchmarks, and IPAs help Lucy to focus learning on proficiency in the language. She is concerned with project-based learning that allows for feedback and continual improvement of students' learning and her own practice. Another concern she had was keeping things simple and not overwhelming students. She talked a bit already about how she combined some of the NCSSFL-ACTFL Can-Do Global Benchmarks to simplify them. She also shared an example of how she pairs down the AAPPL rubrics to focus on just where she wants students to concentrate. She used the interactive notebooks to help keep track of daily work. Seesaw captured most all of the students' evidences of learning and the Voicethread facilitated organizing that evidence. At the end of this past semester, she had students rank all of the tools they used in her class from the most useful to the most frustrating. ForAllRubrics did not fare as well as some of the others, so Lucy has created a Google form to serve similar functions without an additional account login for students. She uses a tool called Flubaroo (<http://www.flubaroo.com/>) to facilitate communication with students. It works with the data that comes in through a form and allows her to easily email reports directly to the students. In this way, students received feedback

directly whereas before they had to go to ForAllRubrics and look for it. Additionally, since Google Classroom is the CMS for her class, they are already familiar with the variety of Google tools. There are many instructional technology tools that are capable of duplicating various tasks. Lucy is working to find the most helpful ways to accomplish these tasks. The Google form and Flubaroo will provide all of the same benefits to Lucy's students that ForAllRubrics did, but she hopes it will help to simplify learning. Lucy's classes are a constant evolution as she works to find the very best ways to facilitate learning for her students.

Documents. The documents featured in this section provide evidence to support the observation and interview portions of the case. Some figures have been introduced previously. The names of any figures that are reproduced in this section have been kept the same with new figure numbers for the sake of clarity. The following documents are presented to show how Lucy directs and supports learning. They show ways that she allows for personalization of learning. An example of a task that promotes spontaneous language use is included. Some figures will also focus on how she supports reflection, helps students to keep track of learning, and how she helps them understand the levels they are trying to reach.

First, a closer look at the whiteboard on the wall of Lucy's classroom (see Figure 120: Lucy's Whiteboard) reveals a focus on the day's learning objectives presented as Can-Do statements, an agenda for the day, and some verb conjugations.

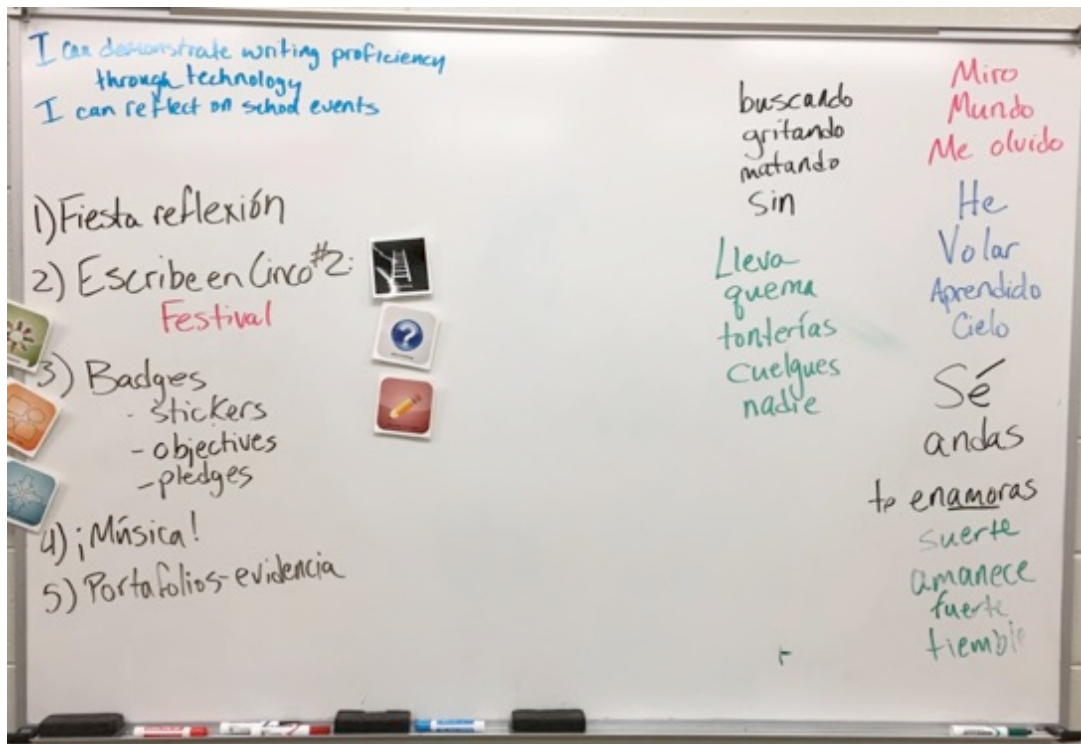


Figure 120: Lucy's Whiteboard

The top left lists the day's learning objectives as:

- I can demonstrate writing proficiency through technology
- I can reflect on school events

There are five points on the agenda that will lead students toward those objectives:

1. *Fiesta reflexión*
2. *Escribe en Cinco #2: Festival*
3. Badges (stickers, objectives, pledges)
4. *¡Música!*
5. *Portafolios-evidencia*

As was seen in the observation section, the *fiesta reflexión* related to an activity in which students reflected on a party and fundraiser (*Festival*) that they had hosted at the school

by labeling a map or writing a note. The second item, *Escribe en Cinco*, referred to a spontaneous writing activity in which students had five minutes to write as much as they possibly could about the *Festival*. The third item, badges, referred to the use of ForAllRubrics and the IPA Charts to motivate students to reach higher levels of proficiency. The fourth, ¡*Música!*!, indicated the music videos that served as a brain break for students before moving on the last item. Finally, *Portafolios-evidencia*, referred to the task integrated throughout the day, working on their evidence of learning for their portfolios. The agenda serves to help students know what to expect and what is left to do. As Mayer and Moreno (2003) pointed out, this type of signaling may help to prevent cognitive overload. Scaffolding learning by providing certain memory supports can also be helpful in preventing cognitive overload. The verbs on the whiteboard, as well as those high frequency verbs on the back bulletin board (see Figure 121: Lucy's High Frequency Verbs) can serve to support learning by allowing students to focus on the meaning they wish to convey, rather than consuming their limited working memory with a conjugation.



Figure 121: Lucy's High Frequency Verbs

The verbs featured on the board are:

- *Es* – meaning “S/he/It is” from the verb *ser* meaning “to be”
- *Está* –meaning “S/he/It is” from the verb *estar* meaning “to be”
- *Tiene* –meaning “S/he/It has” from the verb *tener* meaning “to have”
- *Gusta*—used in constructions like *Te gusta* to mean “you like”
- *Puede*—meaning “S/he/It can” from the verb *poder* meaning “to be able to”
- *Necesita*—meaning “S/he/It needs” from the verb *necesitar* meaning “to need”
- *Quiere*—meaning “S/he/It wants” from the verb *querer* meaning “to want”
- *Va*—meaning “S/he/It goes” from the verb *ir* meaning “to go”
- *Hay*—meaning “There is/are” and pronounced like the English word “Eye”
- *Hace*—meaning “S/he/It makes/does” from the verb *hacer* meaning “to make/do”

The majority of these verbs are irregular and have meanings that can be confusing to try to translate into English without a context to help provide more meaning. These are also verbs that are so often used that students will memorize them easily but when they are constructing language, this support keeps their focus on the meaning they are trying to convey, rather than the confusing way these might be conjugated. Zooming in on just one of these (see Figure 122: Lucy's High Frequency Verbs: Va), there are images on each one to help cue students into the meaning of the verb and example sentences as well.

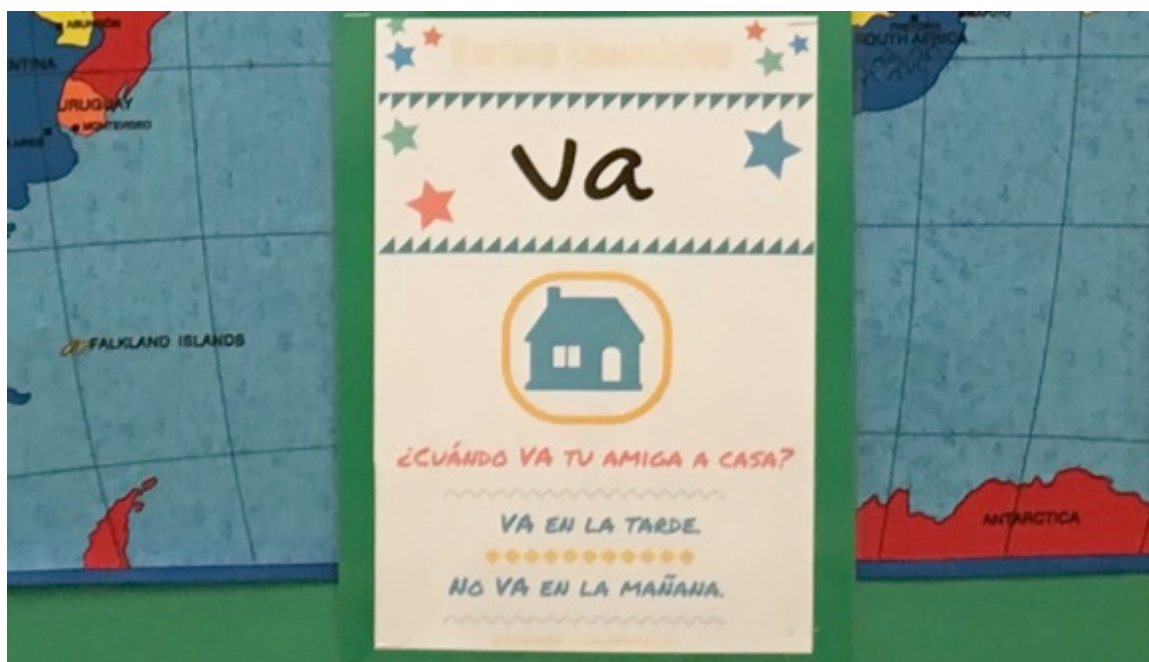


Figure 122: Lucy's High Frequency Verbs: Va

In the example above, there are three example sentences listed:

- *¿Cuándo va tu amiga a casa?* –meaning “When is your friend going home?”
- *Va en la tarde.* –meaning “She goes in the afternoon.”
- *No va en la mañana.* –meaning “She won’t go in the morning.”

These examples put the verb into a context. They offer examples of the language. The first demonstrates the construction of a question. The way to say “in the afternoon” and “in the morning” are featured. The last demonstrates a negation. For each of the verbs, similar examples are given. These give students daily input on these frequently used verbs and phrases. As the Chromebook cart sits just in front of this board and students line up there to collect their laptops, there are regular opportunities for them to review these examples.

Lucy encourages students to personalize their learning experience by offering them options of various levels to pursue based on their individualized learning progress.

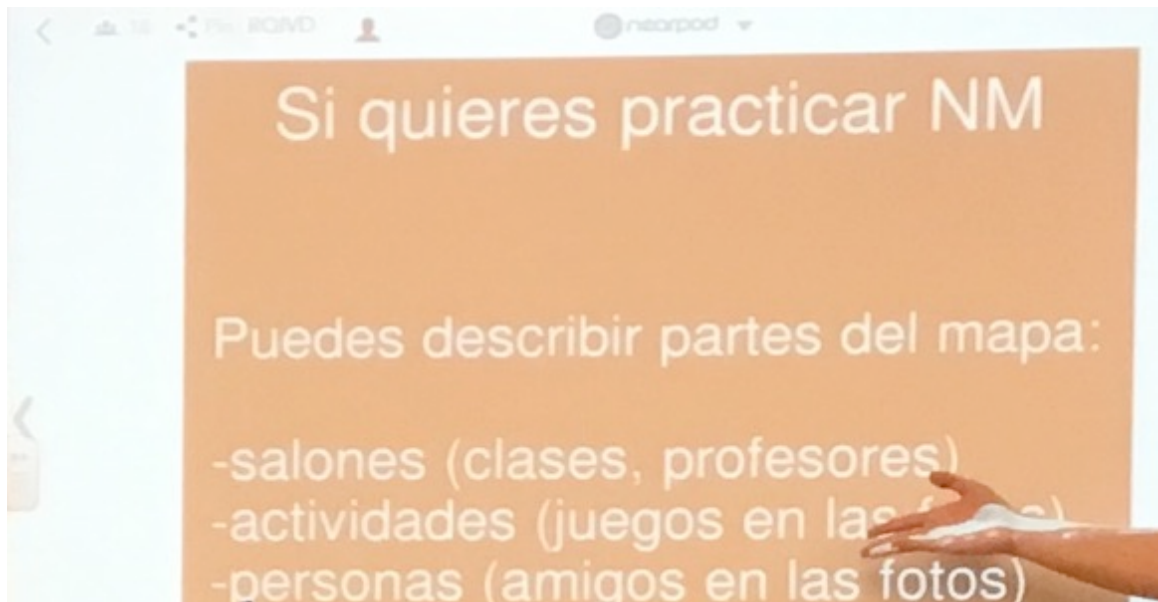


Figure 123: Novice Mid Screen

Figure 123: Novice Mid Screen above describes how students should work on their *Fiesta reflexión* assignment if they want to aim for the novice mid proficiency level. If this is where students were with their writing, they would use a map of the party and label it to describe its various parts: rooms, activities, and people. They were provided with a map of the school to label (see Figure 124: Fiesta Map of School).

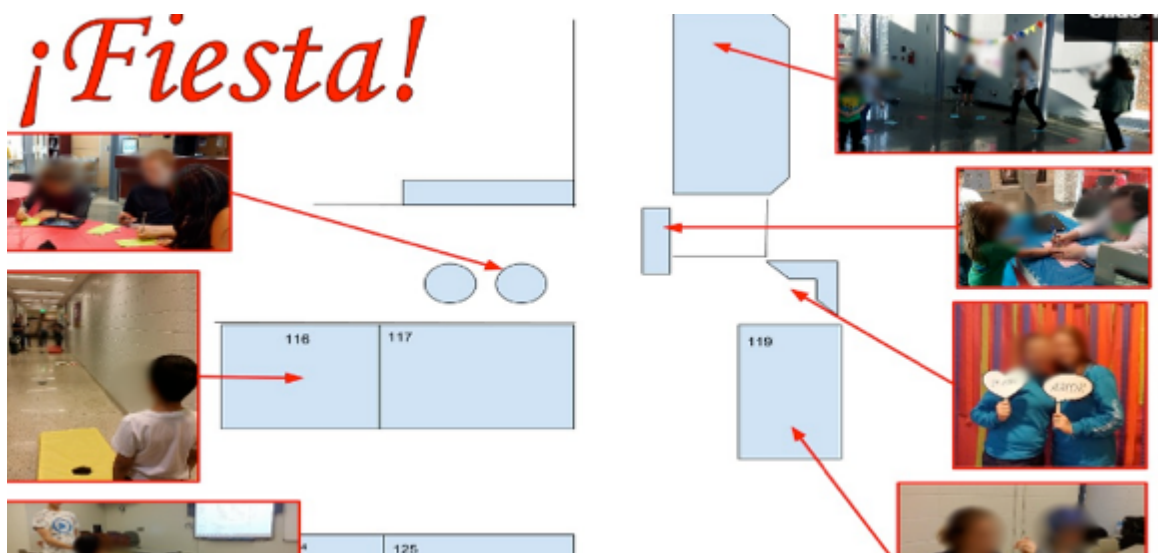


Figure 124: Fiesta Map of School

It featured all the rooms they used for the *Fiesta* and some photos from the event, blurred in the version here to protect identities of the participants. There are also arrows indicating in which rooms the photos were taken. This document was distributed to students via their CMS, Google Classroom. They took it into the Google Drawings app to add the appropriate labels and downloaded the file as an image that could be added to their Voicethread portfolios.

Figure 125: Novice High Screen below described, instead, what students would do for their *Fiesta reflexión* assignment if they are aiming for novice high proficiency. Since a novice high writer is described as being able to write a card, thank you note, or invitation, they would write a letter to next year's students about how to run the festival.

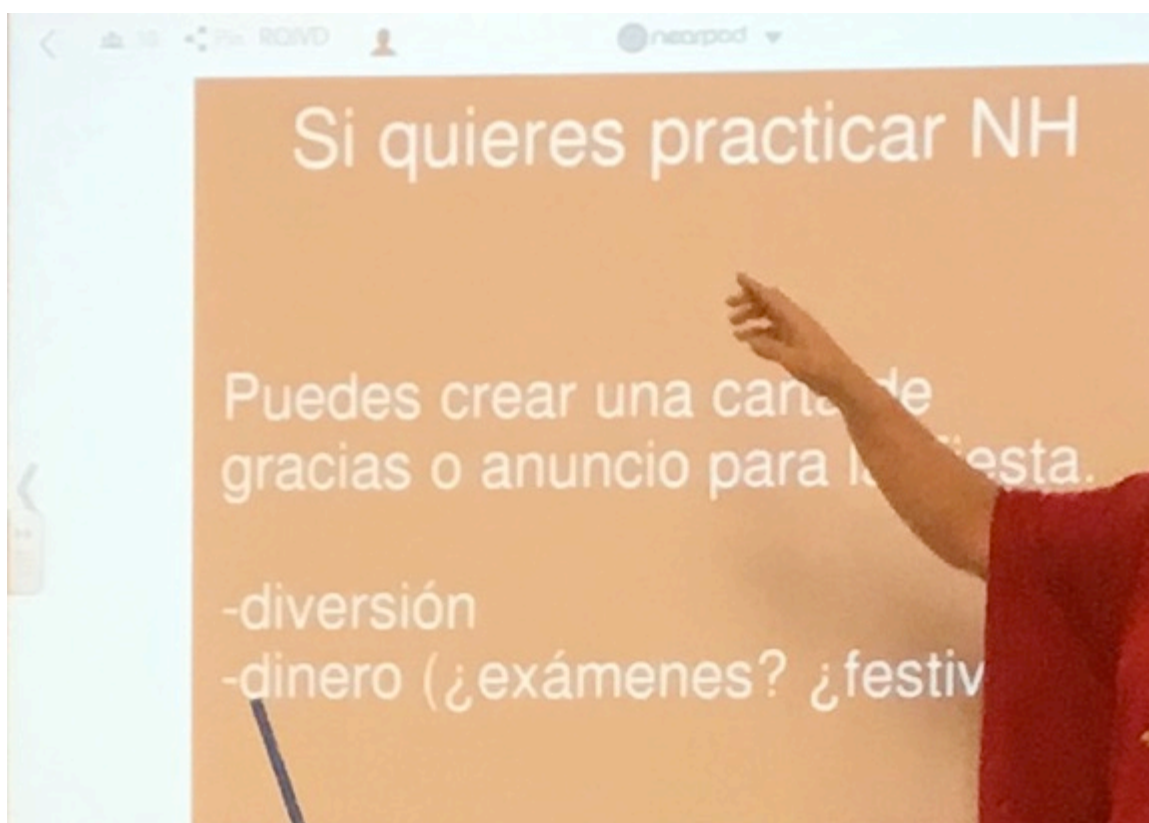


Figure 125: Novice High Screen

This allowed students to really focus on the level of proficiency where they found themselves instead of everyone aiming at the same goal when they were probably not all starting at the same place. This method of differentiation allowed students, based on feedback from previous work, to determine where their efforts should be focused. In this way, they could build a stronger foundation to continue studying.

One way that Lucy promoted spontaneous language use and had students begin reflecting on their learning was her “*Escribe en Cinco*” writing assignments. These assignments gave students five minutes to write as much as they could about a given topic as quickly as they could. This served to help them really see what they were able to remember quickly because they were not allowed to look up anything during this free write time. Figure 126: *Escribe en Cinco* #2 shows the prompt for this assignment.

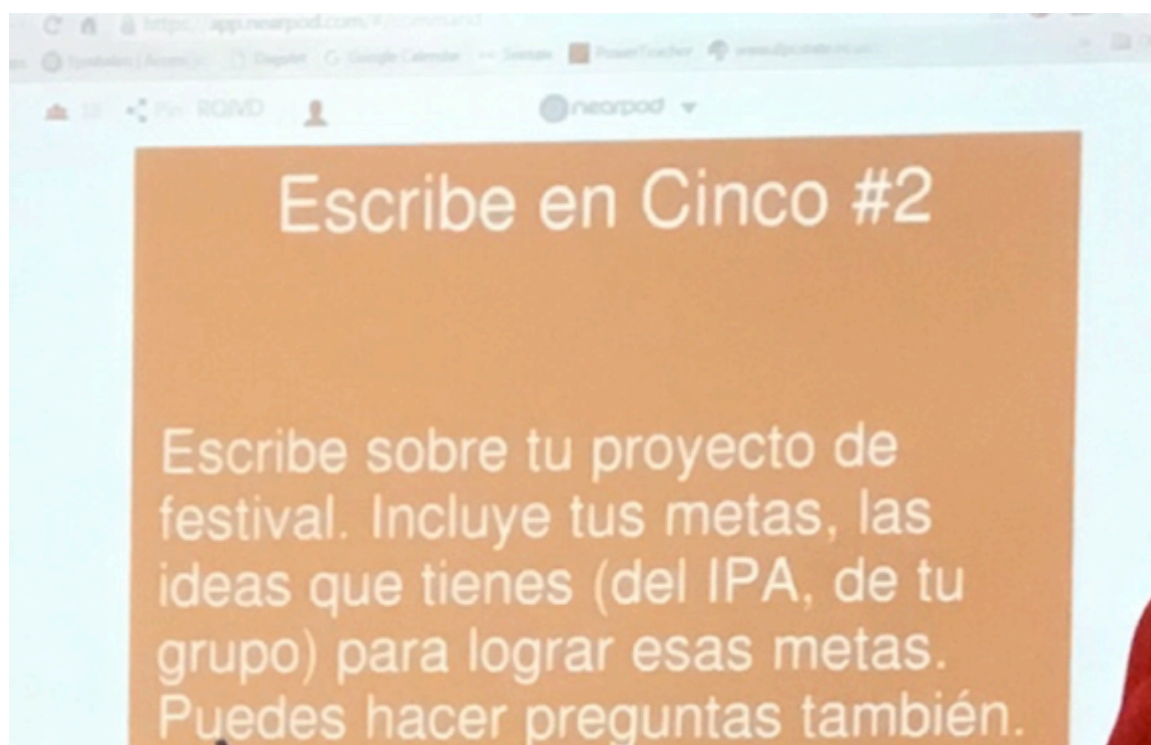


Figure 126: *Escribe en Cinco* #2

Students were to write about their project that they were just working on, but they were reminded to also include their goals and the ideas they had (from working on their IPA and with their groups) for how they could show they were meeting these goals. They might also have included questions as well. This prompt gave them plenty to think about as they wrote, but if they ran out of things to say before the time was up, they could also repeat things they had already said. This allowed for practice of spontaneous language use because they were given the prompt in class for a specific time interval. This assignment also supported reflection on their learning process because students were being asked to start thinking about how the work they had done supported the goals they had set.

After working with their “*Escribe en Cinco #2*,” Lucy had students reflect further via Nearpod by asking them to look back at their “*Escribe en Cinco #1*” and reflect on how their writing had changed. Figure 127: Nearpod Answers below shows an example of what was displayed on the screen as students worked to answer this question.

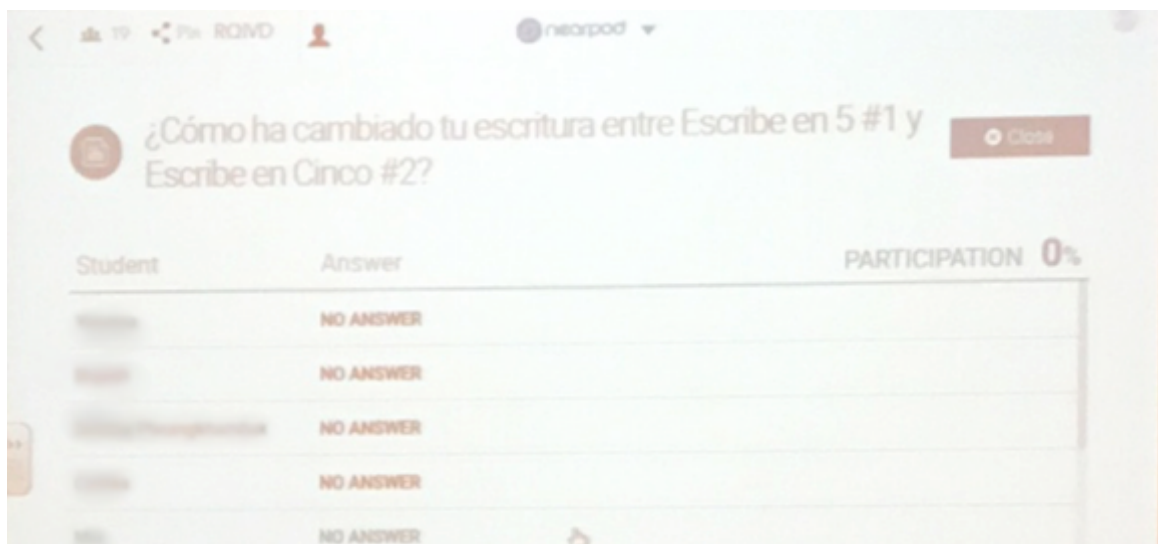


Figure 127: Nearpod Answers

The question was repeated at the top of the screen. The left column listed the students' names, blurred here to protect their identities. As students responded to the question, their answers popped up to the right of their names. A participation statistic just above those answers on the far right helped keep easy track of how many students had responded. This showed what Lucy referred to during the interview regarding students being able to see each other's responses. As some of the quicker responses popped up, students who might have been having difficulty thinking about what to write might have gotten ideas from the responses of their peers. They would not be able to directly copy an answer given by a classmate because that would show on the screen too, but they would be able to tailor a reflection to their own experience based on seeing how a peer responded.

The view above is what was projected on the front screen while students were in the process of responding to the prompt. From the students' laptops, a Nearpod question would look like Figure 128: Nearpod Question Example below.

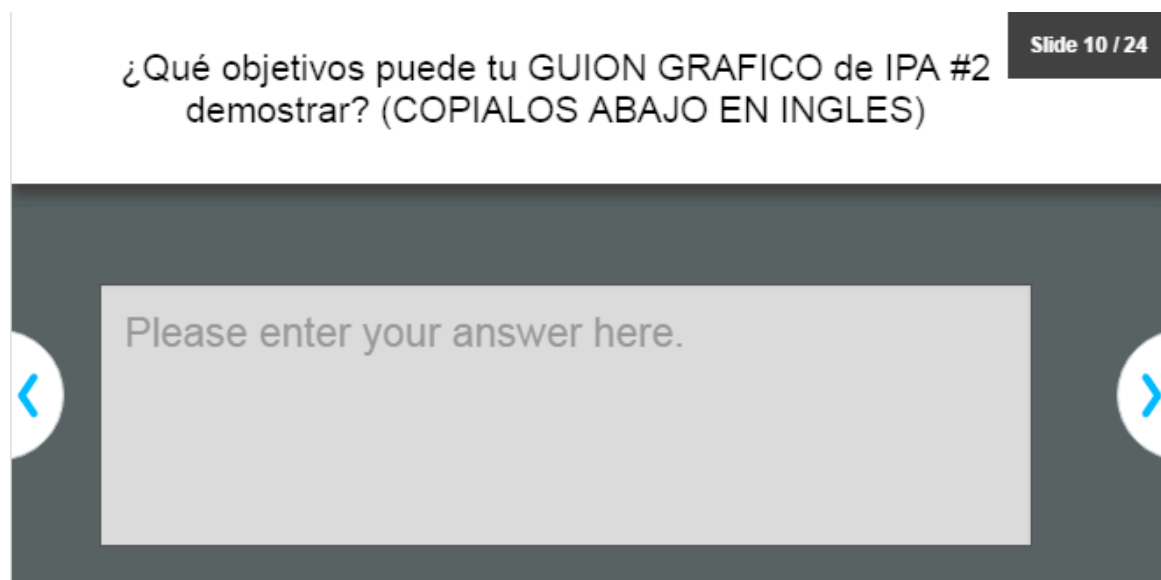


Figure 128: Nearpod Question Example

In this case, students are responding by coping and pasting objectives that the IPA #2 they could demonstrate. Though IPAs follow prompts, students might take these assignments in a variety of directions so one person's IPA might answer different Can-Do objectives than another's IPA. This question asked students to reflect on their own work and how it might serve as evidence of their learning. Again, though answers would be different, seeing the responses of others might help students think about alternative objectives they could add in. This is a way of providing instant peer feedback while students reflected on their learning process.

Keeping track of where students were and how they were progressing was supported by the IPA charts in the back of their notebooks (see Figure 129: IPA Charts).

The figure shows two examples of IPA charts from student notebooks. Each chart is a grid with rows labeled I3, I2, I1, N4, N3, N2 and columns labeled IPA 1, IPA 2, IPA 3, IPA 4, IPA 5. The charts contain handwritten numbers, checkmarks, and small stickers. The left chart has a 'HABLAR' watermark and the right chart has a 'LEER' watermark.

	IPA 1	IPA 2	IPA 3	IPA 4	IPA 5
I3					
I2					
I1					
N4	10	10	9	8	
N3	1	9	8	7	
N2	8	8	7	7	6

	IPA 1	IPA 3	IPA 5
I3			
I2			
I1			
N4	10	9	
N3	9	8	7
N2	8	7	6

Figure 129: IPA Charts

As previously mentioned, these charts align the AAPPL levels with the IPAs students did in class for four skills: speaking, reading, writing, and listening. Students got stickers to match their online badges when they had completed an IPA at a given proficiency level.

In order to better understand what each of these levels entailed, Lucy provided simplified descriptors of the levels for the skills. In Figure 130: Interpersonal Speaking/Listening Descriptors below, speaking and listening are described for levels N1 (Novice 1) to I2 (Intermediate 2). These range from individual words and basic questions at the Novice 1 (Low) end to being able to maintain a conversation at Intermediate 2.

Interpersonal Speaking/Listening

N1 Low	individual words yourself; list, name, and identify common things basic questions
N2 Mid	words and phrases yourself; list, name, and identify common things answer common, familiar questions
N3 Mid	words, phrases, simple sentences yourself; list, name, and identify everyday things ask & answer common, familiar questions
N4 High	phrases, some sentences yourself & your life; express your own thoughts and accomplish what you need ask & answer simple questions
I1 Low	single sentences yourself & your life; express your own thoughts and accomplish what you need ask & answer simple questions
I2 Low	maintain conversation; yourself & your life; express your own thoughts and get what you need; ask & answer questions

Figure 130: Interpersonal Speaking/Listening Descriptors

In Figure 131: Interpretive Reading & Listening Descriptors below, interpretive reading and listening are described for levels N1 (Novice 1) through I5 (Intermediate 5).

Beginning with individual words and the need for cues at the N1 end of the spectrum to being able to deal with complex passages at the I5 (Intermediate High) end.

Interpretive Reading & Listening

N1 Low	individual words need visual cues
N2 Mid	words and phrases visual cues + knowledge of the topic + cognates/borrowed
N3 Mid	words, phrases, simple sentences visual cues + knowledge of the topic + cognates/borrowed + parts of words
N4 High	main idea of familiar topics visual cues + knowledge of the topic + cognates/borrowed + parts of words
I1 Low	main idea, some supporting facts in short passages on familiar topics visual cues + context clues + prior knowledge
I2 Low	main idea, supporting facts in short passages on familiar topics maybe visual cues + context clues + prior knowledge
I3 Mid	main idea, supporting facts in short passages on familiar topics context clues or prior knowledge
I4 Mid	fully understand main ideas and supporting facts in simple narratives, descriptive passages on familiar topics context clues or prior knowledge
I5 High	fully understand main ideas and supporting facts in simple narratives, descriptive passages on familiar topics <i>with ease</i> more complex passages, less familiar topics

Figure 131: Interpretive Reading & Listening Descriptors

Finally, in Figure 132: Presentational Writing Descriptors, presentational writing is described for levels N1 (Novice 1) to I4 (Intermediate 4). Beginning with listing and identifying common things at the N1 end to writing well-connected sentences at I4.

Presentational Writing

N1 Low	individual words yourself; list, name, and identify common things
N2 Mid	words and phrases yourself; list, name, and identify everyday things
N3 Mid	words, phrases, simple sentences yourself; list, name, and identify everyday things
N4 High	phrases & some sentences yourself & your life; express your own thoughts and accomplish what you need
I1 Low	single sentences yourself & your life; ask simple questions and accomplish what you need
I2 Low	link some sentences yourself & your life; ask simple questions and accomplish what you need.
I3 Mid	longer, connected sentences yourself & your life; accomplish what you need and pose a variety of questions.
I4 Mid	well-connected sentences yourself & your life & occasionally other topics, add description, tell stories

Figure 132: Presentational Writing Descriptors

These give simple and easy to review language to help students understand what it means to be at each level in the various skills. The reason that only some of the levels are described falls in line with Lucy's attempt to simplify. She only includes the levels that are relevant to the students in her classes. Looking at proficiency from the perspective of these skills helps students understand that these skills do not necessarily develop at

parallel levels. They can be at higher levels of proficiency in reading than speaking, for example. It validates their progress in each skill without holding them to unrealistic goals for the others.

Lucy aims to direct and support learning that is personal, project-based, and reflective. The observation, interview, and these documents provide evidence of her work to make learning in her classroom relevant and effective. Helping students understand and keep track of their progress helps them see the relevance of the work they are doing. Reflecting on their progress helps Lucy and her students make adjustments and improvements to make learning as effective as possible.

Analysis. The data collected during the observation, interview, and documents from Lucy's case was analyzed for the seven themes related to the research questions of this study: planning, frequency of use, autonomy through goal-setting, reflection, and self-assessment, materials and resources, and challenges. First, ways in which Lucy plans for her classes and the frequency with which she uses these tools will be discussed. Practices that support learning and autonomy through goal-setting, reflection, and self-assessment will be highlighted. The materials and resources she has shared will be reviewed. Finally, challenges she faced will be considered.

Lucy seems to always be working and reworking the plans for her classes. She devotes a lot of time, documented throughout this case and through her frequent blogging, trying to make her classroom as efficient as possible. She wants her classes to be relevant to her students. She develops versions of rubrics and goals, all of which are based on ACTFL's recommendations, that are consistent with the context of her own classroom. Her versions of the AAPPL rubrics and the Can-Do statements have been

discussed in this case. She combines and simplifies all of these learning goals for her students in ways that make sense and get at what she feels is most important for her students to learn. She mashes up certain statements to focus student attention on quality over quantity, always in an effort of making things more relevant.

She has been primarily using the Can-Do statements and proficiency levels on portfolio days, like the one observed in this case. It is on these days that she has had students spend time reviewing those objectives that relate to the current unit and projects completed in her class. Some feedback that she received from students this past semester indicated that they would like to do this self-assessment piece more frequently. Lucy finds it important to devote class time for her students to really reflect on their learning progress. It is good for their abilities to self-assess and become more competent with the language as well as promoting self-regulated learning. This follows with the established research into learning. Goal-setting and reflection, as was discussed in the literature review, are important for promoting self-regulated learning.

Lucy gives students the choice of what proficiency level to aim for by setting a goal for each assignment. During the observation and repeated in the document analysis section of this case as well, Lucy's examples for a novice mid and a novice high goal for an assignment were highlighted. She has students use ForAllRubrics to set goals and link to the evidence of their learning. She wants them to understand the purpose of their work. Lucy believes that if students do not feel comfortable and want to put in the effort, motivation would have to come from authority instead of desire. This is not ideal for her. For Lucy, and in line with the research on promoting self-regulated learning, students need to want to learn in order to be successful. Otherwise, learning becomes "drudgery."

The tone of Lucy's voice when she says that word makes it very clear that it is practically a curse. She clearly wants students to see learning as relevant and important to their lives. She feels the way to accomplish her goal is through promoting intrinsic motivation through choice and relevancy.

Spending time in class where students are guided through specific reflections, like those shown on the Nearpod presentation, focuses students' attention on why they are learning and what they have learned. She asked questions that got students to compare a previous writing assignment to a new and find how it had changed. They experienced practice self-assessing their change in proficiency and their ability to write more words or more complex sentences. They spent time really thinking about what they have learned and how they have progressed. They chose how they would represent what they had learned. She structured both self- and peer-assessments of learning. She had them share their reflections on Nearpod to help guide and inspire each other. She gave them feedback to help them understand their progress and to sharpen their abilities to self-assess their progress as well. Reflection and self-assessment, based on good goal-setting promotes self-regulated learning (Dörnyei, 2001; Little, 2004; Moeller & Yu, 2015; Moeller, et. al., 2012; Moeller, et. al., 2005; Zimmerman, 2008).

Lucy shared various resources and materials that she has created and adapted, and alluded to a few others. During the observation, there was the assignment related to the *Festival*. There were variations on this assignment for novice mid and novice high proficiency level goals. There was an example of how one might create a map for a labeling task. There was a quick write assignment in which students reflected in the target language about their experiences with the *Festival* and how they planned to demonstrate

their learning. She shared a few examples of how to use the interactive presentation tool Nearpod to support goal-setting and reflection. Questions that asked students to reflect on their learning were also featured. She pointed out that she felt students seemed to really appreciate having the responses of their peers visible to help them think more deeply about their own experiences. The IPA charts were also shown where students kept track of their progress toward the AAPPL levels as they worked on their IPAs. Lucy reflected that the stickers and badges really helped students get into friendly competition that pushed everyone to continue striving for more. Finally, her simplified versions of the AAPPL level requirements were shared for each skill. Lucy also alluded to the ways she combined the Can-Do statements in various ways to focus on quality over quantity.

Finally, the challenge that Lucy seems to always be facing is continual improvement, both for her practice and her students' learning. She had students use self- and peer-assessments to gain feedback on their learning. She gave students feedback on their learning and their assessments. She also sought feedback from her students to see how they felt about the tools she used in her classroom. All of this feedback promotes reflection and goal-setting to improve learning. The challenge for Lucy is continual improvement. Learning is a constantly moving target. Every time a goal is reached, many more are discovered. The path continues forward and out. This is the metaphor that the ACTFL Upside-down Pyramid points out in relation to language proficiency. The more that is learned, the more there is to learn. This constant evolution and growth is learning. Through self-reflection and sharing her ideas on her blog, Lucy is able to keep learning and moving forward and her progress propels her students' learning.

CHAPTER 5 CROSS-CASE ANALYSIS

Introduction

In the literature review portion of this study, a metaphor for language learning as a journey was developed as a structure to organize the discussion around the phases of implementation of LinguaFolio® (reproduced here as Figure 133: Simplified Implementation Cycle). It includes three phases: (1) The Mapping Phase; (2) The Traveling Phase; and (3) The Unwinding Phase. It was emphasized that teachers guide students through these three phases in order to promote self-regulated language learning.

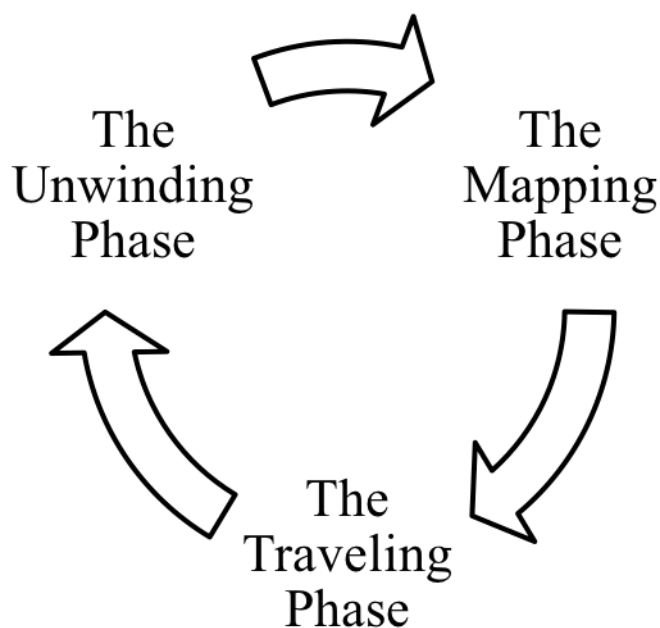


Figure 133: Simplified Implementation Cycle

A cross-case analysis of this study has revealed themes that coincide well within this framework. During the Mapping Phase of the cycle, teachers are most concerned with

motivation. The Traveling Phase is characterized by 90% or more target language (TL) use and task-based language teaching. Teachers guide students to reflect on their progress in the Unwinding Phase of the Simplified Implementation Cycle, before reentering the Mapping Phase and beginning the process once again. This cross-case analysis will demonstrate how the participants in this study reinforced the research highlighted in the literature review.

The Mapping Phase

The Mapping Phase considers how teachers promote motivation in their classrooms. The cases presented in this study provide insight into rewards to motivate students and how choice and goals within a proficiency-orientation toward language learning can help to transition students from extrinsic to intrinsic motivations.

Motivation is critical to language learning (Dörnyei, 2010). It can be thought of in terms of being extrinsic, coming from external rewards, or intrinsic when the source of motivation is internal to a person (Huitt, 2011). Madeline's use of stickers as a reward system is an example of extrinsic motivation. Likewise, when Caroline described giving students a stamp on their "Can-Do" statements, this is an extrinsic motivator. Both of these teachers called the practice of rewarding students with stickers and stamps as "cheesy," perhaps because this practice is more typical for younger children, rather than the adolescents in their classes. However, the popularity of rewards systems in video games has helped to spawn an era of "gamification" in which students are primed to be motivated by elements of game play in their real lives (Deterding, Dixon, Khaled, & Nacke, 2011; Robson, Plangger, Kietzmann, McCarthy, Pitt, 2015). In tangible form, these rewards are stickers or stamps, like those Lucy gives students on the IPA charts

when her students reach certain levels of proficiency. Online, these reward systems translate to the badges Lucy used on the ForAllRubrics site. Reward systems that grant users badges have been shown to increase user activity (Hamari, 2013). DuBravac (2013) reported that badges also have been found to promote achievement through recognition with a social group. Lucy reported that this system of “badgification” created a friendly competition among her students that pushed everyone to do better. Lucy’s stickers and badges, Madeline’s stickers, and Caroline’s stamps all served as extrinsic motivators for their respective students.

As was discussed in the literature review of this work, extrinsic and intrinsic motivation can serve to promote learning, though researchers generally agree that motivation should move toward becoming more intrinsic over time in order to promote lifelong learning (Ryan & Deci, 2000a; Willingham, 2008). Deci and Moller (2005) pointed out that choice in learning enhances intrinsic motivation. Each case featured elements of student choice. Ivy emphasized to her students when they were working on their digital stories that they would choose the images they wanted to represent themselves. Helen created various Google Forms for her students to choose which listening activities they wanted to focus on outside of class. Likewise, Caroline used physical and digital choice boards during her conferences with students to give them the choice of which skills they wanted to spend additional time practicing. Madeline and Lucy structured their assignments to give students choice in the proficiency level goals of every assignment.

Helen made the point that students will all begin at different levels and progress at different rates. Validating where students are and the progress they are making can help

make motivation for learning more intrinsic as well. All of the cases demonstrated how motivation for learning could become more intrinsic through the use of proficiency-focused language learning goals. Madeline discussed her use of the fluency levels, speaking specifically of the handouts she created to give students examples of language use for a given unit topic in each of the proficiency levels from novice mid to intermediate mid. She said these made a difference in motivation among her students. Ivy discussed using her Olympic flame containing the ACTFL proficiency levels to demonstrate and talk to students about continually building proficiency and setting realistic goals. She said that students liked knowing where they were at the beginning of the class and at the end of the class. She said they felt better about their progress because they understood their goals. Lucy differentiated her assignments based on proficiency level goals. In the observation, students were directed to label a map to aim for novice mid proficiency or to write a letter to aim for novice high proficiency. Students were able to reference their IPA charts to see where they were before and where they needed to aim next. When students were able to see their goals and understand their progress, motivation could become intrinsic and students could take important steps toward becoming more self-regulated as they learned that effort was more important than ability (Colvin, 2008; Dörnyei, 2001; Shenk, 2010).

The Traveling Phase

The Traveling Phase is concerned with how language is practiced and how evidence of learning is produced. The cases presented in this study demonstrated a focus on target language use and task-based language teaching.

All five teachers featured in this study were observed exemplifying the best practice of 90% plus target language use. In their position statement, *Use of the Target Language in the Classroom*, ACTFL (2010) recommended that the target language be used as exclusively as possible and that this could be achieved through various strategies, some of which were (1) providing comprehensible input that is directed toward communicative goals; (2) making meaning clear through body language, gestures, and visual support; and (3) conducting comprehension checks to ensure understanding. Helen, in particular, was noted to demonstrated exceptional skills in providing comprehensible input. She used doodles on the board, gestures, and play-acting to enhance understanding during the observation. Lucy conducted comprehension checks by asking students to explain back to her the instructions of assignments that had been given in Spanish. Ivy and Caroline maintained 90% plus target language use. Ivy used gestures and emphasis to aid in comprehension. Lucy and Caroline both featured high frequency words in displays on their classroom walls to support student use of the language. Madeline had a meme on her wall that set up the expectation that Spanish was to be used in class. She reinforced this idea by feigning confusion when her student asked for “water” until he understood to use the Spanish *agua* instead. Helen took language input beyond the classroom with her Google Form video listening activities because frequent input is what “trains that ear” and she wanted her students to hear French every single day, even on days they did not have class.

Listening input was important to each of the participants. Madeline read the description of Luisa to her students while they took notes. In her other class, she had students listen to the vlog about going to the doctor and highlight terms they heard on a

Wordle. In Caroline's class, students listened to Pee Wee talk about his day and completed an activity where they sequenced those events. Helen showed students videos about Louis XIV. Likewise, Ivy featured videos in her class to give her students listening practice related to narration in the past. Even Lucy had her students listen to translated songs in Spanish. Listening input gave students practice parsing the rhythm of the language and decoding context clues.

Writing tasks were featured in all of these cases. Madeline had her students write what they could remember about her description of Luisa to reinforce vocabulary around clothing. Caroline directed her students to compose tweets talking about their day to practice using the reflexive tenses. Helen had students write a description of a character with sentence starter prompts that invoked the subjunctive tense. Ivy had students practice the past tense by writing complex sentences for their digital story about their childhoods. Lucy asked students to either label a map or write a letter. Additionally, she had students reflect in the target language about their learning experience with her "*Escribe en Cinco*" exercises. All of these writing tasks prompted students in subtle ways to practice the structures and vocabulary of the unit they were studying.

Helen emphasized that she wanted students to profit from their time in class and focus on oral proficiency. She had students discuss Louis XIV in their peer groups after looking at an article online about Versailles. Ivy conducted mini oral interviews with each of her students at the end of the unit. Caroline conducted two conferences per semester with her students and had them work together in class daily. Madeline had students interview each other about clothes with her 5 *Preguntas* exercise. She also had her upper level class practice speaking by conducting doctor-patient skits for the class.

Speaking tasks can give teachers and students important feedback on their progress.

Caroline admitted that students did not like to hear their own voices when they reflected on the recordings they made throughout the semester, but that “they begin to see the value” in these type of reflections by the end of each unit because they could see their progress.

Intercultural learning tasks and authentic resources were also featured in most of the cases. Madeline shared her use of a sugar skull coloring activity to start a cultural comparison between the Mexican holiday *Día de los Muertos* and a local holiday in her area called Decoration Day. Caroline had students look at authentic Tweets written by and for native speakers. Students were even prompted to compose their own. Helen tied her class’s discussion of Louis XIV and Versailles to a comparison between the historical and cultural contexts and the students’ modern lives. Ivy shared the Hispanic Storytelling Project that involved students connecting with Hispanic families in the community to collect their stories. These types of tasks and resources help teachers be intentional in bringing students toward a language learning experience that is situated within an appropriate cultural context and help them to develop the intercultural communicative competence they will need to communicate beyond the classroom environment (Byram, 1989).

By providing students with rich target language input and using task-based language teaching, teachers can support learner autonomy (Paris & Paris, 2001). These cases provided examples of the best practice of 90% plus target language use. While it is true that during the Mapping and Unwinding phases, the native language is used, that is simply for clarity of goal-setting and to enhance depth of reflection on learning. During

the actual learning tasks of the class, 90% target language use was key. Additionally, they provided many examples of listening, speaking, writing, and intercultural learning tasks.

The Unwinding Phase

The Unwinding Phase focuses on how teachers guide their students to reflect on their learning progress. Teachers in these cases shared how they perceived the process of reflection to influence student learning and motivation to start the learning cycle again. The tasks reviewed in the previous phase are collected to demonstrate student learning as progress over time (Kohonen, 2002). The teachers guided students to reflect on their learning objectives and evidences to see this progress. Madeline wanted her students to be able to answer the question, “Did I reach these goals?” She wanted them to be able to show proof if they did reach those goals. Caroline emphasized that students could document their progress over time and find gaps to help them improve. Helen pointed out that students know what is in their own heads and were best equipped to find the gaps in their learning. Ivy stated that students liked seeing their progress through reflection and building their proficiency in the language. Lucy stated that students were “rarely surprised” by her feedback because they understood their own progress. Lucy also remarked that conversations in her classes were focusing on redoing assignments to improve learning, rather than focusing on extra credit to improve a grade. Reflecting on their learning progress enhances learning (Ur, 1996).

This reflection process was also reported to promote motivation in students. Madeline said that seeing their progress through reflection sparked students’ interest. She believed that when they saw what they had accomplished, it caused them to reach higher. She has seen this process cause her students to rise above standard expectations. This

echoed Helen's reflection that people will rise to the expectations that are set for them. She sees reflection as important because it helped her students "see a path forward" in their learning process. Caroline also specifically mentioned that students seem more motivated to work harder when they reflect on the progress they have made. It helps them to buy into this way of learning. DuBravac (2013) asserted that if students grow accustomed to this type of reflection, they may transfer the practice beyond their K-12 classrooms.

Conclusion

The Simplified Implementation Cycle served as a framework to organize the primary themes across the cases. The teachers in these cases focused on the ways they motivated students. Some used reward systems to help motivate students. All of the teachers incorporated a focus on proficiency in learning to promote intrinsic motivation and self-regulated learning. Each teacher focused on optimal target language use to promote input for their students. They all also displayed an element of choice in tasks to help promote motivation and self-regulated learning. They used various tasks to promote a communicative-based approach to learning that focused on language as a medium of communication. Finally, all of the teachers perceived student reflection on learning as a valuable classroom exercise that helped students understand their progress, see a path forward, and motivate them to continue learning.

CHAPTER 6 DISCUSSION

Summary of the Study

This study centered on LinguaFolio® implementation at the classroom level. A growing body of research is providing evidence that LinguaFolio® and its European predecessor, the ELP, promote academic achievement and self-regulated learning (Ciesielkiewicz & Coca, 2013; Little, 2009a; Little, 2003; Little, Goullier, & Hughes, 2011; Moeller, Theiler, & Wu, 2012; Moeller & Yu, 2015; Ziegler, 2014; Ziegler & Moeller, 2012). LinguaFolio® is highly customizable and open to the diverse contexts within which it is used. Moeller, et. al. (2012) pointed out a need for qualitative studies that illustrate how teachers are using LinguaFolio® in their classrooms. Using for inspiration the work of Little (2003) to collect studies of the ELP (see Appendix B: Summary of Nine ELP Studies), this study collected five illustrative examples of how LinguaFolio® implementation works in five classrooms in North Carolina.

This research took the form of a multiple case study in order to gain in-depth understanding of LinguaFolio® as it was embedded within a particular context (Hancock & Algozzine, 2011). These instrumental cases were constructed with a focus on “particularization” (Stake, 1995, p. 8). As opposed to an attempt to generalize, these cases served to illustrate implementation that was situated within each case’s specific context. Each case was different, but, as was shown in the cross-case analysis, each case shares themes that cut across best practices for implementing LinguaFolio®.

As a result of the literature and research on LinguaFolio, a framework was developed that embraced a metaphor of language learning as a journey. The resulting

model, dubbed, The Simplified Implementation Cycle (Figure 134: Simplified Implementation Cycle) was developed by synthesizing the research of experts in motivation theories, the ELP, LinguaFolio®, and self-regulated learning (Dörnyei, 2001; Little, 1999; Moeller, et. al., 2005; Zimmerman, 2008). It consists of three phases teachers guide students through: (1) The Mapping Phase; (2) The Traveling Phase; and (3) The Unwinding Phase.

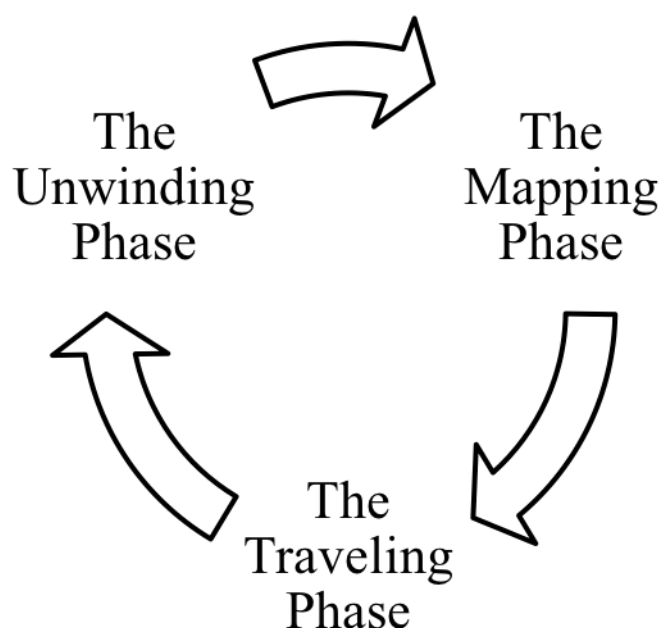


Figure 134: Simplified Implementation Cycle

The Mapping Phase deals with motivation and goal-setting. The Traveling Phase consists of target language input and task-based language teaching. The Unwinding Phase is concerned with reflecting on learning, self-assessing progress, and motivation to reenter the Mapping Phase to restart the cycle again. Research was highlighted to explore each of these topics further in the literature review. Through the cross-case analysis, this model helped to frame the common themes found across the cases.

Findings and Assertions

LinguaFolio® has the power to promote learning through goal-setting, task-based language learning, and reflection because it shifts learning from a top-down process, where teachers provide information to students and test their retention, to a collaborative conversation, where teachers and students work together to set goals, decide on evidence, and reflect on learning (DuBravac, 2013). Through this study, several key findings about how teachers implement LinguaFolio® have been highlighted: (1) Motivation and Goal-Setting; (2) Target Language Use and Task-Based Language Teaching; and (3) Guided Reflection and Self-Assessment.

Motivation and Goal-Setting. Why do we do what we do? Motivation theories seek an answer to this question. Pink (2011) pointed to Google's "20% time" as an example of success in motivation through choice and interest. Csikszentmihalyi (2008) discussed the concept of "Flow" as losing oneself to a task "for the sheer sake of doing it" (p. 4). The teachers in this study indicated that students buy into the process of LinguaFolio® and engage with the learning tasks because they are allowed some choice and customization of learning and they can see the progress they are making. The process of guiding students to set goals, create with the language, and reflect on the learning process was reported by the teachers in this study as being very motivating to their students. Remembering the questions that were highlighted in the literature review, this is where Little (1999) advised teachers to ask students two questions: "Where am I going?" and "Why am I going there?" The answers to these questions help students begin a journey of language learning that has the potential to continue beyond the classroom

because this way of learning equips students with the tools, and practice in using those tools, to keep learning.

Target Language Use and Task-Based Language Teaching. ACTFL (2010) recommended that target language use reach or exceed 90% of the time spent in the classroom. Krashen (2009) emphasized the importance of comprehensible input for language learning. The teachers in this study exemplified target language use and comprehensible input. In addition to this language input, these teachers employed tasks for the various communicative skills and intercultural understanding that students needed to practice and develop evidence of their learning process. They expressed that they always wanted to focus classroom learning tasks towards the goals of a particular unit. These communicative and intercultural tasks help students to develop the competences they need to be successful communicators in the target language (Byram, 1997; Canale & Swain, 1980; Long, 2009; Norris, 2009). Task-based language learning helps teachers support learner autonomy (Paris & Paris, 2001). These tasks both provide the practice in using the language and the output required to notice gaps in learning (Swain & Lapkin, 1995). These gaps are noticed through guided reflection and self-assessment of the evidence produced from task-based language learning.

Guided Reflection and Self-Assessment. One participant in this study pointed out that reflection and self-assessment are not tasks that come easy to students because they are unaccustomed to them. Though this may be true, through scaffolding, students can improve their confidence and ability with self-assessment (Tudor, 1996). The teachers in the study echoed this to be true for their students as they became more accustomed to the processes of reflecting and self-assessing. Most of the teachers in the

study specifically cited the ability of students to notice gaps in their learning through this process as one of the vital reasons for spending limited class time on guiding student reflection and self-assessment. Kohonen (2002) discussed the pedagogic function of the ELP as the “process aspect” where teachers facilitate and encourage students to develop learning strategies to modify their learning (p. 84). Though these portfolios are frequently discussed as products to demonstrate learning, the process of selecting evidence and reflecting on learning progress serves the pedagogic function of promoting learning through formative assessment (Ur, 1996). Teachers encourage and guide students to see where they need additional work and they support this in various ways. One participant offered her students choices to focus their practice where they felt it was most needed. Self-assessment helps students become more aware of their strengths and weakness, contributing to their progress toward learner autonomy (Brindley, 2001; Paris & Paris, 2001; Tudor, 1996).

Conclusion

LinguaFolio® can help support self-regulated language learning (Moeller, et. al., 2012; Moeller, et. al., 2005; Ziegler & Moeller, 2012). It is customizable to its particular context and will, therefore, manifest in different ways. This study presented five illustrative cases of LinguaFolio® implementation for the purpose of providing insight to those who wish to use or study it. These five cases are particular, but serve to illustrate five ways the research-based foundations of the model were represented. Every teacher’s classroom will vary but these three findings focus attention on important key aspects of using LinguaFolio®.

The overarching research question which guided this study was “How does LinguaFolio® implementation work at the classroom level?” The preceding five cases provided rich descriptions of the ways in which these five teachers, each in her own particular context, implemented LinguaFolio®. Overarching themes and implications gleaned from these cases include the importance of motivation and goal-setting, target language use and task-based language learning, and guided reflection and self-assessment. In conclusion, the implementation of LinguaFolio® following a model such as the Simplified Implementation Cycle, was supported in the literature and the particular cases of this study. These three key phases, Mapping, Traveling, and Unwinding, have been supported as one way of describing language learning with LinguaFolio®.

Limitations

One limitation of this study is related to the design of an instrumental case study. The cases described here are not intended to represent some larger population of language teachers using LinguaFolio®. The purpose of this study was to provide illustrative examples of implementation, but it was not intended to represent teachers not included in the study. As Stake (1995) pointed out “the real business of case study is particularization” (p. 8). The cases described here were true and accurate to the best of the researcher’s ability to describe a snapshot in time. As these participants continue to experiment and improve their own practice, future observations, interviews, or document collection from these five particular participants might paint a new picture of LinguaFolio® implementation. Likewise, other participants than those represented here would have undoubtedly produced varying perspectives on LinguaFolio® implementation.

Another limitation of this study lies in the recruitment of participants. Participants were recruited purposefully in order to focus on the central phenomenon of the study (Creswell, 2013). Certain characteristics were described in the methods chapter of the study and recruitment began from those points because the purpose of the study was to develop illustrative and diverse examples of implementation of LinguaFolio®. Additionally, participants were selected to be included because of their reputations within the professional community of language teachers in North Carolina. Stake (1995) stressed that this type of research is best when the “opportunity to learn is of primary importance” (p. 6). Several participants were recruited specifically because the researcher believed their cases would add examples of best practices to this study. A few of the recruited teachers were unable to participate in the study. Though the study presents five exemplars of best practices with LinguaFolio®, it will always be limited to just the five teachers who were able to participate at this point in time.

A final limitation to this study lies in the researcher’s bias. Since her introduction to LinguaFolio® in 2008 and her introduction to one of the leading researchers on LinguaFolio®, her doctoral advisor, Dr. Ali Moeller, in 2010, she has sought out examples of best practices in LinguaFolio®. Her eight years of study of LinguaFolio® would have trained her eye to look for certain aspects within the practice of the teachers studied in each case. This study is the culmination of a personal research journey to understand how LinguaFolio® works. Due to the time and effort invested in this topic and her personal relationship with Dr. Moeller, the researcher would naturally be biased toward a favorable perspective of LinguaFolio®. However, every effort was made, through an extensive review of the research in the literature review and member checks

with participants regarding her interpretation of the cases themselves, to present a valid study that adds to the insight on this language learning portfolio.

Implications

Due to a lack of illustrative examples of LinguaFolio® implementation, this study provided five cases to contribute to and further the conversation about implementing LinguaFolio®, both in classroom practice and for the purposes of further research. The model introduced in the literature review to synthesize research on LinguaFolio® and its foundational educational theories, the Simplified Implementation Cycle, served to provide a metaphor for language learning as journey.

This framework also served to organize discussion of the common themes across all five of the described cases. Based on the findings of this study, there are three fundamental phases that can be used to describe LinguaFolio® implementation: Mapping, Traveling, and Unwinding. These three phases encompass the work students must do to become more self-regulated and the guidance that teachers must provide to promote self-regulated learning. In the Mapping Phase, teachers motivate students through goal-setting. In the Traveling Phase, teachers use the target language and task-based language teaching to provide students with practice and evidence of learning. In the Unwinding Phase, teachers guide students to reflect on their learning process and self-assess their progress. As these phases were modeled in the cases of this study and reinforced by the review of the literature on LinguaFolio®, the ELP, motivational theories, and self-regulated learning, they may serve to provide language for future research into and discussions of LinguaFolio® and promoting lifelong language learning.

For now, they provide the following suggestions for language teachers who wish to implement LinguaFolio® in their classrooms:

- Teachers should consider the provided examples for motivating students, whether they are drawn more toward extrinsic rewards or intrinsic motivation that comes when students see their own progress in learning.
- Teachers should consider how they introduce and support proficiency in language learning to promote goal-setting for learning, whether they are drawn to more holistic approaches where students have end-of-course goals or more specific assignment-level goals of language proficiency.
- Teachers should take these examples as further evidence that ACTFL's position on 90% target language use is not only best practice, but also possible through considerations of comprehensible input, as was demonstrated in the cases of this study.
- Teachers should provide students with opportunities to practice language and create evidence of language learning through a task-based approach where all modes of communication and each of ACTFL's 5 C's (Communication, Culture, Connection, Comparisons, and Communities) are reinforced.
- Teachers should make time in their classes for guided reflection on learning and self-assessment of progress in order to promote learner autonomy and further promote motivation in their students.

Future Research

A report on LinguaFolio® would not be complete without setting goals for the next cycle of learning. The following are ideas for future research based on the experience of collecting and analyzing the data of this study.

1. The first idea for future research relates to the branding of LinguaFolio® in North Carolina. It would be interesting to delve into the various perspectives on why teachers no longer use the term. The researcher has suspicions which might serve to create foundations for hypotheses. The political climate is tricky in the state right now. Education does not seem to be a major priority for the legislature in North Carolina. In July 2013, a law was passed to discontinue the legal protections of tenure for public school teachers in the K12 system. While, the NC Supreme Court has recently ruled portions of the law to be unconstitutional (Jarvis, 2016, April 15), the general atmosphere in the state seems uneasy. Another area of concern might be the focus on a program called the Analysis of Student Work (ASW) Process (<http://ncasw.ncdpi.wikispaces.net>). This is an initiative by the North Carolina Department of Public Instruction that is intended to evaluate teachers based upon the analysis of the work their students produce. General feedback on social media has not been positive. Teachers who already felt overworked, underpaid, and not appreciated, now seem to feel even more overworked and stressed. Who has time for LinguaFolio® when there is no time for the required ASW program? Acknowledging a bias of perception on the ASW program based on the researcher's social and professional networks, the program does not seem to be perceived by those teachers who are required to participate as

a positive addition to their workloads. All of this is coupled with a mass exodus of teachers from North Carolina to better paying states. It is not that teachers want to be rich, but the promised raise to \$35,000 for starting pay is not easy to live on, especially for those paying off student loans (Willett, 2016, February 4). Since 1999, average teacher salary, adjusted for inflation, has dropped more than 13 percent across the state (Hinchcliffe & Johnson, 2016, April 26). The republican governor, Pat McCrory, has made promises to raise the average salary to \$50,000 (Binker, 2016, April 5). Again acknowledging the researcher's opinion is biased by her personal and professional social network connections, due to the fact that it is a gubernatorial election year in North Carolina, there is some doubt among colleagues and teachers as to whether this will become reality. With so much unknown, it would be worth developing a survey to gain perspectives on the future of World Language education in the state of North Carolina. As the researcher is connected with individuals at the NCDPI, there is ground for starting conversations about what would be most helpful to learn. LinguaFolio® is an initiative that the state has spent, and continues to spend, considerable time promoting. It is the hope of the researcher to find ways to help continue this process, despite the challenges in the educational system throughout the state.

2. A second research goal is related to the use of classroom materials and textbooks. For many years, the researcher has been interested in online textbooks. Moeller and Yu (2015) pointed out that, "increasingly language educators are discarding textbooks in favor of more meaningful contexts for the teaching and learning of a second language and culture" (p. 50). Madeline created her own curriculum on a

website that eventually was migrated to her course management system. A colleague in North Carolina developed an online textbook a few years ago. She and the researcher have discussed collaborating on another such endeavor that is based on the foundations of LinguaFolio®: goal-setting, tasks, and reflections. During this study, one of the participants made the following remark.

I don't use everything from the book. I am not somebody who will start at chapter one and go all the way through. I just pick what I need for whatever I'm trying to do and I just mash it up with other things.

There are a few elements of this quote that sparked the researcher's interest. First, the use of the phrase "mash it up" called to mind the concept of *derivative works* as understood through creative commons licenses. Briefly, creative commons licenses are ways to give creators more control over their content, specifically the ability to share their work and allow others to create derivative versions without losing attribution, or credit, for their work. This concept coincides with the flexibility of LinguaFolio® and the ELP. As was mentioned in the introduction to this work, there are more than 100 validated versions of the ELP from various nations (Schärer, 2007). Creating derivative works has become a popular concept online, especially in relation to works for fiction and art. Fanfiction is a way in which individuals create derivative works of their favorite stories, be they anime, books, cartoons, comics, games, movies, plays, or television shows. The fanfiction author owns no copyright and can usually not make a profit from a work that is developed as derivative of a copyrighted story. A notable exception

to this being E.L. James' recent Fifty Shades series that began as a Twilight fanfiction. Artists will likewise take favorite clips or portions of images and combine them with various other elements to create new pieces of art. Whether the artists have rights to profit from these will depend upon the various copyrights and creative common licenses involved. The point is that there has become a cultural and legal space where creation through "mash up" – a term made popular in relation to video media – where elements taken from different sources create a new whole. A new angle on this concept could potentially be created by developing materials under creative commons licenses that teachers could easily pull together in ways that make sense to their contexts. It would be interesting to create a mixed methods study that looked at cost comparisons of various textbook materials, as the quantitative piece, compared to the time and energy teachers believe it would take to develop open-source⁴¹ and creative common materials to share, as the qualitative piece. Teachers work hard to develop and customize classroom materials, as this study reinforced. Perhaps crowdsourcing a more collaborative and flexible, open-source set of materials based on the principles underlying LinguaFolio® would be a helpful solution.

3. Finally, a last inspiration for future study is based on the examples of cultural comparison tasks discussed in this study. The researcher wishes to delve deeper into current understandings of intercultural communicative competence (ICC). In addition to focusing on language in a communicative manner, ICC contextualizes

⁴¹ Open-source is a term borrowed from the computer coding lexicon to connote something that is made freely available and may be redistributed and modified.

language learning within an intercultural context. ACTFL will soon distribute a set of ICC Can-Do statements. These Can-Do statements are currently under development by an ACTFL Task Force.

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Appendix A: Institutional Review Board Approval

9/9/2015

<https://nugrant.unl.edu/era/om/irb/viewPrintedMessage.php?ID=462332>

June 24, 2015

Amanda Romjue
Teaching, Learning and Teacher Education
143 JL Norris Drive Boone, NC 28607

Aleidine Moeller
Teaching, Learning and Teacher Education
115 HENZ, UNL, 68588-0355

IRB Number: 20150615397 EX
Project ID: 15397
Project Title: LinguaFolio implementation at the classroom level: A collective case study of North Carolina teachers

Dear Amanda:

This letter is to officially notify you of the certification of exemption of your project by the Institutional Review Board (IRB) for the Protection of Human Subjects. Your proposal is in compliance with this institution's Federal Wide Assurance 00002258 and the DHHS Regulations for the Protection of Human Subjects (45 CFR 46) and has been classified as Exempt Category 1 and 2.

You are authorized to implement this study as of the Date of Final Approval: 06/24/2015. This approval is Valid Until: 06/23/2016.

1. Your stamped and approved informed consent document has been uploaded to NUGrant (files with Approved.pdf in the file name). Please use this document to distribute to participants. If you need to make changes to the informed consent document, please submit the revised document to the IRB for review and approval prior to using it.

2. Please submit school permission letters/emails as they are received.

We wish to remind you that the principal investigator is responsible for reporting to this Board any of the following events within 48 hours of the event:

- * Any serious event (including on-site and off-site adverse events, injuries, side effects, deaths, or other problems) which in the opinion of the local investigator was unanticipated, involved risk to subjects or others, and was possibly related to the research procedures;
- * Any serious accidental or unintentional change to the IRB-approved protocol that involves risk or has the potential to recur;
- * Any publication in the literature, safety monitoring report, interim result or other finding that indicates an unexpected change to the risk/benefit ratio of the research;
- * Any breach in confidentiality or compromise in data privacy related to the subject or others; or
- * Any complaint of a subject that indicates an unanticipated risk or that cannot be resolved by the research staff.

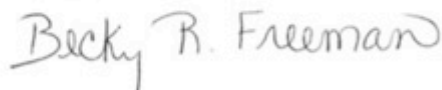
9/9/2015

<https://nugrant.unl.edu/era/om/irb/viewPrintedMessage.php?ID=462332>

This project should be conducted in full accordance with all applicable sections of the IRB Guidelines and you should notify the IRB immediately of any proposed changes that may affect the exempt status of your research project. You should report any unanticipated problems involving risks to the participants or others to the Board.

If you have any questions, please contact the IRB office at 472-6965.

Sincerely,



Becky R. Freeman, CIP
for the IRB



Appendix B: Summary of Nine ELP Studies

	Program	Teachers	Students
Czech Republic 1999-2000 8-15 y/o	3-ring binder; Aligned w/school curriculum; Eng/Fren/German; Matching assessment tables for learner & teacher to provide feedback	Most excited for modern tool & philosophy of the ELP; Some hesitant of change	Very positive! entertaining & motivating “The ELP is perfect!” Well-accepted by parents
Finnish Pilot 1998-2001 Upper Secondary Schools	Dossier central with links to other 2 parts through self-assess and reflection; integrate ELP into curriculum; “portfolio-oriented language learning” rather than “portfolio assessment”; peer assessment & self-assess before teacher feedback	Coordinated reflection activities to improve the quality of the process by developing thematic questions across the three year program; i.e. 1 st year focus on student's role as learner to final year being goal-oriented in learning & life	At first students didn't understand why they needed to reflect, but through the process of ELP realized the importance of being able to make important decisions about their learning.
French Technical Secondary School	Two teachers' experiences changing the classroom to a more student-centered environment using the ELP to promote autonomous learning	Frustrated that students weren't motivated; spent class time having students understand why class should be in TL; using peer teaching to promote autonomy	After initial work, students speaking more naturally; they feel valued & safe to correct peers; better comprehension & more attentive attitude -- “Portfolio attitude”
French Secondary School	Teacher using ELP to plan & evaluate writing a detective story collaboratively; students have 2.5 years experience learning English	Activities were designed and are planned using the ELP checklists for self-assessment whenever possible	Students are directed to be actively engaged with tasks that involved all modes; i.e. listening to peers/teachers, writing & summarizing story; drawing & describing characters.

	Program	Teachers	Students
Greece Pilot Lower & Upper Secondary 2002	French, English, German; Research-based adaptations made for Greek context; aims: promote life-long learning, multilingual/cultural life, value partial abilities; objectives: mutual understanding/tolerance, autonomous learning, usefulness of language, communication, intercultural competence, ability to plan & reflect	Find ELP useful in planning, presenting, motivating, and managing time; Believe ELP facilitates peer interaction	Believe ELP helps them think about learning & develop learning strategies; identify strengths and weaknesses; improves performance; understand the hows and whys of learning; ELP encourages them learn several languages and approach other cultures; "The portfolio helps me to develop my abilities and to practise my knowledge of foreign languages."; "For me the portfolio is an enjoyable game."
Ireland Boy's Secondary School	Class of 12-13 year old boys, religious school outside Dublin; 1 st year of learning French; ELP as practical means to involve learners in their learning, focus on dossier & language biography	Used a list of 18 themes for the exam but allowed students to chose when to focus on each which customized the ELP for the group; believes based on her observation of her students that ELP contributes positively to language learning process	Goal to pass state exam in French; progress evident in artifacts; take pride in their dossier; "French is easier...it's fun...because you get more fun when you're involved."; "You are unwittingly learning...having a good time when you're learning";

	Program	Teachers	Students
Integrate Ireland Language & Training Adult refugees	English language training for adult refugees; 3 versions of ELP - no experience, informal experience in country but no formal experience, at the brink of vocational training; all TL program	Facilitative role to help students reflect on learning; ELP used as a support for learning activities and to help understand how learning needs to progress	ELP is highly individual document and not used to assess them formally; pride in ownership; focus on individual learning goals; self-assessment steps to show small degrees of progress
Russian Pilot 1998-2001 Lower & Upper Secondary	example here: 15 yr old girl, mother tongue Russian, some Ukrainian at home, learning German - all comments from/about her	Need teacher help to fill out portfolio; essential to have teacher/native speaker appraisal to find errors	Allows me to show my proficiency; hone my skills (in Ukrainian); progress is more perceptible; self-assess lets learners see own improvement; ELP highlights/clarifies objectives; interesting but takes effort to learn to use
Switzerland Pilot 1999-2000	450 classes at all levels from lower secondary up; French, German, Italian, English; binder format	Harmony with traditional teaching not yet adequate	Positive opinion of most of ELP's functions/characteristics - especially self-assessment & reporting; "good means of assessing one's level of proficiency"; "I can show what I have learned"

Appendix C: Recruitment Email

Illustrations of LinguaFolio® Implementation

ESL and Spanish teachers, are you using LinguaFolio® in your classroom? Have you completed the LearnNC.org LinguaFolio® modules? Do you have great ideas that are working well in your classroom? Would you like to share your ideas with others?

If so, please consider participating in a qualitative research study on classroom practices of LinguaFolio®. Research will be conducted August-November 2015. The researcher, a PhD candidate from the University of Nebraska-Lincoln and Spanish instructor at Appalachian State University, would be honored to include you in her dissertation research. The research would involve a classroom observation in which you are implementing LinguaFolio® in your classroom (scheduled at your convenience), a follow-up interview to hear your insights, and any additional lesson plans or other classroom documents you wish to submit for review. Your name and all identifying information about your school will be made anonymous in the final report to protect participant privacy.

If you are interested in participating, please email the researcher, Amanda Romjue, at LinguaFolioResearch@gmail.com by July 15th, 2015. Include your name, contact information, and a few sentences about your interest in this research. Participants chosen for the study will be notified via email by August 1st, 2015 and asked to schedule their initial classroom observation.

Thank you for consideration of this request.

Amanda L. Romjue

LinguaFolioResearch@gmail.com

PhD Candidate

Teaching, Learning, and Teacher Education

University of Nebraska-Lincoln

Appendix D: Informed Consent Form

Title of Project:

LinguaFolio® Implementation at the Classroom Level: A Collective Case Study of North Carolina Teachers

Purpose of the Research:

This project will investigate classroom implementation of LinguaFolio® in ESL and Spanish classrooms in North Carolina. It is the goal of this research to develop themes that describe some practices that give insight into the practical use of this tool. You are invited to participate in this research because you are currently implementing LinguaFolio® in your ESL and/or Spanish class(es) and have indicated to the researcher that you wish to share your methods with others.

Procedures:

Participation in this study will require approximately three hours of your time, and is not considered as part of your duties. First you will be asked to schedule a convenient time for the researcher to come observe your classroom between August and November 2015. The researcher will quietly take notes from the back of the classroom without interfering in your class. This observation will focus on how you are implementing LinguaFolio®, which should influence when you wish to schedule the observation. In addition, the researcher may ask participants if they are willing to provide copies of lesson plans, class materials, and documents. If participants are willing to share these documents, they will be provided with an additional “Optional Permission for Use of Classroom Materials” consent form and asked to decide if they are willing to allow the reproduction of any of these materials. All forms of identifiers on these materials and documents will be removed to protect your identity as a participant. Finally, one thirty-minute follow-up interview should be arranged within one to two weeks of the observation. The interview will be recorded by the researcher. It will not be available virtually or to other persons. The researcher will personally transcribe the interview and substitute a pseudonym for you, your school, and any other recognizable individuals or organizations mentioned during the interview.

Risks and/or Discomforts:

There are no known risks or discomforts associated with this research.

Confidentiality:

Any information obtained during this study that could identify you will be kept strictly confidential. The data will be stored on the researcher's computer where it cannot be accessed remotely or in a locked filing cabinet in the researcher's office. The raw data will only be seen by the researcher and will be completely deleted and destroyed upon completion of the study, estimated to be May, 2016. The information obtained in this study may be published in scientific journals or presented at scientific meetings.

Opportunity to Ask Questions:

You may ask any questions concerning this research and have those questions answered before agreeing to participate in the study or during the study at any time. You may email the researcher at LinguaFolioResearch@gmail.com or contact her via phone at (828) 278-9816.

If you have questions concerning your rights as a research subject that have not been answered by the researcher, you may contact the University of Nebraska-Lincoln Institutional Review Board at (402) 472-6965, during regular office hours 9am-5pm CST.

Freedom to Withdraw:

You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigators, the University of Nebraska-Lincoln, or your school district. Your decision will not result in any loss of benefits to which you are otherwise entitled.

Consent, Right to Receive a Copy:

You are voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

☐ Please check this box if you agree to be audio recorded during the one-on-one interview.

Signature of research participant

date

Name and Contact Information of Researcher:

Amanda Romjue
PhD Candidate
Teaching, Learning, and Teacher Education
University of Nebraska-Lincoln
Phone: (828) 278-9816
Email: LinguaFolioResearch@gmail.com

Dr. Aleidine Moeller
Advisor
Phone: (402) 472-2024
Email: amoeller2@unl.edu

Appendix E: Field Note Template

Participant pseudonym:		
School pseudonym:		
Times	Observations	Annotations

Appendix F: Semi-structured Interview Protocol

~note: this protocol may change slightly to accommodate for practices observed~

- What planning do you do before you introduce LinguaFolio® to your students?
- How would you describe the way you introduce LinguaFolio® to your students?
- How would you describe the way you use LinguaFolio®?
- How often do you use LinguaFolio® in your classes?
- How do you support your students in the goal-setting process?
- How do you support your students in self-reflection?
- How do you support your students in the self-assessment process?
- What materials and resources do you develop and/or use to support LinguaFolio® in your classrooms?
- What challenges do you face in relation to LinguaFolio® implementation?
- How do you address these challenges?

Appendix G: Optional Permission for Use of Classroom Materials

As was stated in the Informed Consent Form, participants will provide various classroom documents such as copies of lesson plans, class materials, and documents used would need to be provided to the researcher in order to provide a complete picture of LinguaFolio® implementation in the classroom. That being said, such documents are the intellectual property of the participant. These documents may provide illustrative examples of practice in the final report. However, the use of such document in the final report of the study is a separate issue than that of their collection for the research. Participants are free to deny consent of their reproduction in the final report without impacting their participation in the study.

You are voluntarily making a decision whether or not to allow your collected documents in the final report. Your signature certifies that you have decided to allow the research to reproduce these documents. Your failure to sign this document will not preclude you from participating in the study. You will be given a copy of this consent form to keep.

☐ I consent to the use of my documents in the final report.

☐ I do not consent to the use of my documents in the final report.

Signature of research participant

date

Name and Contact Information of Researcher:

Amanda Romjue
PhD Candidate
Teaching, Learning, and Teacher Education
University of Nebraska-Lincoln
Phone: (828) 278-9816
Email: LinguaFolioResearch@gmail.com

Dr. Aleidine Moeller
Advisor
Phone: (402) 472-2024
Email: amoeller2@unl.edu

Appendix H: Additional Choice Board Exercise Examples

The following are examples of what a choice board might look like and an example activity for each of the included folders. These are only examples to help teachers think about how they might construct a similar activity that is personalized to their own contexts. These activities were shared by a participant and are for non-commercial, educational use only.



Habla: Yo mismo


I can describe my physical and personality traits.

((L))

Use your "Voki script" and record yourself saying it in Audacity. Please speak clearly and loudly. Once you have finished, please EXPORT your audio file as an MP3 file and save it in a safe place where you can access it on Thursday. This is part of your assessment, so do a good job!

Escribe: Yo mismo


I can write a description of myself.



Open the document called, "Voki script" and follow the directions. Make sure you spend thoughtful time on this task because it is part of your assessment.

Crea: Yo mismo

I can describe what I like and don't like to do.



Open the Google presentation. You need to create 10 slides – 6 about things you like and 4 about things you don't like. You must include a picture and a sentence. Here's an example:



Me gustan los gatos.

Cultura: Yo mismo

I can compare and contrast people.



Open the Venn diagram. Read the following passage about Don Quijote and Sancho Panza and fill in the Venn diagram accordingly. Please write your comparisons in Spanish.

El Quijote es una novela famosa de la literatura española. El autor de *El Quijote* es Miguel de Cervantes Saavedra.

El Quijote es la historia del famoso caballero andante¹, don Quijote de la Mancha. La Mancha es una región de España.

Don Quijote es alto y flaco. Sancho Panza es el compañero o escudero² de don Quijote. ¿Es alto y flaco como don Quijote? No, de ninguna manera. Sancho es bajo y gordo. Sancho Panza es una persona muy graciosa. Es muy cómico. ¿Y don Quijote? De ninguna manera. No es cómico. Él es muy serio y es muy honesto y generoso. Pero según³ Sancho Panza, don Quijote es muy tonto.⁴ Y según don Quijote, Sancho es perezoso.⁵

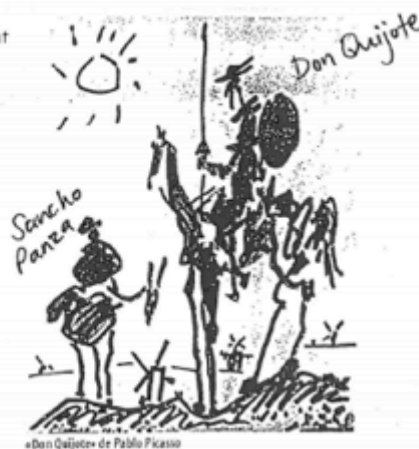
¹caballero andante— knight errant

²escudero— knight's attendant

³según— according to

⁴tonto— foolish


⁵perezoso— lazy



«Don Quijote» de Pablo Picasso

Lee: Yo mismo

I can understand a description of someone.



Open the document called, "Manuela, mi abuela." Read the poem and answer the questions. It will tell you whether you should answer in Spanish or in English.

Mira: Yo mismo


I can understand a description of someone's likes and dislikes.



Open the document called, "¿Qué te gusta hacer?" Watch the video and make a list of things Alicia and Miguel like and don't like to do. Please write your answers in Spanish.

Dibuja: Yo mismo

I can understand a description of someone.



You will need a blank piece of paper to do this activity.
Open the document called, "Dibuja – Los artistas".

Listening:


Listen to the audio and draw what you hear.

Reading:

Read the descriptions and draw the people being described.

Escucha: Yo mismo

I can understand a description of someone.



Open the document called, "Soy guapo". Click on the video link and watch and listen to the video. Fill in the missing words.