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Critical Success Factors for Teaching a Second Language in an Online Setting

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CRITICAL SUCCESS FACTORS FOR

TEACHING A SECOND LANGUAGE

IN AN ONLINE SETTING

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Abstract

In our society, learning in an online setting is on the rise and learning a second language is becoming increasingly beneficial. The following text presents a review of the critical success factors for teaching a second language in an online setting. The results indicate that the effectiveness of an online language classroom environment can depend on a wide range of features such as appropriate technological tools, class resources, diverse instruction, strong classroom management skills, good communication, a friendly classroom environment, and experience teaching online. When applying this research in my own online classroom, it was found that with these implemented necessities, the number of students who completed their language output assignment, titled "Time to Talk", significantly increased.

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CHAPTER I: INTRODUCTION

Online learning is no longer a unique component that can be used to educate students; instead, it is becoming more mainstream for students throughout the world. Students are enrolling in online learning courses in record numbers (Allen & Seaman, 2013). The constant improvement of online learning technologies, the use of the Internet as a way for students to communicate with their instructors, and the overall ability to obtain an education online, has allowed online learning to take the current education system to new and higher heights.

Online education has also been seen as the fastest growing alternative to traditional public schools in K-12 education (Glass & Welner, 2011; LaPlante, 2012). Several virtual schools have appeared within our country and have contributed to a great amount of educational achievement in schools where there had once been very little success. There has been a constant increase in the total number of high school students enrolled in online courses and pursuing online education (Glass & Welner, 2011). Through online learning, numerous students can graduate from high school, where students may not have had the opportunity to graduate or succeed due to certain restrictions on education in their area. The future of education is projected to increasingly include classroom courses that have hybrid features or are delivered solely online (Glass & Welner, 2011).

Online education for grades K-12 has been additionally known as a solution to a variety of educational concerns, including overpopulated classrooms, lack of highly qualified and certified teachers in local schools, shortage of desired courses, and the challenge of

accommodating students who need to learn at a particular pace and in a different environment (Cavanaugh et al., 2009). School districts and numerous states have increasingly included online learning as a means of educating students, and the traditional face-to-face environment is no longer the only method of providing education to students. The expansion of using technology and online learning has contributed to the creation and support of K-12 online education (Cavanaugh et al., 2009).

Online learning demonstrates the potential to transform K-12 education by allowing students opportunities to other high-quality educational choices outside the traditional classroom, and providing instruction that is tailored to meet specific student needs. Various educational innovations, along with the desire to serve increasing numbers of students and meet their diverse needs, have caused many K-12 schools to rethink and expand their learning and instruction methods. As the number of students using online education has increased, questions and concerns about high school online education as a method of learning and delivery have emerged also. People question the quality of the instruction and education compared to a traditional school (Cavanaugh et al., 2009). The overall growth in the total number of high school students currently taking online courses, as well as the importance of distance learning as a solution to educational challenges, has increased the need to study more closely the factors that contribute to successful K-12 online education outcomes.

In addition to concerns for online education as a whole, certain subjects being delivered solely online have been questioned more than others. More recently than other disciplines, K – 12 second language instruction in an online setting is becoming more common. The

effectiveness of learning a second language online is often a cause for concern because of the lack of face-to-face communication and a physical classroom, given that traditional language classrooms are typically highly interactive. However, although learning it in an online setting may not be widely accepted, it is agreed upon that learning a second language and being bilingual is greatly beneficial.

The multilingual world is becoming increasingly globalized and it is therefore very valuable to know more than one language. There are three main reasons for this such as, an additional language can help progress in a career, gain an awareness of other cultures, and it helps increase understanding and knowledge of one's own language (Pope, 2008).

One of the most significant reasons to be bilingual is for employment purposes. More and more job advertisements are specifying that they would prefer proficiency in more than one language. Furthermore, as more companies begin to trade internationally, people are frequently beginning jobs for which they need no language skills at first, but then being asked to relocate abroad, or offered a promotion that requires language skills. In fact, research shows that college graduates who were proficient in a second language had a 2 – 3% wage premium (Saiz & Zoido, 2005). Therefore, knowing another language helps with career enhancement (Pope, 2008). Some people refute this claim by saying that there are plenty of other jobs available that only require one language, but this is simply not the case anymore with the global recession and more countries being international.

An additional reason that it is beneficial to know more than one language is that it increases cultural awareness and allows you to communicate with different people (Pope,

2008). The best methods of learning languages also entail learning about another culture, especially when your language skills get to a higher level. This awareness allows people from different nationalities and religions to get along with each other better, which is very important given the high levels of immigration. Many countries with high immigration levels have trouble with a lack of integration, and this is often because of the language barrier, so people end up being segregated, staying in communities where their own language is spoken. Even those that say they don't care about meeting people of other cultures will have noticed these problems, and should accept the importance of learning other languages (Pope, 2008).

Finally, people should learn additional languages because it helps with the mastery of their own language and it is proven to be good for the brain (Pope, 2008). Some people believe that learning more languages leads to confusion, but besides the occasional odd word being misused, this is simply not the case. If one learns a new language, they have to study the grammar from scratch, and therefore end up with a much more in-depth knowledge of grammar as a whole than people who only speak one language. Furthermore, if you learn languages with similar roots, learning one of those languages can help you learn the others such as French, Spanish, and Italian (Pope, 2008).

Overall, there can be no denying that knowledge of multiple languages is an altogether positive attribute for individuals and society. It is highly beneficial to know more than one language for many different aspects of a person's life. If more people were multilingual, the world would be a more connected, prosperous place.

Knowing that learning a second language is highly valuable, and knowing that more

students are learning in an online setting, it is essential to learn how to make this traditionally highly interactive, face-to-face subject area effective in an online classroom. Online language teachers can ensure the success of the students in their classroom by researching and following through with the needs for an effective online second language learning environment. Therefore, the questions guiding this research are: What are the critical success factors for teaching a second language in an online setting? When implementing these strategies, are the students actively participating in second language output and successful in class?

CHAPTER II: LITERATURE REVIEW

Literature Search Procedures

To locate the literature for this thesis, searches of EBSCOhost, EZproxy, Taylor and Francis Online, Online Wiley Library, and ERIC, and were conducted for publications from 2000 to 2018. This list was narrowed by only reviewing studies from peer-reviewed journals that focused on online language learning, online teaching strategies and professional development in second language content area literacy found in journals that addressed the guiding questions. The key words that were used in these searches were "online language learning," "second language acquisition online," "online language teaching," and "online second language teaching methods." The structure of this chapter is to review the literature on online second language teaching in six sections in this order: Technology; Resources; Instruction; Classroom Management; Communication and Teacher Characteristics.

Critical Success Factors for Online Second Language Teaching

Online learning can be viewed as an easily attainable way to earn an education and has become widespread with the emergence of the Internet and other new technologies. A student simply needs a device that can connect to the Internet and they are set. However, this does not guarantee to be the optimal learning environment. According to Lin and Zheng (2015), online environments pose new challenges to students and teachers, and this is especially true in the case of language courses. In addition, Alberth (2011) explained in his article, C*ritical success factors in online language learning*, that with the rise of online language courses, so too does the research examining it's effectiveness and a desire to answer the questions, what are the

critical success factors needed in online language learning (Alberth, 2011)? Similar to in the traditional classroom, there are certain resources and attributes, or "critical success factors" that can make teaching and learning a second language online more successful (Alberth, 2011). The success of an online language environment can depend on a wide range of necessities from technological tools to personality traits of the teacher.

Technology

From the first day of school, there are certain technological tools that the teacher should be using to help guide students to success in an online language learning classroom. First and foremost, the online language teacher and students will need reliable technology. As stated in his research, Alberth (2011) explained that no matter how great the instructional design is, or how difficult the objective is that day, no learning will take place in an online language classroom unless there is dependable, working technology.

Choice of technology. In addition, the technology should not only be usable, but it must also be the correct choice of technology. Alberth (2011) stated that the choice of which device to use to support certain language learning tasks is critical, for it's effectiveness may vary, depending on the nature of the tasks at hand. This goes for online language students as well. For example, if a student is completing a research essay for Spanish class, a desktop computer or laptop computer that can connect to the Internet is the most appropriate device. However, if an online language student is contacting their teacher through text or phone call, a cell phone is needed. Students must have reliable, working, and the correct choice of technology in order to be successful second language learners in an online setting (Alberth, 2011).

Availability of technology. With new technology developing all the time, online language teachers are having more options for different tools and applications that can be used to enhance their instruction. Specifically for learning a second language, apps like *WhatsApp* and *Duolingo* are available. These are both apps that can be used for students to practice writing, reading, speaking, and listening to the target language. However, in order for an online language teacher to utilize these resources, they need to have access to a smartphone or tablet, and all students must have the ability to use them as well (Mellati et al., 2018). This would require all online language students having a smartphone or tablet. Through their research, Mellati et al. (2018) found that online language students believe that they can participate in learning a second language more independently and confidently if they have access to the Internet and the correct technology devices. Therefore, all online language teachers and students must have reliable technology and have access to the best option of technology needed for the assigned tasks in order for learning a second language online to be most effective (Mellati et al., 2018).

Troubleshooting technology. Although technology is crucial for second language learning to be successful online, there can be issues that arise when using it. There may be times that the Internet is not working correctly, or the program the student or teacher is using is continuously showing an error message. In his article, Alberth (2011) explained that this can have a major consequence on the flow of online student learning and disrupt students from doing what they need to for school. These could be tasks such as completing an assignment or joining in on a synchronous lesson. Having background knowledge of how to troubleshoot and

resolve the technological issues when they occur can have a huge effect on student learning (Alberth, 2011). When online language teachers and students have ideas on how to fix the technology that is not working properly, they can get back to the tasks they were completing and back to effective teaching and learning. Compton (2009) suggested in her research that in order to learn these skills, online language teachers and students may need to attend training sessions on technology and how to troubleshoot technology provided by professional IT workers (Compton, 2009).

Prompt technological support. However, there may be times when the students and teachers can't resolve their technological issues on their own, even with knowledge in troubleshooting. The next step to fix their issues would be to call technical support and seek further advice. To help make this process more efficient, so students and teachers can get back to their schoolwork, prompt and effective technical support must be readily available (Alberth, 2011). With delayed support, this only puts an even bigger pause on teacher and student work that is already being postponed due to the technology issues in the first place. Online language students may see this pause in their learning flow as an "out" or an excuse to not have to complete the task at hand. Alberth (2011), suggested that by making contact with the technical support as accessible as possible, such as with an online chat feature, students will be much more open to contacting them and finding a solution to their issue. With easy ways to contact and receive prompt and solid support from the technical team, online language students and teachers can hopefully resolve their technological issue quickly and easily (Alberth, 2011). Therefore, once their technology is back to working effectively, they can continue with their

online language learning with little disruption.

Resources

Now that effective technology and technological support is established, there are additional actions online language teachers can take to ensure class resources are set so that their students are successful from the start of the school year. Li (2018) explained that online language students are exposed to more and more online resources and tools with the advancement of the Internet. In her book, Chapelle (2001) stated that online language students may benefit from resources such as software designed specifically for learning a second language (i.e. *Duolingo*, *WhatsApp*) and electronic tools to help them with language comprehension (i.e. subtitles and text to speech synthesis) and writing (i.e. spelling and grammar checkers). In addition, online language students also have access to what some would argue is the most important source of data for learning another language: a variety of spoken and written language that they can choose from on the Internet (Chapelle, 2001). The range of resources and practices creates many opportunities for online language learners and teachers.

Online language teachers should perceive these resources accurately, organize them efficiently, and provide students with the most suitable second language learning tools for their class (Li, 2018). At most online schools, students have access to the necessary resources for the class on a message board or similar platform that the school uses. Li (2018) suggested that organizing these resources by when they are used or by type of resource can be extremely helpful for students. Some online language teachers will upload all resources needed for the semester before the class even begins. This can be overwhelming if the resources are not

sorted or organized in a certain way that makes sense for students to easily find what they need (Li,2018).

Even more than the message board provided by the online language teacher, the Internet provides students with access to an unlimited number of resources and tools. According to Li (2018), although this is a great feature of online language learning, it is even more efficient when teachers simplify the available resources needed for their class and organize them in a user-friendly manner. Online language teachers need to encourage students to utilize the message board and the resources chosen and created for the class instead of searching the Internet for their own tools to help them complete their assignments (Li, 2018).

Video tutorials. An important type of resource that has been found to be useful to online language students and families is video tutorials. In her article, Chakowa stated that video tutorials should be used as one of the first items online language teachers share with their students so they can visually see how to access the materials, assignments, and assessments that they need (Chakowa, 2018). In addition, video tutorials can be made for more specific tasks such as how to complete a test or how to share a discussion post with classmates. Chakowa (2018) explained that these videos take the place of modeling that normally occurs in a traditional classroom and how online language teachers can incorporate scaffolding. Breaking down academic and non-academic tasks into steps is essential for new online language students as they are learning how to navigate the online system and complete their assignments simultaneously. However, veteran online language students can also benefit from the modeling and scaffolding in the video tutorials as well (Chakowa, 2018).

Instruction

An additional way for online language teachers to help students have a clear

understanding of the class materials and expectations is to keep a consistent structure and

layout of the class lessons. As Alberth (2011) explained from his research, it is important to

develop consistent lesson designs to enable students to efficiently navigate the online language

course materials. Inconsistent designs could be confusing for some online language students

when trying to access learning materials or using online communication tools (Alberth, 2011).

Enkin and Mejías-Bikandi (2017) stated in their article that having a generalized structure and

routine while in an online learning platform will keep the students from guessing what activity

is next and they will feel more comfortable. For example, a broad lesson structure could be

beginning with a welcome, followed by a lecture, an activity, and ending with an exit ticket

question. The consistency of lesson design works well for online language students, especially

when new to online education (Enkin & Mejías-Bikandi, 2017).

Variety of activities. While keeping the lesson structure consistent may be helpful,

including a variety of activities or assessment types to fit multiple learning styles is essential for

students learning a second language online (Alberth, 2011). Alberth (2011) quoted in his article,

"By designing activities that could benefit a diverse array of student characteristics, there is a

real chance that online delivery will become a success. On the other hand, failing to take

student characteristics into account may result in meagre learning or, even worse, the failure of

such endeavours" (Alberth, 2011, p. 26). This can include doing different activities while in a

synchronous lesson as a class, or offering different options to complete an assignment. As

Rubio (2015) shared in his research, "Rather than try to replicate whatever practices are common in the F2F classroom, online teaching should explore new avenues for assessment that are consistent with a different delivery mode" (Rubio, 2015, p. 406). This idea could be carried out by having "choice boards" where online language students have the ability to choose their assessment for the specific objectives or units. By choosing the assessment that best fits their learning style, this autonomy and control will lead to further student learning and second language mastery (Rubio, 2015).

Access to materials. Along with having a consistent instructional design and a variety of activities, there are other features that are necessary for teachers to have in their synchronous lesson room in order for online language teaching to be effective. First and foremost, online language teachers must have access to the digital materials and organize what they need for their synchronous lesson pre-session (Meskill & Anthony, 2014). The online language teachers interviewed in Meskill and Anthony's study shared that one benefit of teaching a language online is having access to all of the visual and aural resources literally at your fingertips. In a physical classroom, it can be difficult to come up with examples, pictures, videos, or other resources needed on the spot. But because online language teachers are behind a screen, these materials can be quickly accessed and shared with the students in a synchronous lesson room. This idea was described by one online language teacher surveyed as "Poof it's there!" (Meskill & Anthony, 2014, p. 180). Rather than handling physical objects or writing out examples and cues on a board, online language teachers can find and display relevant material quickly and efficiently (Meskill & Anthony, 2014).

Classroom Management

A synchronous lesson room has many features that can assist online language teachers during their class. It is essential for only the teachers to have control over these features in order for their classroom management to be successful (Meskill & Anthony, 2014). For example, being able to pull over new windows with material and information for the students when appropriate, or being able to play/pause the instructional video. Meskill and Anthony (2014) explained that if the students have the ability to do this as well, this can cause a distraction and disrupt their learning. In a survey of online Russian teachers, one teacher explained the necessity to have control of the features in a synchronous lesson and at times to disable the chat window in the synchronous lesson room. She stated, "Indeed, it can be distracting but I only had one class that was out of control with their texting to each other on the topics not related to the lesson. If it's too disturbing, teachers can disable chat" (Meskill & Anthony, 2014, p. 183). By utilizing their power over the features during a synchronous lesson, online language teachers can have successful classroom management (Meskill & Anthony, 2014).

Sentiment check. Although classroom management may both be needed in a physical classroom and an online classroom, there are many things that are different. Most obviously, online language teachers are not able to physically see their students while in a synchronous lesson room. Online language teachers shared that this can cause a disconnect as a teacher in a traditional classroom can often see if a student is understanding the material or not by their nonverbal communication (Meskill & Anthony, 2014). Therefore, online language teachers

often find themselves asking students if they understand or how they are feeling. In a survey of online language teachers, a teacher reflected that she is able to understand "based on their reactions" whether students are paying attention and understanding what is going on and that she makes adjustments accordingly, much like in the traditional classroom (Meskill & Anthony, 2014, p. 185). The difference, of course, is the rate and mode of reaction she can observe. In addition, online language students will often respond that they are fine and understand the concepts even if they do not.

Li (2018) experimented with this idea and proposed a sentiment-enhanced learning model for the online language classroom. In her article, *Sentiment-enhanced learning model for online language learning system*, Li explained that this included having online language students share emoticons and texts privately to express how they were feeling about the instruction or material at hand. This was a more simple and effective way to get feedback from the students. Through her research, Li (2018) found that when online language teachers are aware of how their students are feeling or if they are understanding the instruction, the teachers can then intervene or re-explain when needed. The semantic-based module can perceive the student's outlook and improve the efficiency of second language learning (Li, 2018).

Communication

To compensate for the lack of immediate non-verbal cues in online courses, successful, clear communication is also needed from both online language teachers and students (Lin & Zheng, 2015). Lin and Zheng stated in their article that although asynchronous communication

may seem easier on occasion, it is essential to use synchronous communication at times so the information is clearly delivered. Research even further advises online language teachers to try multiple modes. If emails or texts are not working, then it is important for online language teachers to pick up the phone and make a call (Lin & Zheng, 2015). It's also necessary for online language teachers to decide what mode of communication is most appropriate for the reason they are contacting the student or family (Enkin & Mejías-Bikandi, 2017). Enkin and Mejías-Bikandi (2017) provided the example that a short email might be good to explain to students the weekly objectives and tasks, but to discuss a student cheating on a test, a phone call may be best. Synchronous communication is not only the clearest way to deliver information, but it also holds students accountable and can be more impactful on the online language student (Enkin & Mejías-Bikandi, 2017).

Community building. Teachers cannot only use communication to help a student academically, but also in terms of building a community in their online language classroom. According to Lin and Zheng (2015), "Teachers can use clear communication including concise writing to express care and concern, as well as to demonstrate their interest in building relationships with students" (Lin & Zheng, 2015, p. 278). In her research, Senior (2010) found that physical separation of online language students has a tendency to reduce a sense of community, giving rise to feelings of disconnection, isolation, distraction and lack of personal attention. Forming a sense of community and relationships with their students is one of the most detrimental things an online language teacher can do (Senior, 2010). Rovai proposed that four dimensions define classroom community: spirit, trust, interaction, together with

commonality of expectations and learning goals. He stated, "The first of these dimensions, spirit, incorporates the feelings of friendship, cohesion and bonding that enable learners to challenge and to nurture each other (Rovai, 2002, p. 4). Online language learners need to feel a sense of connectedness, and feel a part of and included in the group in order to be successful (Rovai, 2002).

In a survey of online Russian teachers by Meskill and Anthony (2014), they reported asking students about their daily lives and their personal opinions as a means of community building. The more an online language student discloses personal information, the more others will reciprocate. In turn, the more the students know about each other, the more likely they are to establish trust, seek support, and feel overall satisfied in the online language classroom environment (Meskill & Anthony, 2014). Increased dialogue about student's personal lives can therefore strengthen the online language classroom community. Meskill and Anthony (2014) explained that these conversations can occur as an entire class and/or privately between the online language teacher and student. Two teachers interviewed by Meskill and Anthony commented about student's side conversations where students use Russian or English to socialize during the synchronous lesson sessions. "Using the chat pod or private chat, students actually build connection and build trust online and that minimizes the feeling of isolation" (Meskill & Anthony, 2014, p. 182). A sense of community can have lasting effects in an online language learning classroom.

Senior (2010) continued in her article that as well as developing a relationship with their online language teacher and peers, a sense of community will cause students to feel more

comfortable and cause them to participate and be a part of the online language class. Online

language student engagement is enhanced when class members connect with one another.

Senior (2010) provided the example, "...when there is a sense of community, students are more

comfortable in whole-class learning activities that engage students both cognitively and

affectively" (Senior, 2010, p. 142).

Many times, students have anxiety with speaking a second language, especially students

in an online language classroom where social anxiety is a common occurrence. But with a sense

of community, it is more likely students will be engaged and participate in second language

activities. One idea given by Senior (2010) that can emphasize the view that the classroom is a

community – like environment is to play language learning games and activities that entail

students to speak the language and interact with each other. The online language teacher can

orchestrate speaking activities that reinforce the idea that the class is a united language

learning community with a positive, pleasurable overall atmosphere (Senior, 2010).

Prompt communication. An additional way for online language teachers to build

rapport is to be readily available and communicate promptly with their students. When

surveyed for Lin and Zheng's research, online Chinese teachers indicated the importance of

timeliness in communication. Teachers at an online school are typically expected to reply to

student's questions and return assignments within a certain timeframe (Lin & Zheng, 2015). To

achieve this goal, there is regular checking of emails and frequent email communication

between the online language teacher and student. The same structure is established for phone

calls. With online language teachers required to respond to missed phone calls, voicemails, and

texts within a short timeframe, they are often checking and communicating on their phone (Lin & Zheng, 2015). In another study by Mellati et al. (2018), it was found that when online language teachers responded within 12 hours after the message was received, that the students seemed to appreciate this timely response. This led the teacher to believe that prompt response to student communications is important in online language teaching (Mellati et al., 2018).

Feedback. More specifically to prompt communication, timely and effective feedback to student work is essential in the online language classroom. The success of an online language learning environment relies in a great part on the constant dedication of the teacher (Chakowa, 2018). In Chakowa's study, many online language students indicated they appreciated their teacher's involvement, prompt responses, and personalized feedback. Chakowa (2018) found that with punctual response, online language students could use their teacher's feedback to learn from their mistakes, make revisions on their work, and raise their grades. Online language students can also use the feedback provided by their teachers to help them with future assignments. Therefore, prompt and useful feedback can lead students to be more successful in an online language classroom (Chakowa, 2018).

Availability. One of the biggest advantages to learning a second language online is the high availability of teachers. Most online schools have a communication policy where teachers must respond to their students calls, texts, or emails within a certain amount of time (Lin & Zheng, 2015). According to Mellati et al. (2018), the high availability of teachers to online language learner's questions and concerns can enhance the learning process as student's

productivity may be delayed if they are not addressed in a timely manner. Additionally, Mellati et al.'s research found that similar to the brick and mortar setting, online language teachers feel that their constant presence gives the students a sense of security. The online language students consistently have someone who they can ask questions and bring concerns to, and they do not feel alone (Mellati et al., 2018).

Teacher Characteristics

Along with all of these critical success factors to be a successful online language teacher, certain personal traits can have a major influence on the effectiveness of the online language classroom. According to Alberth's study, the teacher must first believe in students' ability to successfully learn a second language online and have a positive attitude towards teaching a language in an online environment (Alberth, 2011). Alberth stated, "Thus, if we want our students to have positive perceptions of online delivery, then the teacher him/herself should have such attitudes in the first place" (Alberth, 2011, p. 23). Unless the online language teacher shows enthusiasm and puts trust in this new technology, convincing students of the value of technology-enhanced learning would be a particularly difficult task (Alberth, 2011). Online language teachers who believe in the value of new technology are more likely to have greater enthusiasm and motivation in their teaching than those who do not. Therefore, they will have greater ability to endure the challenges of online language teaching (Alberth, 2011). These attitudes may, in turn, be contagious to students and will lead to a positive, successful experience learning a second language in an online setting.

Teacher experience. As in the traditional classroom, online language teachers improve

their skills and become better with years of experience. It is said in Lin and Zheng's *Teaching practices and teacher perceptions in online world language courses* that in the first years of teaching, online language teachers tend to focus on being an online facilitator and having their class run smoothly (Lin & Zheng, 2015). Lin and Zheng (2015) continued on to explain that these inexperienced teachers are more concerned with having the correct resources posted on the message board than if they are using the best assessment for a specific unit. Additionally, Bailey and Card (2009) commented, "…but with years of experience, they slowly transition to focusing on their content and craft of online teaching" (Bailey & Card, 2009, p. 154). Online language teachers with experience find themselves utilizing effective tools in a synchronous lesson, improving the assignments that are in the curriculum and ensuring the examples they use in class reflect what the students will be tested on in the future. This shift can have a large effect on the online student's learning experience and strengthen the student's second language skills (Lin & Zheng, 2015).

Teacher training. Even with years of experience, online language teaching still requires adequate training in order for teachers to be successful in this environment. Compton shared, "While the number of online language courses is increasing, teacher training at its present state has not focused on preparing language teachers for the challenges of teaching in an online environment (Compton, 2009, p. 96). Compton (2009) followed up by stating that researchers have warned against the belief of a natural transition from teaching in a face-to-face classroom into an online environment. These two atmospheres clearly entail different challenges and requirements to have a successful learning experience. Furthermore, with the rise of online

language courses, teacher educators need to pay more attention to the preparation of future

language teachers in the online environment (Compton, 2009). Without thorough teacher

training, learning a second language online will not be successful. The effectiveness of the

online language classroom will depend on the teacher's personal characteristics and technology

skills (Compton, 2009).

CHAPTER III: APPLICATION OF RESEARCH

The literature review provided several critical success factors that an online language

teacher can implement to be as effective as possible. As an online language teacher, one of the

biggest goals is to have your students use the language and participate in second language

output (Alberth, 2011; Chakowa, 2018; Compton, 2009; Lin & Zheng, 2015; Mellati et al., 2018;

Meskill & Anthony, 2014; Rubio, 2015). This is difficult in an online classroom where there is not

as much synchronous interaction as in the traditional language classroom. However, it is still an

important aspect of a language class.

In my current Spanish I and II classes, several students do not actively participate in their

language output assignments. There are even some students who complete Spanish I and II

online and never have output of the language. This is due to students having anxiety about

speaking the language and students not knowing how to complete these assignments

(Chakowa, 2018; Compton, 2009). Because of these issues, typically less than half of the

students complete these language output assignments, titled "Time to Talk", where students

practice speaking Spanish, even though it is worth 10% of their grade. The idea of students

completing the class without second language output is difficult for me knowing the

importance of speaking and using the language (Alberth, 2011; Chakowa, 2018; Compton, 2009;

Lin & Zheng, 2015; Mellati et al., 2018; Meskill & Anthony, 2014; Rubio, 2015). Therefore, now

knowing the critical success factors reported in the research that are required in order to be an

effective online language teacher, I plan to appropriately implement these strategies to help

increase the number of Spanish I and II students participating in their second language output

assignments.

The most challenging assessment for online Spanish I and II students in my classroom to

complete is "Time to Talk." "Time to Talk" is an assessment where Spanish I and II students

speak Spanish and are graded on their accent, flow, and pronunciation as seen in Appendix A.

The purpose of this application project is to implement the critical success factors for teaching a

second language in an online setting to increase in the student participation of "Time to Talk."

The students have a "Time to Talk" assignment in their lessons approximately once a

month. In my Spanish I and II curriculum, the original assignment instructs the students to join a

specific "Time to Talk" synchronous lesson room where they meet with an assigned Spanish

tutor. The tutor has small activities prepared in Spanish that deal with matching, reading words

and sentences aloud, filling in the blanks, and more. In addition, I offer alternative ways that

students can complete their "Time to Talk" assignment as seen in Appendix B. By having

options, students can choose to complete the assignment in a way that best fits their learning

style (Alberth, 2011; Rubio, 2015). The options for "Time to Talk" include: 1. Completing "Time

to Talk" as normal with the tutors in a synchronous lesson, 2. Completing "Time to Talk" with

me in my synchronous lesson room, 3. Making a recording speaking 10 vocabulary words and

five complete sentences from the assigned unit and sending it to me via email or text, 4. Calling

me and leaving me a voicemail speaking 10 vocabulary words and five complete sentences from

the assigned unit. With the additional options, students are able to complete the assignment in

a way that is more comfortable for them. When doing the recording options, students can redo

their recording multiple times and practice speaking Spanish before they turn it in. This also takes away the stress of having to speak Spanish to an actual person in real time. These helpful additives to this assignment should make students feel supported, motivated, and able to complete their "Time to Talk" assignment (Alberth, 2011; Rubio, 2015).

Similar to the needs of all online education, this assignment does require students to have a proper technology (Alberth, 2011). Depending on the alternative that the students choose, they could need different types of technological tools (Alberth, 2011). If they choose to complete "Time to Talk" in a synchronous lesson with me or with the tutor, the students will need a laptop or desktop computer that will connect to the internet, high speed internet, headphones, and a microphone. To complete the recording option, the students will need a phone with a recording app or function, and a laptop or desktop computer and internet if they choose to send the recording to me via email. These technology devices also need to be available to me, the teacher, and the Spanish tutors as well in order to receive and grade the "Time to Talk" assignments (Mellati et al., 2018). Because it is relying on technology, the "Time to Talk" assignment may have some technological issues that will require troubleshooting. To help solve these issues, the tutors, students and I should have a basic knowledge of what they can do to fix the technology problem and complete their "Time to Talk" assignment (Alberth, 2011). With experience, we learn simple technology solutions such as leaving and re-entering the synchronous lesson room, using a different laptop or computer, or sending the recording through a different pathway. However at times, the tutors, students, or I can't resolve the issue and the students will be asked to reach out to technological support. It is best if there is prompt

technological support available so students can quickly return to finishing their "Time to Talk"

assignment (Alberth, 2011).

To help students be aware of the different options for their "Time to Talk" assignment, I

post the alternative "Time to Talk" choices on the message board on the first day of school as

seen in Appendix B. Having these options organized and available to students on the first day,

helps students be aware of the alternatives they have and can prepare them for the "Time to

Talk" assignment (Li, 2018). In addition to posting the alternatives, I also make video recordings

explaining and walking through each of the different options. This can help students see visually

what needs to be done, where they can access what they need to in the school's online

platform, Connexus, the difference between the assignment options, and what they need to do

to complete their "Time to Talk" assignment (Chakowa, 2018).

Specifically when students complete their "Time to Talk" assignments in a synchronous

lesson with me, the same format is always used as seen in Appendix C. Students enter the

room, I welcome them with a brief conversation, students read the 10 vocabulary words and

five sentences on the white board, I provide them with feedback on their accent, flow, and

pronunciation, if needed I may have the students practice a few more words if the student was

repeatedly having the same pronunciation error, I enter their grade into their grade book, and

the student leaves the synchronous lesson room. By having this consistent structure, students

who complete "Time to Talk" with me in my synchronous lesson room are clear on what they

need to do and are comfortable completing this assignment (Alberth, 2011; Enkin & Mejías-

Bikandi, 2017). When more practice words are needed for students who continuously made the

same pronunciation error in "Time to Talk," I quickly am able to find more by having my lesson open in another window on my laptop to a list of vocabulary words. This instant access to more vocabulary words allows me to promptly share with my students in a synchronous lesson with me to help them fix and learn from their initial pronunciation mistake (Meskill & Anthony, 2014).

Additionally to having this quick access to more vocabulary while in the synchronous lesson room, I also need to have control of the features and of the student microphone in particular. Having this control ensures that the assessment is completed smoothly and without disruption (Meskill & Anthony, 2014). Some students appreciate that I have control of the microphone, as many feel uneasy entering the synchronous lesson room thinking they will be instantly on the spot and needing to speak Spanish. However, because of my control to turn on their microphone and turn off their microphone, I have time to explain the expectations of what the student needs to do and can answer any questions or address any concerns before they start speaking Spanish (Meskill & Anthony, 2014).

When the student enters my synchronous lesson room to complete "Time to Talk" with me, I explain that they need to use the chat pod and I first ask them how they are feeling about the "Time to Talk" assignment (Li, 2018). By doing this sentiment check and their response, I usually can indicate if I need to do any modifications to help ease their anxiety of this assignment and make them feel more comfortable. A modification I occasionally do is having a student repeat a few words after me before reading the words on their own. After seeing how they are feeling, I take the time to ask them about their day or other questions about their life.

This additionally helps them to feel comfortable and build a community – like environment (Lin & Zheng, 2015; Meskill & Anthony, 2014; Rovai, 2002; Senior, 2010). When I take the time to get to know them and take an interest in their life, students are more likely to return the next time they need to complete a "Time to Talk" and feel more at ease (Lin & Zheng, 2015; Meskill & Anthony, 2014; Rovai, 2002; Senior, 2010). To build this community - like feeling when a student chooses to make a recording for their "Time to Talk" assignment, I also make sure to promptly respond to their text, voicemail, or email with a positive response such as, "Got it! Way to go! :)" as seen in Appendix D. This clarifies for the student that I received their recording, listened to it and am happy with their work (Lin & Zheng, 2015; Mellati et al., 2018).

Before a student completes their "Time to Talk" assignment with me in a synchronous lesson or does any of the other options, there first needs to be clear communication about what the students need to do (Lin & Zheng, 2015). Instead of just relying on the curriculum's lesson to explain this assignment like in Appendix A, I explain the options to complete this assignment with a post on the message board like in Appendix B. The week of "Time to Talk," I also send out an email to the class explaining the options and what they need to do for this assignment as seen in Appendix E. In addition, I also provide links to a scheduling website for students to sign up for a time to complete it with me in my synchronous lesson room, to my synchronous lesson room, and to the tutor's synchronous lesson room. If students get confused on which synchronous lesson room they need to go to, they can refer back to the email I send them before each "Time to Talk" assignment for clarification. With this additional explanation and clarity, more students should follow through and complete this assignment with one of the

four options (Lin & Zheng, 2015). When students reach out to me with questions or concerns about "Time to Talk," I am always available and prompt to respond to their needs (Mellati et al., 2018). This not only builds rapport with my students, but by quickly addressing their question or concern, the students are less likely to be delayed to complete their assignment (Lin & Zheng, 2015; Mellati et al., 2018).

Additionally to being available for students to contact, the scheduling site that the students use to book a time with me to complete "Time to Talk" in my synchronous lesson room shows my wide availability and allows students a selection of days and times that we can meet as seen in Appendix F (Mellati et al., 2018). When students choose to meet with the tutors in their synchronous lesson room, they are given a specific schedule of which days and times they can attend the synchronous lesson with the tutor. As you can see in Appendix G, it is organized by first name of the students. Students are often frustrated with the specific day and time schedule they must follow to complete their "Time to Talk" assignment. Even though the assignment may be on their planner for Tuesday, as seen in Appendix H, they might not be able to complete the assignment until Friday because of the "Time to Talk" synchronous lesson schedule. This causes the assessment to become "overdue" and can cause students to feel uneasy or to fall behind with the subsequent lessons. With the different options that I offer the students to complete their "Time to Talk" assignment, students are given a lot of teacher availability and are able to complete it on their own time (Mellati et al., 2018).

To maintain constant communication about this, a week after the "Time to Talk" is assigned, if a student is missing it, I send them an email to see if they have questions on the

assignment and re-explain the options like in Appendix I. Because multiple modes of communication are necessary in an online environment, after the second "Time to Talk" assignment, I email and call the group of students that are still missing it (Lin & Zheng, 2015). I also am sure to bring it up on the phone or while texting if a student contacts me for a different reason. With these consistent notifications of the options for "Time to Talk" and reminders when it has not been completed, students are well aware of the task they need to do and how they can complete it (Lin & Zheng, 2015).

After the "Time to Talk" has been completed, I provide the students with timely and effective feedback (Chakowa, 2018). If they are in a synchronous lesson with me, I give them feedback in the synchronous lesson room on their pronunciation, flow, and accent and enter their grade in their grade book before they leave. If they send me a recording, I submit their grade and reply to them with comments about their pronunciation, flow, and accent like in Appendix D. This way the students are promptly informed of where they can improve and what they can work on for their next "Time to Talk" assignment (Chakowa, 2018). By entering this feedback in a timely manner, this also allows students to move on with their lessons instead of being stopped at this assessment. Students appreciate not being delayed and having the ability to continue with the next Spanish assignment when they are ready (Chakowa, 2018).

Another way I help students be successful with their "Time to Talk" assignment is by having a positive and enthused attitude about the assignment. Instead of prefacing it as a scary, anxiety inducing assignment, I am sure to speak about it in a light, fun manner. If I don't communicate about "Time to Talk" in a positive way, then convincing students to do so would

be difficult (Alberth, 2011). Some students doubt that it's possible to learn how to speak

Spanish in an online environment. However, when I inform them of how important this

assignment is for their speaking skills and how much it can help them improve, this way of

thinking can become contagious to the students and help adjust their mindset (Alberth, 2011).

With years of experience, I am able to improve and learn what factors have an impact

on the students and what I can do to motivate them to complete this assignment. As an

inexperienced, first-year teacher, I was definitely more of an online facilitator and left it up to

the students to complete "Time to Talk" with the tutors in their synchronous lesson room as

explained in the curriculum (Lin & Zheng, 2015). But with more online language teaching

experience, I am learning how to utilize my synchronous lesson room effectively and improve

the "Time to Talk" assignment to make it as student friendly as possible (Bailey & Card, 2009,

Lin & Zheng, 2015). By providing students with options to complete this assignment,

communicating how to complete this assignment and when they are missing it, and providing

feedback both when it is completed and when it is missing, the number of students who

complete this assignment should increase.

To make ideas and strategies for assignments like "Time to Talk" more well-known,

online language teacher training would be valuable and helpful for new teachers. Instead at this

time, because of the lack of proper online language teacher training, I had to rely on my own

technology and teaching skills to figure out and conclude what alternatives and modifications

were needed for this assignment (Compton, 2009). I also was able to communicate with other

online Spanish teachers and administrators about their ideas and recommendations for "Time

to Talk". Even if a teacher has years of experience in a brick and mortar classroom, the best

alternative assignments may not be appropriate in an online classroom (Compton, 2009). More

quality, online language teacher training would eliminate this trial period and lead teachers to

best practices (Compton, 2009).

To track the participation of this assignment, I will use the class grade book at the end of

the semester as seen in Appendix J. I can compare the percentage of students who completed

"Time to Talk" in previous semesters when these additional supports were not in place

compared to now when the critical success factors for online second language teaching from

my research were applied.

The modification of the "Time to Talk" assignment is for my Spanish I and II students.

These two classes entail of approximately 200 online language students in grades 9 – 12. These

students will be the main audience of these critical success factors, but because this is an online

school, in many situations, parents are highly involved. They often help students when they are

confused by assignments such as "Time to Talk." Additionally, parents can view the emails and

feedback provided, so they may be a part of the targeted audience as well.

Because the "Time to Talk" assignment will be done completely online, no physical

resources will be needed. My Spanish I and II students will be the subjects of the modifications

to the "Time to Talk" assignment. To carry out the application of research as described in

Chapter II on this assignment, I will need dependable devices such as a laptop and cell phone,

strong Internet connection, and access to my school's online platform, Connexus, to use the

message board, grade book, synchronous lesson rooms, and email. To see the effectiveness of

when the critical success factors have been implemented, and to determine which students have completed their "Time to Talk" assignment and which have not, I will also need data from the Spanish I section grade book from the 2018-2019 school year as seen in Appendix J. To compare the percentage of students who completed this assignment in previous semesters, I will also need access to old data from prior school years as can be viewed in Appendix K.

The biggest resource needed to implement this research into the "Time to Talk" assignment is time. By providing the different options for students to complete this assignment, I will be needed in my synchronous lesson room for a greater amount of time than usual. In addition, it will also take time to sort through the recordings sent to me via email, text, and voicemail and provide feedback to the appropriate student. Additionally, it will take time to communicate about "Time to Talk". Not only to inform students of the assignment and their options, but more so to sort through the data and communicate and provide feedback for the students that are missing their "Time to Talk" assignment. To compensate for the time needed, I plan to not have a full class Spanish I and II synchronous lesson during the week that "Time to Talk" is on the student's planner.

The modifications I am making to the "Time to Talk" assignment can be used for several other assignments, not only in Spanish, but cross-curricular as well. There are many assignments that students are confused about by solely just reading the instructions in the lesson like in Appendix A. By providing students with extra support, like implementing the critical success factors discussed in Chapter II, on these assignments, more students may complete them. One assignment in particular that I think would equally benefit from these

modifications is the semester project in my Spanish IV class as seen in Appendix L. By just

reading the instructions for this assignment in the lesson, many students are confused on what

they need to do. With additional support such as more clarification and communication on the

message board and through email like in Appendix M, timely and effective feedback, and

providing appropriate alternatives to the assignment, there should be less confusion on the

semester project and more students completing quality work.

CHAPTER IV: DISCUSSION AND CONCLUSION

Summary

As education and technology continue to evolve, students are enrolling in classes in an online setting more than ever (Allen & Seaman, 2013). Through this opportunity, a higher number of students are achieving educational success. More students can graduate from high school where they may not have had the opportunity to succeed due to restrictions on their education such as their home life, access to education, and more (Glass & Welner, 2011; LaPlante, 2012).

Specifically, learning a second language in an online setting has recently become increasingly popular. The effectiveness of learning a language online is often questioned due to language classes traditionally being highly interactive. However, although learning a language in an online setting may be difficult to comprehend, it is widely agreed that learning a second language and being bilingual is highly beneficial (Pope, 2008). It is valuable to know more than one language for many different aspects of a person's life such as employment, travel, and family (Pope, 2008; Saiz & Zoido, 2005).

Recognizing that learning a second language is highly beneficial, and that online learning is becoming more common, it is essential to learn how to make this traditionally interactive, face-to-face subject area effective in an online setting. Online language teachers can help increase the success of the students in their classroom by researching and implementing the needs for an effective online language classroom.

Similar to in the traditional classroom, there are certain teacher, or "critical success

factors" that can make learning a second language online more effective (Alberth, 2011). The

success of an online language learning environment can depend on a wide range of items and

features the teacher needs such as proper technological tools, class resources, varied

instruction, strong classroom management skills, effective communication, a community - like

classroom environment, and online teaching experience.

The online language teachers and students will need reliable technology. As stated in his

research, Alberth (2011) explained that no matter how great the instructional design is, no

learning will occur in an online language classroom unless there is dependable, working

technology. Additionally, the online teachers and students must have access to the best option

of technological device needed for the assigned tasks in order for learning a second language

online to be most effective (Alberth, 2011; Mellati et al., 2018).

With technology come technological issues. When online language teachers and

students have ideas on how to fix the technology that is not working properly, or with easy

ways to contact and receive prompt and solid support from the technical team, hopefully the

technological issues can quickly and easily be resolved and they can return to the task they

were completing (Alberth, 2011). Compton (2009) suggested in her research that in order to

learn these skills, it may be best for online language teachers and students to attend training

sessions on technology and how to troubleshoot technology provided by professional IT

workers (Compton, 2009).

Along with more technology and technological devices, Li (2018) explains that online

language students are exposed to more and more online resources and tools with the

advancement of the Internet. Chapelle (2001) shared that online language learners have accessibility to many resources such as software designed specifically for learning a second language, electronic tools for language comprehension and writing, and a variety of spoken and written resources in the second language (Chapelle, 2001). Specifically, one of the best resources, according to Chakowa (2018), is video tutorials. Chakowa (2018) explained that these videos take the place of modeling that normally occurs in a traditional classroom. With all of these resources, online language teachers should choose the best accurately, organize and provide them to their students (Li, 2018).

An additional way for online language teachers to help students is to keep a consistent structure and layout of the class lessons. As Alberth (2011) explained from his research, it is important to develop consistent lesson designs. Enkin and Mejías-Bikandi (2017) agreed with this in their article and stated that having a generalized structure and routine while in an online learning platform will keep the students from guessing what activity is next and they will feel more comfortable.

However, Alberth (2011) also went on to say in his article that including a variety of activities or assessment types to fit multiple learning styles is essential for students to learn a second language online (Alberth, 2011). Rubio (2015) gave the idea of having "choice boards" where students have the ability to choose their assessment for the specific objectives or units. By doing this, online language students are able to choose the assessment that best fits their learning style (Rubio, 2015).

In synchronous lessons there are features that are necessary for teachers to have in

their room in order for online language teaching to be effective. They must also have access to

the digital materials and organize what they need pre-session. In addition, online language

teachers need to have control over the synchronous lesson room features such as, being able to

pull over new windows with material and information for the students when appropriate, or

being able to play/pause the instructional video, for their classroom management to be

successful (Meskill & Anthony, 2014).

Because they are not able to physically see their students, online language teachers

often find themselves communicating with students about their understanding or how they are

feeling about the instruction or material (Meskill & Anthony, 2014). One way to counteract this,

Li (2018) discovered, was to have online language students share emoticons and private

messages to express how they were feeling about the class. Through her research, Li (2018)

found that when online language teachers are aware of how their students are feeling or if they

are understanding the instruction, the teachers can then intervene or re-explain when needed

(Li, 2018).

Another important aspect of communication in an online language classroom is deciding

what mode of communication is most appropriate for the reason they are contacting the

student or family (Enkin & Mejías-Bikandi, 2017). Lin and Zheng stated in their article that

although asynchronous communication may seem easier on occasion, it is essential to use

synchronous communication at times so the information is clearly delivered. Their research

even further advised teachers to try multiple modes (Lin & Zheng, 2015).

Lin and Zheng also went on to say, "Teachers can use clear communication including

concise writing to express care and concern, as well as to demonstrate their interest in building

relationships with students" (Lin & Zheng, 2015, p. 278). Because of the physical separation,

online language students tend to have a reduced sense of community, but in order to be

successful they need to feel connected and included in the group (Rovai, (2002). Online Russian

teachers in a study conducted by Meskill and Anthony (2014) reported asking students about

their daily lives and their personal opinions as a means of community building. In turn, the

more the online language students know about each other, the more likely they are to establish

trust, seek support, and feel overall satisfied in the online language classroom environment

(Meskill & Anthony, 2014). Senior (2010) continued in her article that as well as developing a

relationship with their online language teacher and peers, a sense of community will cause

students to feel more comfortable and cause them to participate and be a part of the online

language class (Senior, 2010).

An additional part of communication is the importance of timeliness in communication

and the availability of the online language teachers. Most online schools have a communication

policy where teachers must respond to their students calls, texts, or emails within a certain

amount of time (Lin & Zheng, 2015). It was found that when online language teachers

responded quickly after a message was received, that the students seemed to appreciate this

timely response (Mellati et al., 2018). This study also continued to say that the high availability

of teachers to online language learner's questions and concerns can enhance the learning

process as student's productivity may be delayed if they are not addressed in a timely manner

(Mellati et al., 2018). Chakowa (2018) found similar results with her study reporting that with

punctual response, online language students could use their teacher's feedback to learn from their mistakes, make revisions on their work, and raise their grades (Chakowa, 2018).

A final thought from Alberth's (2011) study was that the online language teacher must first believe in students' ability to successfully learn a second language online and have a positive attitude towards teaching a language in an online environment (Alberth, 2011). Alberth went on to say that unless the online language teacher shows enthusiasm and puts trust in this new technology, convincing students of the value of technology-enhanced learning would be a particularly difficult task (Alberth, 2011).

Along with a positive attitude, years of experience teaching online can be a factor for an online language teacher. Lin and Zheng (2015) explained that inexperienced online language teachers are mainly focused on being an online facilitator and having their class run smoothly. However, Bailey and Card (2009) quoted in their article, "…but with years of experience, they slowly transition to focusing on their content and craft of online teaching" (Bailey & Card, 2009, p. 154). And with time, online language teachers with experience become more effective and find themselves utilizing different tools in a synchronous lesson, improving assignments and using the best possible examples for students (Lin & Zheng, 2015).

One final aspect that may influence an online language teacher's effectiveness is their training. Compton stated that although the number of online language courses is increasing, teacher training does not presently focus on preparing language teachers for the challenges of teaching in an online environment (Compton, 2009). With the rise of online language courses, teacher educators need to prepare future language teachers to teach in the online environment

(Compton, 2009). Without thorough teacher training, learning a second language in an online setting will not be successful.

Professional Application

Online language classes are not only being utilized in the United States, but also worldwide. Because of our online lifestyle, the world is becoming more connected. This means people who speak different languages are communicating with each other and are wanting to expand their second, third, or more language skills. Therefore this research is helpful in a worldwide sense. As Pope shared in her article, it is beneficial to know more than one language because it increases cultural awareness and allows one to communicate with different people (Pope, 2008). Additionally, learning a new language also includes learning about another culture, especially when your language skills get to a higher level. This awareness allows people from different nationalities and religions to get along with each other better and communicate more effectively (Pope, 2008).

On a state level, according to the U.S. Census Bureau in 2015, 500,000 people in Minnesota speak a different language than English at home of the state's 5 million population (U.S. Census Bureau, 2015). This fact alone demonstrates the need to be able to communicate in multiple languages on a more personal level. With 10% of the population speaking a different language at home, the residents of Minnesota are dealing with situations where it would be beneficial to know another language (U.S. Census Bureau, 2015). Additionally, because online education has been seen as the fastest growing alternative to traditional public schools in K-12 education (Glass & Welner, 2011; LaPlante, 2012), schools in Minnesota may be wondering how

they can increase the number of classes they offer online and how to effectively deliver them. The research I have completed can be applied to different content areas online and help guide teachers to do so successfully.

My research of the critical success factors for teaching a second language in an online setting can be applied to all content areas in online education. In general, when communicating with my colleagues, we find that we have similar challenges and often question what is the best way for us to teach our students. Across disciplines, online teachers have assignments specific to their class that are equivalent to "Time to Talk" in Spanish. For example in math, students complete "sample work", which is essentially practice problems from their textbook, take a picture of it/scan it, and send it to the teacher. The math teachers experience similar struggles to me with "Time to Talk" in finding effective ways to ensure students are completing this significant assignment. With my research of the critical success factors for teaching a second language in an online setting, teachers from other disciplines, such as math can take this information and apply it to their online class to help meet their own specific challenges.

Limitations of the Research

To limit my research, I focused on the critical success factors of a teacher to have a highly effective online language learning classroom. I excluded the necessities of online language students because this led to extensive researching about student traits, learning styles, motivation, and more. In addition, there was a lot of research available on direct instruction methods and ideas in the online language classroom. Because of the depth of this topic as well, I limited the amount I centered my research to online direct instruction strategies.

With my personal challenge of the "Time to Talk" assignment in my own classroom, I wanted to focus on strictly second language output related activities, while the research mainly focused on more lecture style and non-interactive activities and their effectiveness in the online language classroom.

While completing my research, I expected to find more articles and information on second language interaction in an online classroom. I wanted to learn more on the subject of how to increase second language interaction in an online setting, and specifically, second language output activities I could implement in my own classroom. The research on interaction and output activities in an online language classroom is currently limited. In addition, I would have liked to find research comparing second language proficiency between the online language classroom and a traditional brick and mortar language classroom. I thought this would be substantial information to be aware of to confirm the effectiveness of learning a second language in an online setting. Possibly with the development of technology, an increase in online language classes in the K-12 level, and experience with online classes, there will be further research on these topics.

Implications for Future Research

For future research, it would be best to dig deeper into how to improve student second language skills in the online language classroom such as reading, and even more so, second language output related activities such as writing and speaking. There is extensive research on how language teachers can successfully provide direct instruction in the online setting, but there needs to be more study on what activities should be used to improve student second

language skills and second language output. What effective activities should online language students be required to do to practice speaking, writing, or reading the second language? How often should online language students be speaking, writing, or reading the second language in order to be as proficient as students in the brick and mortar classroom?

Another topic that I would like to see further researched is comparing the online language classroom and brick and mortar classroom. With online education becoming more popular, I think it is important to have research and data regarding online language students and if they are equivalently comprehending the second language as in the traditional classroom. How are online students' second language proficiency levels compared to students in a brick and mortar classroom? Or are their proficiency levels comparable already?

Furthermore, research on online translators would be helpful. What is the most effective way to prevent students from using online translators? This is a problem in both traditional and online educational settings, but with the lack of face-to-face instruction and interaction, it is more susceptible and probable in the online language classroom. Is there a way to put a stop to online translators or do online language teachers need to educate our students on how to use them properly? Continuing to research the most effective second language student activities in an online setting, comparing online language classrooms and traditional language classrooms, and how to go about the use of online translators in language classrooms is needed in the future for online language teaching.

Conclusion

In conclusion, with the rise of students learning second languages online, it is important

to know the necessities teachers require to have the most effective online language classroom, and what the best methods and practices are for teaching a second language in an online setting. To guide my research, I questioned, what are the critical success factors for teaching a second language in an online setting? Then when these are implemented, are students actively participating in second language output and successful in class? As I found in my application of the research in my own online language classroom, by using these researched strategies, there was a significant increase in students participating in "Time to Talk" as seen in Appendix J. While further research needs to be done on certain topics, online language teachers can be aware of the critical success factors and of the most effective online teaching methods and practices to have a successful online second language classroom**.**

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mk

Appendix A: "Time to Talk" Instructions in Lesson

Lesson 5: Repaso de Mis clases 🌐
Spanish I A Unit 4: Mis clases

Getting Started | Instruction | Activity | **Time to Talk** | Review

Time to Talk

Now you will practice speaking Spanish with a native or fluent Spanish-speaking tutor in a Time to Talk session. During this assignment, you will practice pronunciation of the vocabulary you are learning in this unit and participate in activities using the vocabulary. You will practice for around 10–15 minutes, and you are allowed to use your notes. In this session, you can also ask the tutor any questions about what you're learning.

When to Participate

Please attend your sessions based on the following schedule. Note that the schedule is based on your **first** name and refers to Eastern Standard Time.

First Letter of First Name	Time to Talk Session Room Open Hours	Day of the Week
All are welcome.	9 :00 a.m.–11:00 p.m. EST	Monday
A-D	9:00 a.m.-4:00 p.m. EST; then after 4:00, all are accepted through 11:00 p.m. EST	Tuesday
E-J	9:00 a.m.-4:00 p.m. EST; then after 4:00, all are accepted through 11:00 p.m. EST	Wednesday
K-P	9:00 a.m.-4:00 p.m. EST; then after 4:00, all are accepted through 11:00 p.m. EST	Thursday
Q-Z	9:00 a.m.–4:00 p.m. EST (we close at 4:00 p.m. EST)	Friday

You may also access the schedule using the following link. Select the link to view the High School Spanish I Time to Talk session schedule.

🐭 Time to Talk Session Schedule

Note: The schedule will be updated on a regular basis. Please check the schedule each week for the most current version.

Please note the days that correspond to your first name. You may be removed from sessions if you do not attend on the correct day. Peak hours are from 9 a.m.–4 p.m. (ET). The wait time is generally 10–15 minutes during these hours. Please continue to work in your lessons until you enter a tutor's room. Shorter wait times and make-up hours are better during the evening.

☆☆☆☆☆ 💬

🄰 🌐 🎁 🎻 🖩 🎯 🖥 🖨 📠 ❓   ◀ **10 of 13** ▶

Lesson 5: Repaso de Mis clases 🌎
Spanish I A Unit 4: Mis clases

Getting Started | Instruction | Activity | Time to Talk | Review

How to Participate

To complete this assignment, do the following:

1. Go to your Student Home Page.
2. Select Links.
3. Select Spanish I Time to Talk.
4. When prompted, type your course name and level, your name, and the current unit and lesson.
5. You will be directed to a queue (an online waiting room).
6. From the queue, a tutor will bring you into the LiveLesson® session room.

Important: You must have a working microphone in order to complete this assignment. When the tutor brings you into the LiveLesson session room, you will need to turn on your microphone in order to practice pronunciation in Spanish. You may not complete the assignment via chat.

Select the link to review the Time to Talk Session Guidelines and Rubric.

📄 Time to Talk Session Guidelines and Rubric

Select the link to access the Time to Talk Best Practices document. Review these guidelines to ensure that your computer is set up for the best possible experience in Time to Talk sessions.

📄 Time to Talk Best Practices

Select the link to access the Time to Talk Instructions. Read the information on how to access Time to Talk sessions from your student home page.

📄 Time to Talk Instructions

Lesson 5: Repaso de Mis clases 🌎
Spanish I A Unit 4: Mis clases

Getting Started | Instruction | Activity | Time to Talk | Review

📄 Time to Talk Instructions

What to Do after the Time to Talk Session

Number of Questions

1

For this assessment, I promise the following:

- I will submit my own work.
- I will not give or receive any unauthorized help.
- I will abide by school policies.

When you are ready to begin the assessment, please select the Start Assessment button below.

Start Assessment

Teaching Guide

In this lesson, students will practice listening, speaking, reading, and writing skills from the unit with a native speaker. Use the following presentation as a guide for this activity.

Select the link to access El vocabulario de la Unidad 4, Semestre A presentation.

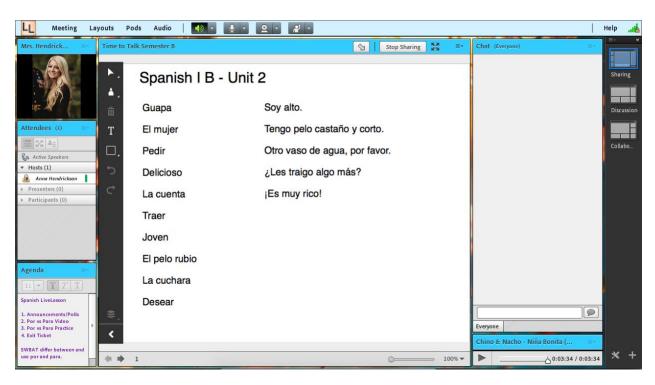📄 El vocabulario de la Unidad 4, Semestre A

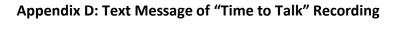**Appendix B: "Time to Talk" Instructions on Message Board**
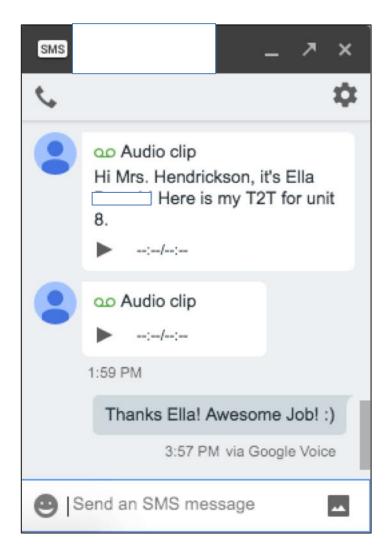
Message Board : View Thread

Message Boards > Spanish I B > 4. Time to Talk Information: **Time to Talk Options**

1/28/2019 11:08 AM Anna Hendrickson	Reply •Quote •Edit • Delete

Sticky:

Time to Talk Options

1. Complete Time to Talk as normal with tutor in LiveLesson room
    *Please see How To Access T2T, T2T Schedule, and T2T Holiday Closure Schedule on message board

2. Complete Time to Talk with Mrs. Hendrickson in her LiveLesson room
    *Sign up for a time on her Book Me site

3. Make a recording of yourself speaking Spanish
    *10 vocabulary words and 5 sentences from the unit that you are completing Time to Talk for (Units 2, 4, 6, and 8)
    *Email/Webmail/Text the recording to Mrs. Hendrickson (651-504-2662)

4. Leave a voicemail on Mrs. Hendrickson's phone speaking Spanish (651-504-2662)
    *10 vocabulary words and 5 sentences from the unit you are completing Time to Talk for (Units 2, 4, 6, and 8)
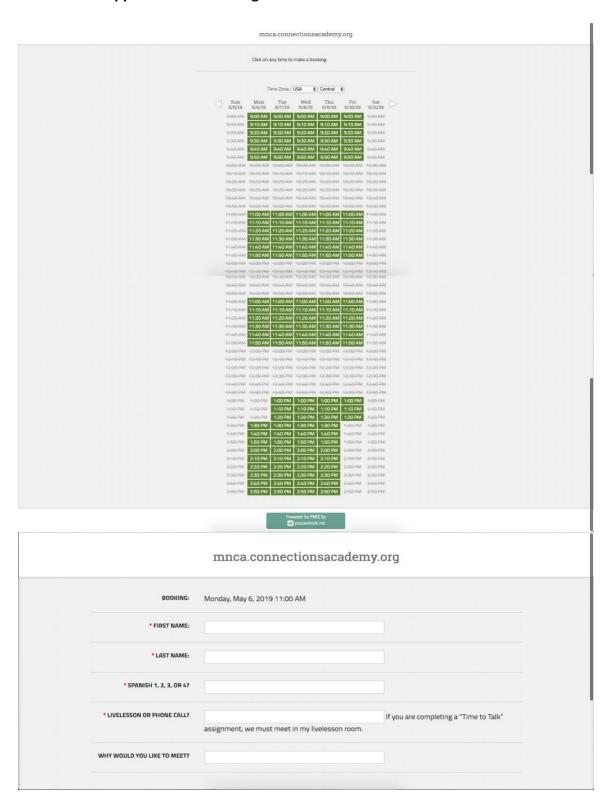
Appendix C: Synchronous Lesson Room with "Time to Talk"

Appendix D: Text Message of "Time to Talk" Recording

Appendix E: Email to Students with "Time to Talk" Options

From: Hendrickson, Anna,   9/12/2018 8:31 AM   ▽ Show Details

---

Dear Students!

The first "Time to Talk" session is at the end of this week. You have the following options:

1. Complete Time to Talk as normal with tutor in LiveLesson room (Click "Links" on your home page and then "Time to Talk")
   *Please see How To Access T2T, T2T Schedule, and T2T Holiday Closure Schedule on message board

2. Complete Time to Talk with Mrs. Hendrickson in her LiveLesson room
   *Sign up for a time on her book me website

3. Make a recording of yourself speaking Spanish
   *10 vocabulary words and 5 phrases (sentences) from the unit that you are completing Time to Talk for (Units 2, 4, 6, and 8)
   *Email/Webmail/Text the recording to Mrs. Hendrickson (651-504-2662)

4. Leave a voicemail on Mrs. Hendrickson's phone speaking Spanish (651-504-2662)
   *10 vocabulary words and 5 phrases (sentences) from the unit you are completing Time to Talk for (Units 2, 4, 6, and 8)

Let me know if you have any questions!

Anna Hendrickson
MNCA High School Spanish Teacher
651-504-2662
LiveLesson Room
Sign up for a time to meet with me here!

Appendix F: Scheduling Website and Form for "Time to Talk"

mnca.connectionsacademy.org

Click on any time to make a booking.

Time Zone: USA Central

| | Sun 5/5/19 | Mon 5/6/19 | Tue 5/7/19 | Wed 5/8/19 | Thu 5/9/19 | Fri 5/10/19 | Sat 5/11/19 |

Powered for FREE by youcanbook.me

mnca.connectionsacademy.org

BOOKING:	Monday, May 6, 2019 11:00 AM
* FIRST NAME:	
* LAST NAME:	
* SPANISH 1, 2, 3, OR 4?	
* LIVELESSON OR PHONE CALL?	If you are completing a "Time to Talk" assignment, we must meet in my livelesson room.
WHY WOULD YOU LIKE TO MEET?	

Appendix G: "Time to Talk" Schedule with Tutors

olumn1	High School Spanish 1 and 2	Column2
First Letter of First Name	**Time to Talk Hours**	**Day of the Week**
	9:00 a.m - 11:00 p.m. EST	Monday
A-D	9:00 a.m. - 4:00 p.m. EST; then after 4:00, all are accepted through 11:00 p.m. EST	Tuesday
E-J	9:00 a.m. - 4:00 p.m. EST; then after 4:00, all are accepted through 11:00 p.m. EST	Wednesday
K-P	9:00 a.m. - 4:00 p.m. EST; then after 4:00, all are accepted through 11:00 p.m. EST	Thursday
Q-Z	9:00 a.m. - 4:00 p.m. EST; then after 4:00, (we close at 4:00 PM EST)	Friday

Appendix H: Student Planner

Appendix I: Missing "Time to Talk" Email

From: Hendrickson, Anna,   10/03/2018 2:39 PM   ▽ Show Details

Good afternoon,

I hope you are having a great week!

You are missing your "Time to Talk" assignment for unit 2. You have the following options to complete it:

1. Complete Time to Talk as normal with tutor in LiveLesson room (from your home page, click "Links" and then "Time to Talk")
   *Please see How To Access T2T, T2T Schedule, and T2T Holiday Closure Schedule on message board

2. Complete Time to Talk with Mrs. Hendrickson in her LiveLesson room
   *Sign up for a time on her Book Me site

3. Make a recording of yourself speaking Spanish
   *10 vocabulary words and 5 phrases (sentences) from the unit that you are completing Time to Talk for (Unit 2)
   *Email/Webmail/Text the recording to Mrs. Hendrickson (651-504-2662)

4. Leave a voicemail on Mrs. Hendrickson's phone speaking Spanish (651-504-2662)
   *10 vocabulary words and 5 phrases (sentences) from the unit you are completing Time to Talk for (Unit 2)

Let me know if you have any questions or how I can help you get this done! :)

Thanks,

Anna Hendrickson
MNCA High School Spanish Teacher
651-504-2662
LiveLesson Room
Sign up for a time to meet with me here!

Appendix J: Spanish I Section Grade Book with Critical Success Factors Implemented

Section Grade Book for Spanish I B (ID 1235672) ⊘

Show [active ⬍] data for [all ⬍] users from [Spanish I B (ID 1235672) - Finished 5/31/2019 ⬍]. 📄
Has assessments to be graded.

| To Grade | Students | **Assessments** | Details | Grid | Reports |

Show assessments for [all units, excluding custom assessments ⬍].   **Answer Key**

59 total assessments   ❓

U_L	Name		Weight Type	Taken	Not Taken	Dropped	Average Score	Need Grading
1_1	Mi cumpleaños		🔵 Quick Check	112/118	5/118	1/118	91	
1_2	El verbo tener		🔵 Quick Check	112/118	5/118	1/118	90	
1_3	Los adjetivos posesivos Quiz		🔴 Quiz	112/118	5/118	1/118	89	
2_1	En el restaurante		🔵 Quick Check	112/118	5/118	1/118	92	
2_2	El verbo venir		🔵 Quick Check	112/118	5/118	1/118	88	
2_3	Los verbos ser y estar Quiz		🔴 Quiz	111/118	7/118	0/118	85	
2_3	Spanish I B Unit 2 Time to Talk	🖉	🟣 Participation	80/118	38/118	0/118	72	
2_3	Time to Talk Session: Unit 2 Lesson 3		🟣 Participation	111/118	7/118	0/118	0	
3_1	Me gusta mi dormitorio		🔵 Quick Check	111/118	7/118	0/118	89	
3_2	Comparaciones		🔵 Quick Check	110/118	8/118	0/118	89	
3_3	Me gusta mi dormitorio Unit Test		📋 Test	110/118	8/118	0/118	84	
4_1	En nuestra casa		🔵 Quick Check	110/118	8/118	0/118	86	
4_2	Mis quehaceres		🔵 Quick Check	109/118	9/118	0/118	85	
4_3	¡Arregla tu cuarto!		🔵 Quick Check	109/118	9/118	0/118	74	
4_4	¿Qué estás haciendo?		🔵 Discussion	0/118	0/118	118/118		
4_5	Repaso de "En nuestra casa" Quiz		🔴 Quiz	109/118	9/118	0/118	80	
4_5	Spanish I B Unit 4 Time to Talk	🖉	🟣 Participation	76/118	42/118	0/118	69	
4_5	Time to Talk Session: Unit 4 Lesson 5		🟣 Participation	109/118	9/118	0/118	0	

4_6	En nuestra casa Unit Test		Test	108/119	11/119	0/119	83
5_1	Compramos		Quick Check	108/118	10/118	0/118	87
5_2	El abrigo cuesta...		Quick Check	108/118	10/118	0/118	80
5_3	Quiero comprar		Quick Check	108/118	10/118	0/118	87
5_4	Esta ropa		Quick Check	108/118	10/118	0/118	81
5_5	Repaso de en la tienda Quiz		Quiz	108/118	10/118	0/118	83
5_6	En la tienda Unit Test		Test	108/118	10/118	0/118	79
6_1	Comprar en Buenos Aires		Quick Check	108/118	10/118	0/118	85
6_2	La semana pasada		Quick Check	108/118	10/118	0/118	85
6_3	¿Qué compraron?		Quick Check	108/118	10/118	0/118	82
6_4	Qué compré y dónde lo compré Portfolio	Portfolio Item	109/118	9/118	0/118	85
6_5	Repaso de Comprar un regalo Quiz		Quiz	107/118	11/118	0/118	85
6_5	Spanish I B Unit 6 Time to Talk	Participation	74/118	44/118	0/118	68
6_5	Time to Talk Session: Unit 6 Lesson 5		Participation	107/118	11/118	0/118	0
6_6	Comprar un regalo Unit Test		Test	106/118	12/118	0/118	85
7_1	¿En autobús o en tren?		Quick Check	106/118	12/118	0/118	88
7_2	Me gustó el zoológico		Quick Check	106/118	12/118	0/118	82
7_3	¿Qué viste?		Quick Check	106/118	12/118	0/118	76
7_4	¿Visitaste a la amiga de tu mamá?		Discussion	0/118	0/118	118/118	
7_5	Repaso de Mis vacaciones Quiz		Quiz	96/118	12/118	10/118	89
7_6	Mis vacaciones Unit Test		Test	106/118	12/118	0/118	82
8_1	Gente que ayuda		Quick Check	106/118	12/118	0/118	91
8_2	El presente del verbo decir		Quick Check	106/118	12/118	0/118	76
8_3	Pronombres de objeto indirecto		Quick Check	106/118	12/118	0/118	53
8_4	El pretérito de hacer y dar		Quick Check	106/118	12/118	0/118	78
8_5	Repaso de Ayudar a los demás Quiz		Quiz	106/118	12/118	0/118	85
8_5	Spanish I B Unit 8 Time to Talk	Participation	69/118	49/118	0/118	63
8_5	Time to Talk Session: Unit 8 Lesson 5		Participation	106/118	12/118	0/118	0
8_6	Ayudar a los demás Unit Test		Test	106/118	12/118	0/118	83
9_1	Mis programas favoritos		Quick Check	106/118	12/118	0/118	81
9_2	¿Ves telenovelas?		Quick Check	106/118	12/118	0/118	86
9_3	Acabar de + infinitivo		Quick Check	106/118	12/118	0/118	84
9_4	Gustar y verbos similares Portfolio	Portfolio Item	109/118	9/118	0/118	80
9_5	Repaso de ¿Te gusta la televisión? ¿Y las películas? Quiz		Quiz	103/118	14/118	1/118	84
9_6	La televisión y las películas Unit Test		Test	104/118	14/118	0/118	87
10_1	Usamos la tecnología		Quick Check	103/118	15/118	0/118	86
10_2	Más verbos españoles		Quick Check	102/118	16/118	0/118	79
10_3	Repaso de computadoras y tecnología		Quick Check	102/118	16/118	0/118	77
10_4	Computadoras y tecnología Unit Test		Test	97/118	21/118	0/118	72
11_1	Semester Review: Repaso Quiz		Quiz	0/118	0/118	118/118	
11_2	Semester Test		Test	0/118	0/118	118/118	

59 total assessments

Appendix K: 2016-2017 Spanish I Section Grade Book

Section Grade Book For Spanish I A (All Sections) ⓘ

Show 2016-2017 ▼ data for all ▼ users from Spanish I A (All Sections) ▼

Has assessments to be graded.

To Grade   Students   **Assessments**   Details   Grid   Reports

Show assessments for all units, excluding custom assessments ▼   Answer Key

59 total assessments   ⓘ

U_L	Name		Weight Type	Taken	Not Taken	Dropped	Average Score	Need Grading
1_1	Welcome!		Quick Check	111/128	1/128	16/128	81	
1_2	Mis Clases		Quick Check	105/128	2/128	21/128	75	
1_3	¡Bienvenidos! Unit Test		Test	107/129	6/129	16/129	78	
2_1	Mis actividades		Quick Check	109/128	5/128	14/128	72	
2_2	Mis amigos		Quick Check	104/128	4/128	20/128	67	
2_3	¡Me gusta!		Quick Check	108/128	5/128	15/128	79	
2_4	Actividades Discussion		Discussion	105/128	6/128	17/128	94	
2_5	Repaso de Lo que nos gusta Quiz		Quiz	99/128	8/128	21/128	74	
2_5	Spanish I A Unit 2 Time to Talk	📝	Participation	58/128	46/128	24/128	63	
2_5	Time to Talk Session: Unit 2 Lesson 5		Participation	97/129	9/129	23/129	1	
2_6	Lo que nos gusta Unit Test		Test	104/128	11/128	13/128	64	
3_1	¿Cómo soy?		Quick Check	103/128	11/128	14/128	74	
3_2	¿Cómo eres?		Quick Check	102/128	10/128	16/128	82	
3_3	Adjetivos y artículos		Quick Check	100/128	12/128	16/128	80	
3_4	Unit 3 portfolio	🔗	Portfolio Item	105/128	6/128	17/128	78	
3_5	Review of ¿Cómo somos? Quiz		Quiz	96/128	11/128	21/128	75	
3_6	¿Cómo somos? Unit Test		Test	102/128	13/128	13/128	77	

4_1	Mi día	Quick Check	100/128	13/128	15/128	79
4_2	Las clases	Quick Check	100/128	11/128	17/128	75
4_3	Los pronombres	Quick Check	98/128	13/128	17/128	82
4_4	En la clase	Portfolio Item	101/128	13/128	14/128	81
4_5	Repaso de Mis clases Quiz	Quiz	93/128	17/128	18/128	74
4_5	Spanish I A Unit 4 Time to Talk	Participation	54/128	52/128	22/128	59
4_5	Time to Talk Session: Unit 4 Lesson 5	Participation	93/128	17/128	18/128	1
4_6	Mis clases Unit Test	Test	95/128	19/128	14/128	68

5_1	Aquí estudio	Quick Check	98/128	19/128	11/128	82
5_2	¿Dónde está?	Quick Check	99/128	19/128	10/128	72
5_3	El verbo estar	Quick Check	99/128	19/128	10/128	73
5_4	El plural	Quick Check	99/128	19/128	10/128	64
5_5	Repaso de A estudiar Quiz	Quiz	97/128	19/128	12/128	71
5_6	A estudiar Unit Test	Test	98/128	20/128	10/128	72
6_1	El desayuno y el almuerzo	Quick Check	100/128	22/128	6/128	79
6_2	¡Me gusta!	Quick Check	100/128	22/128	6/128	81
6_3	Comer y beber	Quick Check	99/128	23/128	6/128	60
6_4	Foods of the Spanish-Speaking World Discussion	Discussion	97/128	22/128	9/128	74
6_5	Repaso de Mis comidas Quiz	Quiz	96/128	23/128	9/128	73
6_5	Spanish I A Unit 6 Time to Talk	Participation	55/128	60/128	13/128	54
6_5	Time to Talk Session: Unit 6 Lesson 5	Participation	93/128	25/128	10/128	0

6_6	Mis comidas Unit Test	Test	95/128	27/128	6/128	63	
7_1	La comida y la salud	Quick Check	95/128	28/128	5/128	66	
7_2	Comida y ejercicio	Quick Check	95/128	28/128	5/128	63	
7_3	Para estar bien	Quick Check	95/128	28/128	5/128	65	
7_4	El verbo ser	Quick Check	94/128	28/128	6/128	66	
7_5	Repaso de Comida y Salud Quiz	Quiz	94/128	28/128	6/128	61	
7_6	Comida y salud Unit Test	Test	94/128	29/128	5/128	70	
8_1	¿Me quedo en casa?	Quick Check	95/128	30/128	3/128	63	
8_2	¿Cuándo?	Quick Check	94/128	30/128	4/128	71	
8_3	¿Adónde vas?	Quick Check	93/128	31/128	4/128	57	
8_4	Preguntas Portfolio	Portfolio Item	108/128	17/128	3/128	75	
8_5	Repaso de mi tiempo libre Quiz	Quiz	93/128	32/128	3/128	64	
8_5	Spanish I A Unit 8 Time to Talk	Participation	51/128	67/128	10/128	51	
8_5	Time to Talk Session: Unit 8 Lesson 5	Participation	93/128	31/128	4/128	0	
8_6	Mi tiempo libre Unit Test	Test	93/128	32/128	3/128	69	
9_1	Con mis amigos	Quick Check	95/128	32/128	1/128	67	
9_2	¿Te gustaría?	Quick Check	93/128	33/128	2/128	64	
9_3	¿Qué vas a hacer?	Quick Check	93/128	33/128	2/128	62	
9_4	Vamos a jugar Unit Test	Test	93/128	34/128	1/128	68	

10_1	Repaso of A estudiar Quiz	Quiz	91/128	35/128	2/128	65	
10_2	Semester Test	Test	90/129	37/129	2/129	69	

59 total assessments

Appendix L: Spanish IV Semester Project in Lesson

Lesson 9: Lección Nueve
Spanish III B Unit 4: Las Profesiones

El Proyecto

En esta unidad, vas a hacer un proyecto acerca de uno de los cuatro países de nuestro enfoque: Bolivia, Chile, Paraguay o Uruguay. Puedes escoger cualquier de los tres que quieras. Vas a buscar información que no se encuentra aquí en la unidad. Tiene que ser información diferente. Necesitas un ensayo de por lo menos 200 palabras en español y puedes incluir fotos. Alguna información que quizá te gustaría incluir sería:

- ¿En qué trabaja la gente?
- ¿Dónde vive la mayoría de la gente?
- Cuéntanos un poco de su historia, en breve.
- ¿Cuáles son algunas comidas típicas?
- ¿Cómo es su música?
- ¿Van muchos turistas a ese país? ¿Adónde? ¿por qué?
- ¿Cuál es su unidad monetaria?
- ¿Cómo es el clima a su país?
- ¿Cuánto cuesta ir de tu ciudad a ese país en avión?
- ¿Cuáles son los deportes en ese país?
- ¿Cuáles son cosas de interés para un turista?
- ¿Cuáles son negocios importantes en ese lugar?
- ¿Cómo es la escuela en ese país?

Va a haber 4 fechas indicadas para el proyecto:

- **Primera fecha: Ideas, 5 puntos**
- **Segunda fecha: Outline, 5 puntos**
- **Tercera fecha: Rough draft, 5 puntos**
- Cuarta fecha: Final: **25 puntos**

La tercera fecha se entrega ahora, con las tareas de la primera fecha y la segunda fecha.

Esta tarea vale 15 puntos.

2 of 2

Appendix M: Spanish IV Semester Project Instructions on Message Board

4/25/2019 2:56 PM Anna Hendrickson   Reply •Quote •Edit • Delete

In the FIRST DROPBOX (Unit 4, Lesson 9) please include:

1. Ideas - A Brainstorm
2. Una silueta - An Outline
3. Una primera copia - First draft/Rough draft

In the SECOND DROPBOX (Unit 4, Lesson 15) please include:

1. La composición final - Final Draft

**There must be a different between your first draft/rough draft and your final draft or you will not earn credit.

For the semester project, first pick a country to write about. **The choices are: Bolivia, Chile, Paraguay o Uruguay.** From there you will write a **200 word research paper** about this country. They want you to research about the country and find information about it, not just use information from the lesson. Also, include pictures! :)

They provided these guiding questions to help you know what to write about:

- ¿En qué trabaja la gente?
- ¿Dónde vive la mayoría de la gente?
- Cuéntanos un poco de su historia, en breve.
- ¿Cuáles son algunas comidas típicas?
- ¿Cómo es su música?
- ¿Van muchos turistas a ese país? ¿Adónde? ¿por qué?
- ¿Cuál es su unidad monetaria?
- ¿Cómo es el clima a su país?
- ¿Cuánto cuesta ir de tu ciudad a ese país en avión?
- ¿Cuáles son los deportes en ese país?
- ¿Cuáles son cosas de interés para un turista?
- ¿Cuáles son negocios importantes en ese lugar?
- ¿Cómo es la escuela en ese país?

Please let me know if you have any questions on this project! :)