

2022

Course Materials In The Foreign Language Classroom: A Study Of Student And Instructor Perceptions

Katherine Joy Christie
Indiana State University

Follow this and additional works at: <https://scholars.indianastate.edu/etds>

Recommended Citation

Christie, Katherine Joy, "Course Materials In The Foreign Language Classroom: A Study Of Student And Instructor Perceptions" (2022). *All-Inclusive List of Electronic Theses and Dissertations*. 1900.
<https://scholars.indianastate.edu/etds/1900>

This Dissertation is brought to you for free and open access by Sycamore Scholars. It has been accepted for inclusion in All-Inclusive List of Electronic Theses and Dissertations by an authorized administrator of Sycamore Scholars. For more information, please contact dana.swinford@indstate.edu.

COURSE MATERIALS IN THE FOREIGN LANGUAGE CLASSROOM: A STUDY OF
STUDENT AND INSTRUCTOR PERCEPTIONS

A Dissertation

Presented to

The College of Graduate and Professional Studies

Department of Teaching and Learning

Indiana State University

Terre Haute, Indiana

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Katherine Joy Christie

December 2022

© Katherine Christie 2022

Keywords: student and instructor perspectives/perceptions, foreign language, OER, textbook, second language acquisition

COMMITTEE MEMBERS

Committee Co-Chair: Dr. Susan Kiger, Ph.D.

Professor Emerita of Department of Teaching and Learning

Indiana State University

Committee Co-Chair: Dr. Leslie Barratt, Ph.D.

Professor Emerita of Department of Languages, Literatures and Linguistics

Indiana State University

Committee Member: Dr. Cassandra Caruso-Woolard, Ph.D.

Instructor of Interdisciplinary Doctoral Leadership Program

Creighton University

Committee Member: Dr. Melanie D'Amico, Ph.D.

Associate Professor of Department of Languages, Literatures and Linguistics

Indiana State University

ABSTRACT

The current study seeks to understand the influence of a curricular intervention on achievement and on students' and instructors' perspectives in the most commonly taught course (Spanish 101) at a mid-sized public university in the Midwest of the United States. The primary objectives of the research are to: (a) identify and compare students' and instructors' perceptions of learning with the current Spanish 101 textbook and with Open Educational Resources in the areas of communication and culture, (b) understand how students' and instructors' motivation for learning is impacted by the textbook and Open Educational Resources, (c) evaluate the perspectives and connections with outcomes across the groups, and (d) evaluate the workload difference between implementing Open Educational Resources and textbook materials. Both quantitative (test scores and questionnaires with Likert-like scale) and qualitative (open-ended questions on questionnaires, student focus groups, and individual instructor written interviews) measures were used to explore and describe the findings for this particular case. I hope this study can offer the department where the current study was conducted—and perhaps other language departments—insights that will influence future curricular developments.

PREFACE

Research and teaching are often seen as two different fields, but it is typically school administrators, lawmakers, textbook companies, and course designers that make curriculum decisions dictating what is taught in the classroom. Koutselini (2012) questioned if teachers were “the passive medium between writers and students” (p. 3). Gopang et al. (2015) further stated the following:

The teacher is a powerless practitioner of the plans laid by others, a feeble follower of the path carved by others. Research is something that teachers view as distant from them and it is considered to be something only professionals do and teachers only use it instead of discovering it for themselves. (p. 141)

One of the objectives of this study is to bridge the gap between research and teaching commonly discussed by experts (Duran & Ramaut, 2006; Koutselini, 2012; Kumaravadivelu, 1993; Nunan, 1987; Schubert, 1993; Wong & VanPatten, 2003) by taking on the role of “teacher–researcher” in order “to act, observe and reflect . . . for the purpose of improving practices” (Gopang et al., 2015, p. 142). I hope that this study serves as a voice for teachers that often feel confined to conform to a set curriculum but are apprehensive to stray from a traditional published textbook as the language learning norm of “how it’s done” (VanPatten, 2015, p. 10). Additionally, the current study hopes to benefit students who may ultimately be freed from financial and traditional confines as well. Further objectives of this study are the hope of sparking exploration and potential change in the first-year language curriculum and its teaching

materials, influencing future decisions and perspectives that ultimately benefit our students as we listen to their needs and interests, and addressing our freedom as instructors and our passion for the language and culture we teach.

ACKNOWLEDGEMENTS

First, my deepest appreciation goes to my committee members. I thank Dr. Cassandra Caruso-Woolard for her positivity and thought-provoking questions always in the interest of learning. I thank Dr. Melanie D’Amico for her challenges and critiques that pushed me to do and be a better researcher. I am both professionally and personally indebted to my co-chairs Dr. Leslie Barratt and Dr. Susan Kiger who even after retirement both provided unwavering, exceptional support. One could not ask for a better pair to guide me. I thank Dr. Barratt for her instruction, inspiration, limitless ideas, tidbits, and examples that helped to light the path before me. I thank Dr. Kiger for her superb and unwavering guidance. From my first class as a doctoral student to the final defense, she has contributed her attention to kindly guide me to grow, to learn, and ultimately to succeed. Next is a shoutout to my PhD. “divas”—Dr. Carly Schmitt, Dr. Tricia Pierce, and Dr. Polina Kaniuka—who inspired me to finish and to my “girls”—Kate Brinkmeyer and Michelle Stodden—who have been my encouragement throughout. Finally, I thank my family. My mother, Cyndy Baumgardner, whipped me into shape and pushed me to keep working when I wanted to quit. She gave me peace and picked up the pieces with the house and children so I could try to focus on my work. You never cease to amaze me. I thank my husband, Clynton Christie, for bearing the brunt of the stress and for taking over at critical times. You are my partner, and this success is ours. To my children—Kaelan Isaac and Kamaya Joy—who may or may not understand why time with them was lost but to whom I dedicate this accomplishment and love with every fiber of my being.

TABLE OF CONTENTS

ABSTRACT.....	iii
PREFACE	iv
ACKNOWLEDGMENTS	vi
LIST OF TABLES	xiv
LIST OF FIGURES	xvii
CHAPTER 1: UNIVERSITY FOREIGN LANGUAGE IN THE UNITED STATES	1
General Education/Foundational Studies Program and Objectives	3
Foreign Language Foundational Studies Program in the Current Study	10
Foreign Language Pedagogy.....	13
Summary of Research Questions	16
Definition of Terms.....	17
Organization of the Dissertation	18
CHAPTER 2: REVIEW OF THE LITERATURE	19
Second Language Acquisition	19
Student-Centered Teaching.....	21
Issues in Foreign Language Curriculum and Instruction	25
Foreign Language Textbooks	27
Academic and Financial Implications of Textbooks	32
The Argument for Alternative Resources in the Foreign Language Classroom....	38

Student and Instructor Perspectives on Alternatives to Textbooks	40
Need for the Study	45
CHAPTER 3: METHODOLOGY	47
Research Design.....	48
Research Questions	52
Setting and Participants.....	53
Methodological Design.....	56
Data Sources and Instrumentation	61
Tests	61
Pre/Posttest Questionnaires.....	62
Student Focus Groups and Individual Instructor Written Interviews	68
Data Collection Procedures.....	70
Data Analysis	78
Summary of Research	84
CHAPTER 4: RESULTS.....	85
On-Campus Sample for Research Question 1	86
Demographics	86
Motivation.....	90
On-Campus Results for Research Question 1	94
Motivation Results	95
Communication Results	100
Culture Results.....	104

Open-Ended Responses	108
Textbook vs. OERs Final Perspective	114
Distance Sample for Research Question 1	117
Demographics	117
Motivation.....	120
Distance Results for Research Question 1	123
Motivation Results	124
Communication and Culture Results	125
On-Campus vs. Distance Comparison	127
Summary of Results	129
Summary Comparison of Results of On-campus versus Distance	130
Distance Open-Ended Responses	133
Comparison of Open-Ended Responses of On-campus versus Distance.....	138
Textbook vs. OERs Final Perspective	141
Results for Research Question 2	144
Instrumentation	145
Instructors	146
Rina	146
IQ Pretest TS2	148
IQ Posttest TS2	148
IQ Posttest TS3	148
Final OERs vs. Textbook Questions	149
Thematic Analysis	149

Wendy	150
IQ Pretest TS2	150
IQ Posttest TS2	151
IQ Posttest TS3	152
Final OERs vs. Textbook Questions	153
Thematic Analysis	153
Trisha	153
IQ Pretest TS2	154
IQ Posttest TS2	155
IQ Posttest TS3	156
Final OERs vs. Textbook Questions	157
Thematic Analysis	158
Candice	158
IQ Pretest TS2	159
IQ Posttest TS2	161
IQ Posttest TS3	162
Final OERs vs. Textbook Questions	163
Thematic Analysis	164
Dinah	164
IQ Pretest TS2	164
IQ Posttest TS2	165
IQ Posttest TS3	165

Final OERs vs. Textbook Questions	166
Thematic Analysis	167
Analysis of Themes	167
Results for Research Question 3	168
Sample.....	168
Results.....	169
Results for Research Question 5	174
Instrumentation	174
Instructors	174
Rina.....	174
Student Learning Description and Perspectives	174
Textbook Experience and Perspectives	175
OERs Experience and Perspectives	177
Experiment Experience and Workload Comparison.....	178
Thematic Analysis	178
Wendy	179
Student Learning Description and Perspectives	179
Textbook Experience and Perspectives	179
OERs Experience and Perspectives	180
Experiment Experience and Workload Comparison.....	181
Thematic Analysis	181
Trisha	182
Student Learning Description and Perspectives	182

Textbook Experience and Perspectives	183
OERs Experience and Perspectives	184
Experiment Experience and Workload Comparison.....	185
Thematic Analysis	186
Candice	186
Dinah.....	186
Student Learning Description and Perspectives	186
Textbook Experience and Perspectives	187
OERs Experience and Perspectives	187
Experiment Experience and Workload Comparison.....	188
Thematic Analysis	188
Analysis of Themes.....	189
Results for Research Question 6	190
Summary of Chapter 4	194
CHAPTER 5: SUMMARIES AND DISCUSSION	195
Discussion of Results	195
Research Question 1	195
Research Question 2	200
Research Question 3	206
Research Question 4	207
Research Question 5	207
Research Question 6	213
Data Collection during COVID	216

Implications for Practice	217
Evaluation and Analysis of Course Materials.....	218
Recommendations for Content Evaluation and Inclusion	220
OERs and Authentic Sources as Conductors of Communication and Culture ...	223
Resistance to Eliminating the Textbook	226
Recommendations for OER Implementation.....	229
Summary of Implications for Curriculum and Instruction	232
Implications for Future Research.....	233
Conclusion	238
REFERENCES	241
APPENDIX A: INTERVENTION INFORMATION PROVIDED TO INSTRUCTORS	255
APPENDIX B: INSTRUCTOR QUESTIONNAIRE POSTTEST SECTION 3	257
APPENDIX C: STUDENT QUESTIONNAIRE POSTTEST SECTION 3	259
APPENDIX D: TEST 0	263
APPENDIX E: STUDENT QUESTIONNAIRE PRETEST SECTION 2.....	267
APPENDIX F: INSTRUCTOR QUESTIONNAIRE PRETEST SECTION 2	270
APPENDIX G: STUDENT QUESTIONNAIRE POSTTEST SECTION 2	271
APPENDIX H: INSTRUCTOR QUESTIONNAIRE POSTTEST SECTION 2	274
APPENDIX I: STUDENT QUESTIONNAIRE PRETEST SECTION 3	275
APPENDIX J: INSTRUCTOR WRITTEN INTERVIEW QUESTIONS.....	277
APPENDIX K: STUDENT FOCUS GROUP QUESTIONS.....	279
APPENDIX L: INSTRUCTOR CONSENT TO PARTICIPATE.....	281
APPENDIX M: STUDENT CONSENT TO PARTICIPATE.....	283

LIST OF TABLES

Table 1. Major Topics/Sections in each Language Textbook for Chapters 5–8.....	32
Table 2. Control and Curricular Interventions by Groups for Test Sections 2 and 3	50
Table 3. Timing of Materials Used for Test Sections by Groups	58
Table 4. Timeline of Instrumentation	60
Table 5. Distribution of On-Campus Participants by Gender, Race, and Academic Year	89
Table 6. Distribution of On-Campus Participants by Previous Experience and Reason	92
Table 7. Descriptive Statistics for Rating of Previous Foreign Language Experience.....	93
Table 8. One-to-One TS2 Descriptive Statistics for Motivation of On-Campus Groups.....	97
Table 9. One-to-One TS3 Descriptive Statistics for Motivation of On-Campus Groups.....	98
Table 10. One-to-One TS2 & TS3 Descriptive Statistics for Motivation of On-Campus Groups	99
Table 11. Descriptive Statistics for Motivation of All Respondents in On-campus Groups.....	100
Table 12. One-to-One TS2 Descriptive Statistics for Communication of On-Campus Groups	101
Table 13. One-to-One TS3 Descriptive Statistics for Communication of On-campus Groups...	102
Table 14. One-to-One Descriptive Statistics for Communication of On-Campus Groups.....	103
Table 15. Descriptive Statistics for Communication of All Participants in On-Campus Groups	104
Table 16. One-to-One TS2 Descriptive Statistics for Culture of On-Campus Groups.....	105

Table 17. One-to-One TS3 Descriptive Statistics for Culture of On-Campus Groups.....	106
Table 18. One-to-One Descriptive Statistics for Culture of On-Campus Groups	107
Table 19. Descriptive Statistics for Culture of All Respondents in On-Campus Groups.....	108
Table 20. Specific Resources Listed for Communication from On-Campus Groups.....	110
Table 21. Themes of Most Effective Communication Tools Listed from On-Campus Groups	111
Table 22. Specific Resources Listed for Culture from On-Campus Groups	112
Table 23. Themes of Most Effective Culture Tools Listed from On-Campus Groups.....	114
Table 24. Distribution of Distance Participants by Gender, Race, and Academic Year	119
Table 25. Distribution of Distance Participants by Previous Experience and Reason	122
Table 26. One-to-One TS2 Descriptive Statistics of Distance Groups.....	124
Table 27. One-to-One TS3 Descriptive Statistics for Distance Groups	125
Table 28. One-to-One TS3 Descriptive Statistics for Communication and Culture of Distance Groups.....	126
Table 29. One-to-One Descriptive Statistics for Motivation, Communication, and Culture of Distance Groups.....	127
Table 30. Descriptive Statistics for All Distance Participants for Motivation, Communication, and Culture.....	128
Table 31. Descriptive Statistics Comparison for Motivation, Communication, and Culture of Distance (D) and On-Campus (C) Groups.....	132
Table 32. Resources Counted for Communication from Distance Groups	134
Table 33. Themes of Most Effective Tools Listed for Communication from Distance Groups	135

Table 34. Resources Counted for Culture from Distance Groups	137
Table 35. Themes of Most Effective Tools Listed for Culture from Distance Groups	138
Table 36. Comparison of Course Materials Mentioned for Communication by Distance vs. On-campus Student Participants	139
Table 37. Comparison of Course Materials Mentioned for Culture by Distance vs. On-campus Student Participants	140
Table 38. ANOVA Summary Table for Test 1	170
Table 39. Descriptive Statistics for Test 1	170
Table 40. ANOVA Summary Table for Test 2	171
Table 41. Descriptive Statistics for Test 2	171
Table 42. ANOVA Summary Table for Test 3	172
Table 43. Descriptive Statistics for Test 3	172
Table 44. ANOVA Summary Table for Test 2	173
Table 45. Descriptive Statistics for Final Exam	173

LIST OF FIGURES

Figure 1. Student Instrumentation.....	51
Figure 2. Instructor Implementation	52
Figure 3. Description of Prior Classroom Experience	91
Figure 4. On-Campus: Traditional Textbook versus OERs.....	116
Figure 5. Student Instrumentation.....	120
Figure 6. Distance: Traditional Textbook versus OERs	143

CHAPTER 1

UNIVERSITY FOREIGN LANGUAGE IN THE UNITED STATES

In the field of higher education in the United States, with the rising cost of textbooks, the ever-growing wealth of information accessible to both students and teachers, and the evaluation of theory in practice, instructors and institutions alike have shown interest in alternative sources, such as Open Education Resources (Ossiannilsson & Creelman, 2012). The argument for alternative sources in the American foreign language classroom can stem from a university's push toward more affordability for students, as well as instructor perspectives similar to Rahman's (2014) that "textbooks enslave the teacher and usurp the classroom procedures" (p. 205) as they control content, methodology, and evaluation. Garcia and DeFeo (2014) argued that despite the push for a communicative approach in foreign language classrooms, many teachers are focusing mainly on grammar and English as the main method of translation and instruction instead of maximizing use of the target language. In theory, student-centered approaches to conversation, culture, and communication are often praised in the foreign language classroom, but it can be argued that the textbook can get in the way of the theory transferring to practice (Garcia & DeFeo, 2014; Gilmore, 2011; Hubert, 2011; Weninger & Kiss, 2013). The goal of the current study is to further question and define how much the gap in theory and practice can be influenced by the foreign language textbook.

In the foreign language field, communicative language theory and student-centered classrooms are receiving the most attention and support. Although universities place importance on general education curriculum (Culicover & Hume, 2013; Warner & Koeppel, 2010), and the dominant foreign language theory promotes culture and communication (Chen & Yang, 2016; Hubert, 2011; Garcia & DeFeo, 2014), little research has been conducted evaluating if these approaches are executed effectively as a whole. Recent research in the field of foreign language has highlighted how Open Educational Resources (OERs), use of technology, and authentic materials help to motivate students and increase authentic communication and cultural competence that transfers to real-world situations (Bahrani & Sim, 2012; Barekat & Nobakhti, 2014; Chen & Yang, 2016; Garcia & DeFeo, 2014; Ghanbari et al., 2015; Gilmore, 2011; Huang et al., 2011; Li, 2013; Liu et al., 2006; Luke, 2006; MacKinnon & Pasfield-Neofitou, 2016; Montgomery et al., 2014; Rahman, 2014; Thoms & Thoms, 2014). Although some researchers have investigated and supported the use of increased technology, authentic materials, and alternative sources, little focus has been on the non-English as a Second Language (ESL) learner at the first-year language level. When evaluating the support in terms of ESL versus foreign language courses, less than half remain as studies supporting the use of alternative sources in foreign language courses other than English (Chen & Yang, 2016; Garcia & DeFeo, 2014; Luke, 2006; MacKinnon & Pasfield-Neofitou, 2016; Montgomery et al., 2014). Furthermore, the only study remaining that involved first-year language was Chen and Yang's (2016) qualitative study addressing the use of authentic materials in integrating culture into the foreign language classroom. With such a great number of students that go through foreign language general education courses at the public university level in the United States, it could be argued that more attention and importance should be placed on its evaluating these courses' effectiveness in

meeting the needs and interests of its learners and their fulfillment of the objectives of each university's general education or foundational studies programs.

General Education/Foundational Studies Programs and Objectives

Culicover and Hume (2013) mentioned the importance general education courses play in guaranteeing enrollment, and how vital they can be to maintaining some departments. According to the Department Chairperson of Languages, Literatures, and Linguistics at Indiana State University (A. Rider, personal communication, February 28, 2020), many humanities departments see a greater number of students through their general education courses than their majors and minors. Regardless of the reasons, public universities in the United States are typically mandated to have some kind of general education requirements (Warner & Koeppel, 2010). Although an articulate and published rationale must accompany general education requirements, each university can decide what “makes sense for its student body and mission” (Warner & Koeppel, 2010, p. 242).

The numbers vary by majors and type of universities, but a significant number of university students in the United States are required to take beginning levels of a foreign language as partial fulfillment of the university's general education program requirements. Leskes and Miller (2005) suggested that the epitome of the education mission of any institution is found in its general education requirements for all students to graduate. Warner and Koeppel (2010) further supported the claims of Leskes and Miller (2005) by reinforcing how the general education curriculum represents the “mission, philosophy, values, and culture” (p. 241) of an institution as curriculum shared among every student. Nelson Laird and Garver (2010) discussed research comparing general education courses (GECs) to non-general education courses (non-GECs) and found that GECs did a better job of promoting “certain outcomes (e.g., critical

thinking)” (p. 249) than non-GECs, and that faculty teaching GECs “placed greater emphasis on deep approaches to learning, active classroom practices, and diverse interactions among students” (p. 249) in comparison to their colleagues who teach non-GECs. Iaccarino (2012) highlighted how language learning is unlike other general education courses in the importance it places on culture and identity both of the studied group and the learner’s relationship with that group. On that same note, Warner and Koeppel (2010) proposed that general education requirements “can be used to challenge students’ ethnocentrism, broaden their worldview, and expose them to materials they might otherwise never consider” (p. 255).

After exploring the potential impact of and argument for foreign language inclusion in general education requirements, the question of how this impact is most effectively reached has also been considered and assessed. In an evaluation of the general education curriculum of universities in the United States, the American Council of Trustees and Alumni (2009) developed a system to measure success in core curricular areas such as foreign language. A university deemed successful in the area of foreign language would require intermediate proficiency, typically at least three semesters of college-level study, three years of high school, or a sufficient placement test score. However, many post-secondary schools scored poorly in the area of foreign language requirement because rarely was there a requirement past the elementary level, and, in several cases, other options were substituted for studying a foreign language. Warner and Koeppel (2010) reinforced the low ranking of universities in the area of foreign language in the research report on general education courses. Despite the majority of institutions requiring one foreign language course requirement for all students, that requirement was averaged to be a little more than one foreign language course, and the rest required on average less than one foreign language course (Warner & Koeppel, 2010, p. 246–247). This reaffirms

that in an evaluation of most United States universities in the area of foreign language core curriculum, most are not successful in requiring students to achieve an intermediate level of competence.

Even though foreign languages are deemed a significant field of study, general education requirements do not bring students close to reaching an intermediate level, and some do not even require the courses (American Council of Trustees and Alumni, 2009). In 1996, the American Association of School Administrators identified skills students need for success in the 21st century. Among the most important was knowledge of a foreign language (Bell & McCallum, 2013). Unfortunately, most American students have limited exposure to a foreign language by the time they reach college, considering the majority of students in the United States do not even have the option to study a foreign language until at least 14 years of age. Students are not required to reach the level recommended by the American Council of Trustees and Alumni (2009), which may contribute to students' perception that foreign language general education requirements are just a requirement for graduation and are not applicable to their lives. The failure to reach the recommended level also contributes to our language speaking status across the globe.

Out of all the countries in the world, United States citizens are the least likely to speak a second language (Stein-Smith, 2015). Findings from Eurobarometer (2006) revealed that 56% of Europeans can converse in another language. However, based on results from a Gallup Poll, McComb (2001) cited only 25% of people from the United States speak another language. The American Council on the Teaching of Foreign Languages (ACTFL, n.d.) claimed from 2007 to 2008 that less than 20% of K–12 public school students in the United States studied a foreign language, and less than 10% studied a foreign language at the post-secondary level (Stein-Smith,

2015). In contrast, most European countries require at least one foreign language of all students. In more recent surveys, even though 85% of adults in the United States believed in the importance of youth learning a second language, recent survey results increased the percentage of monolingual Americans to 79%. Both the United States and the United Kingdom can be referred to as “monoglot” cultures due to their “English-only profile” (Oakes, 2013, p. 178). According to a European higher education report, Oakes (2013) noted that citizens of the United Kingdom were the least likely among Europeans to be multilingual. However, they ranked higher than Americans did with 38% of their citizens claiming to be able to hold a conversation in a foreign language, but lower than the 56% of Europeans able to converse in another language (Eurobarometer, 2006). It would appear that English speakers in general have less motivation to learn another language because their first language is a global lingua franca. These factors likely affect a student’s motivation, appreciation, and attitude toward learning a foreign language. Motivation to learn a foreign language could be low because learners neither see the need, nor are they required to use one in daily life.

The message of an English-only society focusing on American culture is also embedded in our history, curriculum, and mindset. In colonial times, supporters of Indian schools boasted philanthropy as their objective of educating Native Americans and converting them to Christianity. However, the results of the schools were disastrous both physically in exposing Native Americans to disease and mentally as young Native Americans lost their identity in the indoctrination of the new culture and language (Thelin, 2011). Indian chiefs stopped sending their sons as they were coming back “good for nothing” (Thelin, 2011, p. 30), and a significant number suffering from alcoholism.

Despite value given to classical languages, an 1828 Yale faculty report found modern foreign languages as “unproven quantities” (Kliebard, 2004, p. 5) that had not demonstrated their worth. At the end of the 19th century, William Torey Harris, a respected figure in the education world, argued that classical languages were more valuable than modern languages in our culture and opposed replacement with French or German. Even in the 20th century, the Committee of Ten, appointed by the National Education Association in 1892, were still expressing the view that classical languages were superior to modern languages. Social efficiency educators in the 20th century believed that teaching subjects such as “foreign languages to people who would never use them was an inexcusable waste” (Kliebard, 2004, p. 183). Kliebard (2004) argued that even today foreign languages are only valued as “college-entrance subjects as if that is all they are good for” (p. 221). The influence of social efficiency reformers particularly in the 1920s further promoted the perspective that both classical and foreign languages “were deemed next to useless in terms of adult living” (Kliebard, 2004, p. 224).

In the first three decades of the 20th century, high school students enrolling in Spanish courses were “virtually nonexistent” (Kliebard, 2004, p. 225) in the United States. While language enrollments were decreasing along with its support, even the use of foreign language by students in the classroom was discouraged and even reprimanded. Both California and Texas had required English to be taught exclusively in all schools (Pinar et al., 2008). Texas even made it a criminal offense in 1918 to use any language other than English in school instruction. One example of how the use of languages other than English was frowned upon took place in a California school. Cortes (1986) gave the account of a young Mexican-American boy having to write 50 times after class that he would not speak Spanish at school. He was being punished for speaking Spanish at recess. Students in East Los Angeles were punished with physical “swats”

for speaking Spanish, the same punishment one would receive for smoking or skipping class (Sotomayor, 2013).

The “Americanization” and “deculturalization” that were happening in schools in the late 1960s were egregious enough for non–Anglo Americans to take action. In March of 1968 in East Los Angeles, approximately 20,000 students in five high schools walked out as a form of protest they called “Blowout” (Sotomayor, 2013). In southern Texas, almost 200 high school students protested by walking out of class in November of 1968 (Barrera, 2004). Gutiérrez (1998, as cited in Barrera, 2004) listed the following injustices in the education of Mexican-Americans: “the combination of white administrative and instructional personnel, English only, an Anglo-centered curriculum, and a preferential social setting dominated by Anglos for Anglos in the public schools made for systematic discrimination and exclusion of Chicanos” (p. 93). The protestors were Americans who wanted to be proud of their Mexican heritage, culture, and Spanish language and wanted the opportunity to keep their cultural and linguistic identity. Since colonial times to modern day, our country has lost a great opportunity of embracing other languages and cultures in its focus on Americanization and use of English only. We have been trained for so long to rely on English only that it will take an understanding of history and a change of mindset to make the difference. As Pinar et al. (2008) argued, “continued denial of our complex identity and continued exclusion of those knowledges which both constitute and accompany those identities risk the abyss” (p. 349). The abyss will trap one in the past and ultimately prevent one from thriving in the future.

Governmental policies and programs are needed to spark the change. English speaking governments often view foreign language as important in terms of business and economic gains, and general education requirements promote the study of culture, which has a positive influence

in developing global citizens (Canadian Association of Second Language Teachers, 2016; Chau, 2014; Hardach, 2018). However, these values and importance are not always viewed the same by university students. Despite universities and educators arguing the importance of general education courses, the United States is notably behind the rest of the world. Students are often left out of the discussion. In studies presented by Thompson et al. (2015), researchers noted that minimal student input had been solicited because when curriculum decisions are made, the institutions and its faculty tend to determine what is most important. This decision-making process again contradicts what educators know. Learners are motivated by their interest in the subject and the nature of tasks asked of them. It is not surprising that they are less enthusiastic about choices that are not their own.

Thompson et al. (2015) conducted a survey of student perception and knowledge of university general education requirements, which revealed that there were misconceptions about why students were required to take general education courses. Warner and Koeppel (2010) concluded that general education curriculum's main issues were related to the lack of "a unifying philosophy that students could grasp" (p. 243), that students failed to see the application of the general education curriculum, and therefore "lacked motivation or interest in mastering the traditional liberal arts subject matter" (p. 243). King and Kotrlik (1995) revealed that students not only felt that general education requirements were excessive, but also that they were not necessary or unrelated to their area of study or interests. Thompson et al. (2015) further underscored how the King and Kotrlik study exposed the attitudes of education being "something to be got through" (p. 279) and emphasized the apparent disconnect of the purpose and value between what faculty and students see. Another study conducted by Humphreys and Davenport (2005) asked students to determine the rank of importance of each college experience

outcome. The area with the least value was linked to general education courses, which comprised nearly one third of their coursework. Thompson et al. further highlighted the importance of the Humphreys and Davenport study by asserting that the general education plan was not appearing to resonate with the students in the way it was intended, nor did it seem to have the value that its developers desired. Without investigating the needs and interests of the students, teachers, and administrators, and carefully crafting curriculum that melds these needs and interests with the larger cultural need for inclusiveness, the curriculum will likely continue to miss the mark. Moreover, the pedagogy and educational resources that support the curriculum will need careful examination as well in order to maximize the goals and relevancy of the curriculum.

Foreign Language Foundational Studies in the Current Study

The location of the current study is a public degree-seeking four-year university in the Midwest with five colleges offering over 100 majors and 70 online programs to over 12,000 students (IndianaStateU, 2019). Although 70% of students are from Indiana and 60% live and work in Indiana, all 50 states and over 65 countries are represented in the student population. The ratio of students to faculty is 20 to 1, with two-thirds of classes containing fewer than 30 students. The classes used for this study had a maximum enrollment of 25 (Indiana State University, 2020).

Language courses are provided by faculty of the Languages, Literatures, and Linguistics (LLL) department in the College of Arts and Sciences. The mission statement from the department's website includes preparing students for "active global citizenship by providing them with skills in world languages" and providing programs that "foster the cultural knowledge and sensitivity necessary for effective engagement with diverse populations in Indiana and throughout the world" (Department of Languages, Literatures, and Linguistics, n.d.). Of the 55

LLL courses drafted for Fall 2020, almost half (24) fulfilled requirements for Foundational Studies—ISU’s equivalent to general education—courses in the area of Nonnative Language (i.e. Spanish, French, German, Japanese, Latin, or Greek 101 or 102), and another six courses fulfilled requirements for Foundational Studies in the area of Literary Studies (4), Historical Perspectives (1), or Upper Division Integrated Elective (2). Nineteen of the 55 LLL courses offered for Fall 2020 are 101 level foreign language courses, which are mostly taken by students with major areas of study outside of the department (Rider, 2020). According to the Department Chairperson, N. Ann Rider (personal communication, February 28, 2020), less than 1% of students take a 101-language course for the LLL major. Five LLL courses are at the 102 level. According to Rider (2020), in the fall schedule draft 15 courses were 200 level courses; 11 of those were in a foreign language, two were linguistics courses and the final two were introductory courses for majors and minors in the LLL department. The remaining 16 courses were designated at the 300 level or above. Insights into the perspectives of students and instructors in the courses reaching the largest number of students (101) in the department pose an informative setting for the current study.

Originally, the study was conceptualized to explore perspectives for general motivation and communication and cultural skills in all 101 languages offered at ISU. However, increased variables arise in an effort to equalize topics and content included in both textbooks and OERs for each language. The perspectives on the impact of course materials on motivation, communication skills in the language, and understanding of culture would be better described and understood by narrowing the study to only Spanish 101 students and instructors.

For Spanish 101 and 102, in the last decade I have both participated in and led the textbook selection committee, and worked to choose content, pacing, and integration into

Blackboard, the campus learning management system at the time of the study. The Spanish 101 *Tu mundo* textbook (Andrade et al., 2019) was chosen for the on-campus sections in Spring 2019 to be implemented Fall 2019. Also for the fall semester, with the help of an instructional designer and completion of a course required by ISU for instructors implementing OERs, I developed the Spanish 101 distance course utilizing OERs reviewed for inclusivity. Even though the on-campus instructors overall preferred a traditional textbook, they expressed the potential of effectiveness of OERs in distance sections and agreed to their use if the other distance Spanish instructor and I so chose. Therefore, with the permission of the department chairperson and Spanish faculty, and in collaboration with the other Spanish 101 online instructor, I chose and implemented comparable OERs for the online sections. Striving for curricular consistency in the first-year language program, I worked to choose OERs that were similar to the topics, objectives, goals, and content in the on-campus textbook. This factor also helped create a better comparison for this study considering the OER content was designed to be in alignment with the overall on-campus Spanish 101 curriculum. For this study, the OER materials used in the distance sections were reorganized and modified to cover the pacing and content for the on-campus test sections to be evaluated in this study.

For the purposes of my selected research design and methodological approach, the scope of the investigation was a prime consideration. Arendt and Shelton (2009) marked “trialability” (p. 100) as the greatest incentive on Roger’s (2003) attributes of innovation. This provided an argument to start small (one test section versus entire semester) for implementing a curricular intervention (OERs) in this experiment. Instead of asking instructors to teach an entire semester with the curricular intervention, one test section was chosen and all curricular materials were provided in an effort to decrease teacher strain, and thus increase potential participation. As the

researchers stated, “New ideas that can be used on a trial basis are generally more accepted and adopted partly because they help dispel uncertainty” (Arendt & Shelton, 2009, p. 104–105). This supported providing a curricular intervention in one language course for one test section in both recruiting teachers in the experiment, and the potential for replication (Harrison et al., 2017).

Foreign Language Pedagogy

The value students see in foreign language impacts their motivation, but the focus of the course and what it asks of students also plays an important role. When students are driving their learning and see themselves as responsible for their success, it is more likely that positive processing of the material will occur (Iaccarino, 2012). Since the 1950s, increasing attention has been placed on learners and their role as active participants that bring “experiences, beliefs, and preferences to the classroom” (Reinders, 2010, p. 40). Learners construct their own experiences in order to fulfill their own goals for development and learning. Freire (1970) argued in his work “Pedagogy of the Oppressed” that knowledge should be transferred in more than one direction. Constructivist pedagogy has centered on the process of constructing learning more than the knowledge to be attained. For the theory to transfer to the classroom, Winne and Marx (1989, as cited in Dörnyei, 2002) stated, “Teachers must arrange for students to engage in cognitive activities in which they manipulate and transform information” (p. 144).

According to Hubert (2011), the Communicative Language Teaching (CLT) approach continues to dominate second language teaching around the world. The principle objective of CLT is authentic information exchange in the target language. Considering the complexity and constant evolution of every language, it can be challenging to determine what aspects of each language and its regional influences would be “authentic.” One may argue that textbooks are often filled with simplified, formal language that is disconnected from conversation and created

to study a topic or grammatical point instead of authentic information exchanges being evaluated for their comprehensibility in real-life scenarios. According to Iaccarino (2012), CLT is intended to go beyond language structures and focus on communication where conveying meaning surpasses grammatical forms. Potentially interesting content that challenges students cognitively can often be absent from foreign language textbooks, particularly when the content is planned around connecting certain grammatical forms to topics instead of conversation and authentic materials directing the need for and real-life application of that particular knowledge.

Task-based learning is an interactive, student-centered approach that has been popular since the 1980s. Duran and Ramaut (2006) acknowledged that task-based learning combined with games or experiments create a learning environment that is relevant, practical, and neutral for beginning language learners with various levels of familiarity in the target language. Tomlinson and Masuhara (2009) presented an experiment carried out at John Hopkins University where groups with “team-games-tournament (TGT) techniques” (p. 4) performed better than the control group experiencing a more traditional approach to learning. Success was attributed to an experiential game involving competition, requiring knowledge and information processing to win, and providing rewards for the team that wins. Tomlinson and Masuhara (2009) argued that attention and curiosity of learners are “almost automatically achieved by competitive physical games” (p. 650). They also took into consideration the importance of choosing a game that learners have the language they need before and during the game, as well as a reflection time afterwards to recognize learning.

Even beyond the exercise of the mind are the often overlooked physical aspects of learning. Total Physical Response (TPR) is based on the idea that a combination of physical activity and comprehensible language deepens learning (Asher, 1977). Later research revealed

how TPR engages right brain usage for a more holistic type of learning. In the 1990s, TPR Plus was developed (Tomlinson & Masuhara, 2009). It combined sequenced actions such as putting a story to life, building something, or physically playing a game. Implemented in courses worldwide, this method seemed to produce “high student motivation, enjoyment, and achievement” (Tomlinson & Masuhara, 2009, p. 647).

Huang et al. (2011) saw the need for more than an approach to learning, but also for opportunities for learners to engage in tasks that give them ownership in a real-life situation. Results of their study revealed that assignments and materials addressing the needs, interests, and goals of the learner naturally provided more student motivation and success. Because physical play usually motivates learners to use the language to play a game instead of being formally evaluated, the lack of physical play in second language materials results in missing an opportunity for deeper and more meaningful learning. Although not all researchers would agree with this position, most would agree on the importance of using authentic language that piques and maintains the attention and curiosity of learners (Tomlinson & Masuhara, 2009). The theory and research promoting student interests and needs is evident, but the question remains if textbooks in the first-year language program are driving and promoting the student voice and theory applications.

Although communicative language teaching is often considered the predominant approach in language learning, in practice it is often criticized for its authenticity. Materials that promote real-world communication are essential (Bahrani & Sim, 2012; Chen & Yang, 2016; Gilmore, 2011; Huang et al., 2011; Hubert, 2011; Iaccarino, 2012; MacKinnon & Pasfield-Neofitou, 2016; Montgomery et al., 2014; Morofushi & Pasfield-Neofitou, 2014; Oakes, 2013; Rahman, 2014). Despite teachers believing in the approach, researchers confirm that transfer to

practice was often seen lacking (Duran & Ramaut, 2006; Koutselini, 2012; Kumaravadivelu, 1993; Nunan, 1987; Schubert, 1993; Wong & VanPatten, 2003). Schubert (1993) emphasized this reality in his chapter on curriculum reform. He found it noteworthy that even though current curriculum theorists preferred the experientialist position, its true application was not as overwhelmingly represented in practice or policy. This mismatch leads to the question of whether or not the textbook is contributing to the issue of transferring approach to practice.

Summary of Research Questions

This study sought to understand and evaluate student and instructor perspectives of course materials in answer to the following research questions:

RQ1: Are there differences in student perceptions (regarding motivation, communication skills, and culture) between the groups using the traditional textbook, OERs exclusively, and OERs for one test section (curricular intervention)?

RQ2: What are the differences and similarities in instructor perceptions (motivation, communication skills, and teaching culture) between the sections using the traditional textbook, OERs exclusively, and OERs for TS2 or TS3?

RQ3: Are there any differences in test scores between the groups?

RQ4: Through a focus group discussion, how are students' perceptions of their communicative and cultural learning and motivation affected by the use of the traditional textbook and OERs?

RQ5: Through written, individual instructor interviews, how are instructors' perceptions of students' communicative and cultural learning and motivation affected by the use of a traditional textbook and OERs, and what is the workload comparison?

RQ6: Are students' and instructors' perceptions congruent regarding how the use of the traditional textbook and OERs impact communicative and cultural learning and motivation in the course?

Definition of Terms

Can-Do statements – From the objectives of each chapter in the current Spanish 101 on-campus textbook, students responded to statements about what they could do on a Likert-like scale from 0 to 10 (i.e., I can describe myself in Spanish). These were included in each of the four student pre- and posttest questionnaires for the second and third test sections.

Curricular intervention – During one of four test sections, a curricular intervention included OERs that were being used in the Spanish 101 distance sections but rearranged to fit the content and pacing that matched the Spanish 101 textbook in the on-campus sections.

Foundational Studies – This was the name given to the general education program at Indiana State University.

Test 0 – Test 0 is a test given the first week of class that is not calculated in the Spanish 101 course grade, but is used to ensure students are properly placed into Spanish 101 or need to be moved to a higher level. For the purpose of the research, it was intended to be used to ensure all participants were starting at similar language achievement levels.

Test section – More commonly known as learning unit, a test section includes all course content from the beginning of one section to the completion of the exam. It begins the first day after each test and continues until the day the exam is completed. There were four test sections and a cumulative final exam in the Spanish 101 on-campus courses. Additionally, the distance Spanish 101 sections also had a midterm exam reviewing content and material from the first two exam sections.

Traditional textbook – The traditional textbook refers to the *Tu mundo* McGraw-Hill textbook. Connect—also from McGraw-Hill—refers to the homework and learning management platform used in addition to the textbook. Both were part of the package required by on-campus Spanish 101 sections since Fall 2019.

Written interviews – An instrument used to collect instructor data was accomplished through written interviews. Written interviews were different than the open-ended questionnaires. Written interviews were the questions instructors responded to regarding their feedback on the curricular intervention and course materials as a whole near the end of the semester. Written interviews were used to protect instructor confidentiality and manage data collection workload for the research assistant.

Organization of the Dissertation

Briefly presenting the reader with an introduction to the topics pertinent to the current research project, Chapter 1 presented general information on the significance and potential of general education courses, particularly in foreign languages. This chapter underscores the lack of importance placed in research connecting student and instructor voice to the effectiveness of general education course content. Chapter 2 reviews the literature in foreign language pedagogy, issues in foreign language curriculum, and studies and perspectives on alternative resources pertaining to the current research. Chapter 3 reviews the research design and questions, the instrumentation and method to measure the answers to the questions, and the data collection and analysis procedures. Chapter 4 contains the data results for each research question. Chapter 5 discusses the findings and implications for teaching and future research.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter starts with influential and current foreign language pedagogy and the research supporting it. The issues impacting effective implementation of the pedagogy in the classroom are then addressed including academic and financial implications and limitations of foreign language textbooks. Finally, studies and perspectives on alternative resources pertaining to the current research are presented and discussed, leading to the need for the current study.

Second Language Acquisition

Despite widely held beliefs that children and adults are different and therefore learn language differently, VanPatten (2015) argued that these differences are more external. The internal mechanisms and ingredients to acquiring language are the same. VanPatten (2015) identified that both adults and children need to experience language input, process how that input connects to the “internal architecture” of the language, and marry “Universal Grammar” with “general learning architecture” (p. 8).

Grammar has been a central topic of controversy in language learning. Kelly (1969) claimed it has existed since language teaching began. In their book about grammar in the second language classroom, Nassaji and Fotos (2010) explained that the grammar controversy is mostly centered on either an explicit or implicit presentation; that is whether grammar should be taught formally presenting rules or naturally through exposure that is meaningful to the learners.

Language teaching used to focus primarily on grammar-based approaches. A notable shift in research occurred when Krashen (1982) claimed that focusing on the formal aspects of language was ineffective and the debate has continued particularly in how teaching grammar impacts teaching communication. Arguments for both explicit and implicit grammar exist in a wide array of teaching contexts. Aski (2005) claimed that much is still to be discovered in the areas of instruction type and timing, and researchers support various positions on when and how to incorporate explicit and implicit instruction.

A noted expert in language acquisition and author of several foreign language textbooks, VanPatten (1984, 1989, 1996, 2000; VanPatten & Uludag, 2011) has contributed extensive research on processing input. His research highlighted the importance of connecting forms and meaning. Wong and VanPatten (2003) argued that presentation of form-only is unnecessary and does not contribute to fluency or foreign language acquisition. They addressed how second language learners acquire certain features of some forms of various aspects of language at the same rate regardless of instructional intervention or not. Practice of forms of language that are not connected to meaning are ineffective, but both Wong and VanPatten advocated some kind of focus on form. The focus on form builds up with increased exposure to communicative input that is comprehensible to the learner. These are the areas on which language teaching should focus. Aski (2005) asserted that due to the evidence connecting explicit instruction to acquisition, those in the foreign language teaching field have an obligation to ensure the textbooks and activities within increase learning and second language acquisition. This includes a variety of language practice activities that provide opportunities for learners to process input while the facilitator helps draw their attention to connecting forms and meaning.

Student-Centered Teaching

Language input is most effective when it is comprehensible and meaningful to the learner. To increase meaning, learners need to connect to their interests and needs. As Omaggio Hadley (2001) noted, motivation is especially important in language learning. Language is about connections and requires a good deal of effort. If language learning excludes student needs and interests, it can impact student motivation to make the necessary connections between the forms presented in language teaching and their meaning. Particularly in a general education course, different majors are represented along with different goals and interests. Koutselini (2012) argued that textbooks have “downgraded students’ autonomous learning” (p. 3). This presents the argument for a flexible curriculum that allows for addressing student needs and interests.

Research on the increase in motivation with foreign language course transformation from teacher-centered to student-centered learning, which serves as an example, was conducted in Pakistan. Gopang et al. (2015) conducted an action research study with university students required to learn English. The researchers developed the study from observations and student interactions. Results of the study indicated that more student-centered practices increased motivation. From group interviews in the teacher-centered classroom, learners felt “bound to listen and listen” and “sick of traditional methods of teaching English” (Gopang et al., 2015, p. 142). Quotes from student interviews revealed how the method of teaching affected how students saw their roles both in and out of the classroom. One student dissatisfied with the teaching claimed he was unhappy because “it has no role stored for me to play” (Gopang et al., 2015, p. 142). The students blamed the teacher for the lack of motivation because they were not given the opportunity to participate or to play a part. The results sparked a new student-centered plan that addressed the major needs and interests of the unmotivated students. Part of what helped to

achieve the new student-centered environment was the decision to take away the grammar books and replace them with books such as English for specific purposes that included interactive activities.

Even though evidence for effective language instruction may be grounded in sound approaches, it may be unsuccessful if students do not possess learner autonomy. A study by Noels et al. (1999, as cited in Dörnyei, 2002) revealed the positive influence student autonomy had on a learner. Hurd (1998) argued the importance of preparing learners for autonomy, stating, “If learners are not trained for autonomy, no amount of surrounding them with resources will foster in them that capacity for active involvement and conscious choice, although it might appear to do so” (p. 72–73). Reinders (2010) argued that implementing learner autonomy strategies is challenging just as other approaches to produce “good language learners” (p. 41) have been shown to be. Naiman et al. (1978) produced an extensive list of characteristics for good language learners including proactivity and self-motivation. Reinders praised the work of Naiman et al. in identifying these characteristics as a guide for language teachers. However, characteristics like self-motivation and proactivity put into question what has to come from the learner and what the instructor can produce. Considering most of the students in a beginner language course are obligated to take it as part of their required foundational studies/general education program, it is questionable how much motivation drew them to choose the course (Dörnyei, 2002). As Omaggio Hadley (2001) noted, application of any method works best when learners are motivated. However, the direction and implications for successfully implementing learner autonomy can be especially challenging for application in a foreign language general education course most students are taking as a requirement.

Reinders (2010) gave a framework for learner autonomy in a language classroom. First, learners must be aware of their needs and able to share those with their classmates. Discussion and written reflection after each classroom activity should encourage learners to be aware of their needs by evaluating their abilities to complete tasks successfully. In addition, learners need to have a voice in what they are taught by having the opportunity to make choices of what kind of activity or assignment they will do, changing the order of doing things, and choosing materials for learning. If learners are to take responsibility for learning, they need to be able to have a say in the what, when, and how. This includes practice so that what is being learned applies to the learners' lives and not just the confines of the classroom. Finally, in assessment, learners will need to evaluate their progress and thus modify their level of motivation, their learning plan, as well as their social aspects of learning. This self-assessment includes the crucial component of reflecting on a deeper level about problems and successes, what caused them, and an opportunity to share that learning with their peers. Tests may be unavoidable in terms of assessment, but learners should also have something tangible that demonstrates their process and progress, which may be a portfolio and assignments such as a conversation with a native speaker.

Hains and Smith (2012) presented a case study examining the perspectives of students and faculty toward a course designed by students. The study explored the risks and resistance of faculty and students as well as the influence on student motivation and development, and on course evaluation. Having established the reasoning for taking on this endeavor, the purpose was to shed light on how students and faculty can work together to design curriculum and ultimately how student-centered pedagogy can work for the numerous educators who view this innovation with much hesitation. The qualitative study involved seven undergraduate students. Journal entries helped to convey their frustrations and triumphs. The results revealed student

perspectives on why the research was important as the students were frustrated with having to “stay in class and memorize the material, regurgitate and then forget it when we leave the classroom” (Hains & Smith, 2012, p. 363). This frustration led students to conclude “that it would be awesome to learn something that would be applicable to the classroom later on” (Hains & Smith, 2012, p. 363). The researchers also expressed the fear of failure it placed on faculty and argued that instructors “must be comfortable with ambiguity while still upholding administrative guidelines and expectations” (Hains & Smith, 2012, p. 366). The results revealed issues surrounding the transition process and its difficulties but also indicated that scholars need to keep in mind that getting outside the experiences in the traditional classroom could give “students the opportunity to create cognitive and emotional links between new and previous knowledge” (Hains & Smith, 2012, p. 371). Although the study was not in the area of foreign language, it focused on giving students a voice and how they can work with faculty to do so. It also revealed potential risks involved that may dissuade instructors from changing traditional curriculum and approaches. Students struggled with the shifting of power and responsibility. In implementing non-traditional approaches or curriculum, faculty and students will need to be reassured that change is a process, and there will likely be challenges along the way.

Costa (2013) addressed the difficulty in defining student-centered pedagogy and stated that it is easier to understand by addressing its characteristics. Costa accepted five practice changes on student-centered teaching. The changes involved giving students choices in the course, content being used to improve self-awareness, the teacher as facilitator more than knowledge giver, students taking on responsibility for learning, and gaining student feedback throughout the course. Costa also posed a significant question of how many of those characteristics or applications of student-centered principles defines a student-centered course.

An example of how the definition transfers into actual classroom behavior is giving more flexibility to students in how they learn. Scholars have not come to an agreement on how much of the content or class time has to be student centered to call it a student-centered class.

Issues in Foreign Language Curriculum and Instruction

Garcia and DeFeo (2014) launched a project based on the two areas in which they argued foreign language teaching had fallen short: culture and conversation. National standards in the United States promote the “5 Cs” of *Communication, Cultures, Connections, Comparisons, and Communities*, but “there is a decided gap between theory and implementation” (Garcia & DeFeo, 2014, p. 110). Most foreign language students claim communication is their main goal, but they also say it is their biggest challenge. That is, there is a disconnect of transfer from the classroom to the real world, particularly in the emphasis on formal and academic language that neglects the communication norms of most of its speaking population. Language expert Dr. Leslie Barratt (personal communication, January 5, 2017) noted that the textbook language is archaic and more formal than most speakers actually use in their language. Informal language, the authentic language of communication, is not presented in textbooks for several reasons: it varies a great deal, it changes quickly, and it is not considered “standard.”

Communicative approaches have dominated the language learning theory, but instructors are still trying to find a balance between grammatical and communicative competence. Aski (2005) based her research on the findings that activities in foreign language textbooks reflect behaviorist methods and are inadequate practice for second language acquisition. Textbook companies have tried to incorporate authentic materials, but without a specific audience, they are often “forced to become mainstream or sterile representations of language” (Garcia & DeFeo, 2014, p. 112). Textbooks, in turn, end up steering instructors away from the five Cs due to their

prolific standardization. VanPatten (2015) attributed stall in advancement of foreign language material usage to most foreign language instructors in universities in the United States being experts in literature or cultural studies not language acquisition or language teaching. Therefore, VanPatten argued many may be more inclined to rely on the step-by-step guide of what is considered the accepted content and structure of all first and second year language materials similarly included in most published textbooks.

Other researchers have recognized the dominance of grammar heavy textbooks (Littlejohn, 2011). Hubert (2011) argued that the majority of foreign language courses at the university level in the United States are focused explicitly on a tremendous amount of grammar which the students do not have the opportunity to apply in communication. Hubert reiterated this point and discussed how much was covered in class time, assigned for homework, and then appeared on exams. Although grammar seemed to dominate course assignments and time, it was not resulting in learners producing the language in conversation. Undergraduate students taking one year of the required foreign language, for example, often leave unable to verbally communicate, but they may be more likely to be able to identify indirect and direct objects or name verb endings in the present tense.

Another important aspect of communication is culture. In fact, many would argue that effective communication is not possible without cultural fluency. Chen and Yang (2016) interviewed teachers to find out what challenges they face teaching culture. Specifically, when teaching vocabulary, it is easy to give the correct translation, but what is harder is taking the time to address how that word is appropriately used in culture. For example, the word *teacher* in American English is used to talk about the job someone has, but in many Spanish-speaking countries the word for teacher or *maestro* is used to address one's teacher. This can also be seen

in other aspects such as an engineer would be called *ingeniero* by those working for him. However, English speakers in the United States would not directly call someone *teacher* or *engineer*. Rooted in the reasoning are cultural values, such as respect for elders and those in authority. This example shows the importance of understanding the culture in order to appropriately apply language. This is why Chen and Yang argued that culture should be the core of language learning. Many other experts in the field would agree. In 2007, the Modern Language Association of America reported culture and language in higher education to be essential elements of foreign language education. As previously mentioned, National Standards in the United States include culture as one of the five C's of foreign language learning. However, the type of culture and what it looks like in the classroom is unclear. Most would agree the instruction for culture should go beyond the presentation of facts. Current research is examining the need for culture to address topics such as stereotypes, history, heroes, and values, and the relationship, patterns, and perspectives surrounding them.

Foreign Language Textbooks

As language experts assert, the textbook plays an essential role in the process of language learning (Koutselini, 2012; Weninger & Kiss, 2013). Instructors rely on textbooks for teaching (Gedik Bal, 2020; Vold, 2020). Textbooks serve as the guide for topics and objectives (Lent, 2012) steering and deciding the outcomes of the class often more than the instructor (Giordano, 2003; Littlejohn, 2011). Despite the popularity of foreign language textbooks, researchers have been skeptical of their effectiveness particularly because of their “overloaded content” (Koutselini, 2012, p. 3) and continued use of mechanical drills and forms without meaning especially at the beginning levels of second language acquisition (Aski, 2005; Ellis, 2003; VanPatten, 2015; Wong & VanPatten, 2003). VanPatten (2015) pointed out the similarities

among foreign language textbooks despite the competition among publishers. VanPatten argued that the content of vocabulary and grammar students are to learn in most materials for the first and second year of language learning are largely the same. What to teach has been decided including the format of vocabulary, practice of vocabulary, grammar presentation, and practice. Then, the cycle is repeated with assessments focusing on the vocabulary and grammar covered.

Cultural teaching from the 1950s to the 1990s was mainly focused on facts to be learned about the target language culture, viewing culture as more of an object (Weninger & Kiss, 2013). However, the acculturation theory model explained by Schumann (1986) immersed the learner in the target culture in order to increase the chances of acquiring the target language. Other experts concurred that culture combined with language increased learning and motivation (Dörnyei, 1990; Gardner, 1988; Gardner et al., 1992). Although teachers and researchers are now in agreement about the importance of digging deeper, reflecting, and critically analyzing to become truly bicultural, there is a disconnect in the application in the classroom, and current materials often lack direction on how to approach culture and the time necessary to integrate and apply the cultural knowledge in real life scenarios. Even popular books on language teaching of the 21st century do not include teaching cultural content and even less content on how to teach culture to adult learners, taking into account that postsecondary students are adults. The research of Garcia and DeFeo (2014) revealed that university students complained that most of their Spanish courses did not provide interactive opportunities or comparisons across cultures. They were displeased with the overall emphasis on grammatical aspects of language and misrepresentation or lack of everyday cultural aspects. Weninger and Kiss (2013) argued that because of the social aspect of culture, meaning is difficult to attain solely through a text.

In a study by Chen and Yang (2016) on cultural content, instructors expressed uncertainty of what teaching culture looked like in a class setting. Some reported having some cultural materials with the textbook but not using them due to the confusion and misconceptions they produced or because students were not interested or able to understand them. A German instructor felt that the textbook only presented the positive, superficial aspects of culture. For example, videos included in the textbook only presented wealthy German families that go on vacations. Even though the texts were promoting the positive, the German instructor reported that foreign language students were most interested in the dark German past of the Nazi era and the Berlin Wall. Fournier-Sylvester (2013) stated that controversial issues often are avoided due to the instructor's fear of how to handle unpredictable student responses and potential accusations that the instructor is pushing one side.

In a case study of heritage Spanish speakers' perceptions of the content of beginning Spanish courses, DeFeo (2015) found that participants claimed textbooks focused on the Castilian Spanish from Spain and had little to no connection with the Spanish spoken in the United States and Latin America. The students were American citizens with strong connections to Latin America and use of the Spanish language as well as experience with the Spanish-speaking culture in the United States. However, participants felt the curriculum sent the message that Spanish is mainly for travel, that Castilian Spanish is most desirable, and that Spanish culture is found in other countries, but not necessarily in their home country of the United States.

French textbooks have also been scrutinized for their "hidden curriculum," which fails to represent what could be most meaningful to American students (Chapelle, 2009, p. 139). In an investigation of the prevalence of Canadian references in nine French textbook materials used in the northern United States, Chapelle discovered that of the materials analyzed, only 15.3% of the

textbook and 6.5% of the workbook presented content regarding Canada. Not only is Canada not given its proper attention, the five continents on which French is spoken were hardly highlighted in textbooks. It could be argued that geographically and historically Canada would seem to present a stronger connection to the United States, especially in the northern states, but Chapelle (2009) suggested there is a “hidden curriculum in French learning materials” (p. 139), and that Canadian French is not as widely accepted as the French of France and, in particular, Paris. It should also be noted that despite being ignored in French textbooks, the French language is found in the United States, especially in Louisiana, where it is a language of instruction in many schools. Furthermore, several Caribbean islands and African countries also have French as an official language but rarely receive focus in traditional French textbooks.

Depending on the focus of first-year foreign language textbooks, if much of the content focuses on grammar and vocabulary, it can impede time spent incorporating student needs and interests, and cultural values and their connection to language (Koutselini, 2012). Foreign language experts argue that textbooks, particularly ones piecing orders of grammatical content with mechanical grammatical drills—for example giving a verb and a subject and having students conjugate without having to understand meaning—can compromise communicative objectives because they do not require the learner to connect form with meaning and real comprehension input beyond memorization (Aski, 2005; Koutselini, 2012; VanPatten, 2015; Wong & VanPatten, 2003).

To get a glimpse of the type and amount of content covered at the university in which the current study was conducted, a comparison count was conducted of three Spanish textbooks. The three textbooks—*Mosaicos*, *Experience Spanish* and *Exploraciones*—were from the top foreign language publishers—Pearson, McGraw-Hill and Cengage—and were considered in the textbook

adoption decision in 2016. The number of points, topics, or sections listed in the table of contents to be covered for chapters five through eight of the three books were counted. The topics were divided into categories most popularly listed in the textbook table of contents. Vocabulary and grammar were included first in accordance with what was presented in all three books. Cultural content was included by itself, but often consisted of short paragraphs of a topic in English or Spanish. These were aspects VanPatten (2015) confirmed most second language textbooks included. Reading and writing were paired together, even though writing sections were not included in all three books. Speaking and listening were paired together. Speaking was only mentioned in one of the textbooks, and another text had what translated as communicative tips that were included in the grammar points. At the end of the chapters, there were typically one or two pages of exercises in reading, writing, speaking, or listening that applied the grammatical concepts or connected to the vocabulary presented previously in the chapter. It is also important to note that the entire textbook is not intended for first year. Usually four to five chapters are used for each 16-week semester, which explains why four chapters were used for this count.

A visual was created of the number of subtopics or sections listed in three first-year language Spanish textbooks considered for adoption at Indiana State University. Counts of topics pertaining to each aspect of language learning in the duration of a typical course are compared in Table 1.

Table 1*Major Topics/Sections in each Language Textbook for Chapters 5–8*

Textbook	Vocabulary	Grammar	Culture	Reading/ Writing	Speaking/ Listening
Mosaicos	12	19	8	8	12
Experience Spanish	9	16	11	8	4
Exploraciones	10	16	8	10	12

In looking at the results of the count and considering the typical 30–35 actual contact hours a three-credit-hour course typically meets in one 16-week semester, one can deduce that there is little room for content outside of the textbook. Considering grammar has the most topics and probably would need the most amount of time to comprehend and apply, it could be argued that the class could be dominated by grammar. Because of the connection of the vocabulary and grammar to the culture and other sections such as reading, writing, speaking, and listening, greater importance and focus would likely be placed on first learning the vocabulary and grammar. It would also be important to note what sections were or were not covered in each of the chapters, as it would be unlikely that all of the material provided would be included. Because this is one limited example of the content of classes of one first-year language course to be covered at one university, further study comparing what other languages at this institution and ultimately what other universities cover in first-year language programs would help shed light on the focus on course content and the implications of how the textbook impacts foreign language objectives.

Academic and Financial Implications of Textbooks

Another area that is often lacking in textbooks but essential to connecting language learners to the speakers of the language they are learning are the issues, politics, and history that

connect or divide them. These connections would help reinforce the role of foreign language courses in the general education curriculum. Iaccarino (2012) stressed that American students are currently learning Spanish oblivious to the history and politics that have shaped the relationships between the United States and its southern neighbors. Furthermore, Iaccarino (2012) believed that curriculum lacks information about the “tumultuous” and “controversial” (p. 430) relationship with native speakers both present and past. Weninger and Kiss (2013) supported the need for materials that challenge beliefs and values that are often ignored, both of the language learner and of the people who speak the language they are learning. Superficially, most foreign language materials focus on facts and specific themes. If learners can move from the factual information to the often controversial cultural, political, and historical aspects, Iaccarino (2012) argued that these aspects have the potential to affect learner motivation to learn in order to reinforce their original perspective or possibly “accommodate to the newly presented material” (p. 430). With increased access to knowledge about the tumultuous and controversial past, learners can benefit from discovering, discussing, and reflecting on both current and past interactions. Without a more complete picture of who they themselves are, learners are limited. As Pinar et al. (2008) stated:

If what Americans know about themselves—American history, American culture, the American national identity—is deformed by absences, denials, and incompleteness, then the American identity—both as individuals and as Americans—is fragmented. A fragmented self, they argue, represents a repressed self. Such a self lacks full access both to itself and the world. Repressed, the self’s capacity for intelligence, for informed action, even for simple functional competence is impaired. Its sense of history, gender, and politics is incomplete and distorted. (p. 328)

Perceptions are formed from events and born out of the history that shapes its people. We are connected with every culture and our language courses should attempt to build the bridges that help us understand that connection. Iaccarino (2012) presented Chiquita as an example of the difference between factual and controversial knowledge. If students only learn a fact, such as Chiquita is a Colombian company that imports bananas, but are not informed of the company's historical controversy from the perspective of Colombians, they will miss what Piaget described in his accommodation theory that will allow the opportunity to alter their own ideas based on new ones (Boeree, 2006). Sharing the complexity of the controversial role of information gained allows the learner to decide if the controversial findings align with their previous beliefs. In the Chiquita example, when learners hear details about how the United States financially supported the military members responsible for the mass murders of Colombian civilians, learners are challenged to evaluate their previous perceptions of the United States with the new controversial information. Accommodation can occur when learners are challenged to discuss what they consume, in the literal example of a Chiquita banana, and its connection to the countries that speak the target language. Accommodation also allows for the opportunity for change. In the Chiquita example, learners were confronted with the challenge to support the positive outlook of bananas for their consumer needs, defend the bananas-for-blood idea, or argue something between the two (Iaccarino, 2012). Being presented with controversial information that has the potential to see better ways of interacting in the future connects to the general education curricular objectives. Broken relationships will struggle to be improved if learners are unaware of their existence.

In an article stressing the need to talk about immigration beyond Ellis Island, Hossain (2014) presented the importance of the teaching of immigration in the United States and

highlighted its significance surrounding election times. From his personal experience as an assistant professor at Millersville University of Pennsylvania, Hossain (2014) stated, “Very few of my college students indicated that their teachers at the middle and high school levels have ever entertained any discussions of immigration from present day perspectives” (p. 56). Hossain objected to this lack of current immigration discussion and warned that students would lack the information needed to break the overwhelmingly negative immigration myths that plague the American student at all levels if stories and experiences of current immigration were not highlighted. Hossain suggested inviting a recently naturalized citizen to talk to the class. This is another idea that would be more feasible and applicable to explore if less emphasis is placed on the content in the textbook and teachers feel the freedom to seek more opportunities for cultural connections.

Where textbooks are lacking in controversial materials, real-life application, and communication, research is promoting authentic materials and technology as its replacement. Rahman (2014) argued that authentic materials present real language and real culture because they are intended for real people that speak the language. Bahrani and Sim (2012) defined authentic materials as anything in the target language that has not been “specifically produced for the very purpose of language teaching” such as “films, songs, stories, games, and play,” and “TV and radio broadcasts, recorded conversations, meetings, and newspapers” (p. 56). In a survey on which library resources were most used by language learners taking a general education course, Westwood (2012) identified movies as important or very important 86% of the time and music at 82%. Authentic technology has some issues, especially at the beginning language level, but Morofushi and Pasfield-Neofitou (2014) argued that its use should be an integral part of any foreign language curriculum.

Arguments for the benefits and others for the pitfalls of the textbook can go in many different directions and change for different instructors, students, and programs. Addressing both, Lent (2012) stated that topics and objectives from the textbook “guided my teaching” (p. vii), particularly in the first year. She offered advice on when and how it is practical and beneficial to step away from the textbook. One particular piece of advice was not to stick to the pacing guides, and thus ignore learning outcomes. She also discussed how teachers often felt that they had to stick to the program and struggled to depart from it for fear of not getting through content that was required of the course.

Despite other sources, such as Miller (2015), encouraging academia to explore the world of learning beyond the textbook, textbooks are still highly regarded in education and used, if not required by most educational institutions and courses. After all, the top five textbook companies in the United States account for more than 80% of the \$8.8 billion publishing market (Senack, 2014, p. 6). Giordano (2003) explained the history of the textbook industry, critiques of textbooks, and their roles as products, propaganda, and learning tools. Giordano (2003) proposed that eventually textbooks would be replaced, and quoted educators that voiced the criticisms that we still hear today about textbooks being “a waste of time” (p. 149) providing “more influence in shaping the curriculum than the teacher” (p. 149). Furthermore, Giordano (2003) compared textbooks and teachers to “men and tools of an industrial plant” (p. 148) as textbooks are the “dominant force in the life of the American teacher that it tends to determine the aims, the subject matter, and the method of instruction” (p. 148). Despite our growth in theory and access to information, in classrooms today, textbooks still can be a barrier in permitting the transfer of that growth to practice.

In a national survey by the Public Interest Research Group in the United States, results found that of almost 2,000 undergraduates on 13 campuses, for every 10 students on average of seven stated that at least once they failed to purchase a textbook because of the high price (Redden, 2011). In another study, Senack (2014) examined the impact of textbooks financially and academically. The article reported on the findings of a survey including over 2,000 students in over 150 universities in the United States. The article presented several publisher tactics used to prevent students from reselling their textbook, such as including a lab component, where the code for the lab or online exercises often expires after a semester. Some languages use a custom edition that individually is cheaper but cannot be resold. From the Redden study including students from public universities and community colleges, 81% of students reported experiencing these type of negative effects of publisher practices. In the Senack study, the top 15 colleges by responses were mainly public, state universities. Because students most concerned about the impact of textbooks may have been more likely to answer, it could have skewed the results towards those who are more dissatisfied with the textbook system. The major findings were related to the impact of the cost and the overwhelming desire of students for teachers to provide alternatives to textbooks. Senack concluded that these were implications and recommendations for all parties involved in the use, purchase, and distribution of teaching materials. The results from these studies reveals the financial roadblocks many textbooks present to current university students in the nation.

Even though OERs and authentic materials have become increasingly popular in production and use, it has been argued that there is insufficient evidence of its theory-based use and impact in the foreign language classroom, especially the first-year language classroom

(Bateman et al., 2012). The intent of this study is to address this paucity of evidence through exploration of the Spanish 101 sections at a mid-sized public university in the Midwest.

The Argument for Alternative Resources in the Foreign Language Classroom

Lewis (2016) argued that buying a language textbook is a good idea in two circumstances. The first is because a school program requires it. The second is if the textbook focuses on speaking. Other than that, Lewis (2016) concluded that if one is learning how to communicate in a language, it is best to avoid textbooks, “especially academic textbooks” (n.p.). In his blog, Ferriss (2018) provided twelve rules on learning a foreign language. None of the rules included taking a foreign language course or learning grammar, but rather to use the resources that are available online and to use the language with authentic sources and native speakers.

To my knowledge, more has been published for authentic materials, such as OERs, for ESL courses than for foreign language courses other than English. Gilmore (2011) acknowledged that English as a foreign language textbooks have improved, but he believed that they still “present learners with an impoverished or distorted sample of the target language to work with, and fail to meet many of their communicative needs” (p. 791). MacKinnon and Pasfield-Neofitou (2016) presented a model of how to use OERs to find authentic materials that move towards the “production” and “usage” or “produsage” (p. 1) of foreign language. Even though research exists supporting the usage of authentic materials, little research was found that examined the use of authentic materials at the first-year language level. Some have argued that beginning language learners often would struggle to interpret authentic materials, and scholars have advised teachers to select materials carefully. Bahrani and Sim (2012) developed a study using authentic materials for low-level foreign language learners to evaluate the effectiveness of

news, cartoon movies, and films on second language acquisition. Of the three types of materials presented, learners exposed to cartoons and films showed improvement, but those exposed to the news failed. The group exposed to cartoons showed more improvement than the participants in the film group. However, the selection of cartoons was an important factor. Audiovisual programs with intriguing story lines appeared to motivate learners and ultimately play a factor in significant language improvement.

Teaching in a foreign language classroom incorporating authentic materials, Morofushi and Pasfield-Neofitou (2014) discussed how the Internet opened numerous opportunities for a more meaningful and authentic cultural study and language use outside the classroom. Benefits of using technology are that most learners are interested and intrigued by technology use in learning. As an example, for an assignment that used online blogs, most students wrote a significantly greater amount than what was required and almost half of students completed more blogs than required compared to an essay assignment in which few students wrote much more than the minimum required. Morofushi and Pasfield-Neofitou attributed some of this difference to the *Wow!* factor of something modern and that the project was deemed fun by students.

According to MacKinnon and Pasfield-Neofitou (2016), the growing interest in other languages stems from exposure to authentic materials. For example, increasing numbers of fans of Japanese anime want to study Japanese, and a growing interest in Korean language and culture came after the release and popularity of the gangnam style video. YouTube is an important communicator of cultural information as 60% of video viewers live outside the author's native country (MacKinnon & Pasfield-Neofitou, 2016, p. 4). When Oakes (2013) asked why UK university students were studying French or Spanish, most made connections to their desire to communicate with people they know and use authentic materials such as "magazines, movies,

literature, poetry, and books” (p. 188). Despite authentic materials having the potential to engage and motivate their users, they could still be ineffective if the learner is not interested in the presented topic or does not find it relevant (Garcia & DeFeo, 2014). Successful topics usually connect to human experience and challenge learners to implement humor, creativity, and imagination as well as reflect on their own identities, beliefs, and values.

Student and Instructor Perspectives on Alternatives to Textbooks

A study of Japanese university ESL students conducted by Gilmore (2011) explored the use of authentic materials. Participants were all in their second year at the university and had received seven to 15 years of English language instruction. The experimental group was taught for 10 months with authentic materials, and the control group used textbooks. In eight tests evaluating communicative competence, the experimental group surpassed the control group in five of the eight tests. When presented with the choice, Gilmore (2011) concluded his students would most likely “prefer not text” (p. 786). Rahman (2014) argued that if learners are only given the tools to “grapple with language input” (p. 213), but not the ways they will put them to use, they are left with instruments they do not know how to use. Keskin (2011) voiced the “great importance” (p. 383) of integrating technology in the language learning classroom and that popular songs often attract student attention. That is, with technology, language education is not confined to a textbook.

Huang et al. (2011) explored authentic materials and activities that ESL instructors found successful for teaching adults. Despite the popularity of CLT in textbooks as the main approach to second language learning, the study found that texts lacked instruction that is meaningful and appropriate for the success of the learners. Huang et al. (2011) argued that authentic materials and activities that aligned with the needs and interests of the learners had the potential to increase

motivation and success in preparing for “real-world communication outside the classroom” (p. 2). In the Huang et al. study, 30 ESL instructors nationwide volunteered to complete a survey of four multiple choice and five open-ended questions all developed by the researcher. Results from the data were divided into thematic categories based on what materials and connected activities the instructors found successful in the ESL adult classroom. In describing the adult ESL sample included in the study, many of the learners had both low English levels and low literacy levels. The authors argued for authentic materials, but an evaluation of their impact was neither addressed nor assessed in this study. Student perspectives were also missing.

In another foreign language study that took students out of the classroom and used no textbook, Luke (2006) explored how to create a learning environment that fostered student autonomy and analyzed how learners responded to increased responsibility. Luke (2006) argued that many foreign language courses that are teacher-centered and focus on “drill and practice, imitation, memorization, and repetition” (p. 71) result in low proficiency levels of language learners. As professionals in foreign language instruction increased their research and experimentation into approaches that focus more on communication, culture, and performance, the researcher added his own qualitative project that attempted to give students more responsibility in transforming their learning into something meaningful, applicable, and personal. Luke advocated that regardless of language level or learning location, foreign language professionals have the responsibility to evaluate current approaches and venture out of the routine by trying new things. Luke asserted that when learners have the opportunities to increase their self-awareness and the role and responsibility for learning, enrichment and enhanced learning are the result.

In Luke's (2006) study of interviews conducted by the teacher-researcher, many students reported taking the class as a requirement for their degree or major. For most, the course was to be the last one in their language learning experience. At first, the course was controlled mainly by the teacher-researcher in the first few weeks. Then the inquiry cycle began, and students were asked to explore a topic, choose a question to research after brainstorming ideas, research various perspectives on the topic, conduct continuous research and revisions, evaluate their own work and that of their peers, present their work, and reflect on the process. The responses were mixed, and the researcher presented quotes from student interviews about their experiences throughout the process. Luke addressed some of the students' desire for a text as potentially connected to their perspectives on how they have been trained to believe language should be taught. This perspective helps expose the need for awareness of the struggle of students to adapt to something new. Luke's perspective can be noted as one of the limitations of the current study that lacks a long-term approach.

A study by Montgomery et al. (2014) that sought to inquire how a service learning experiment of community engagement would affect students' perspectives was conducted in an upper-intermediate level multidisciplinary Spanish course. Montgomery et al. founded the course on Dewey and Freire's ideas to give students a relevant experience. Racially diverse students from a sixth-grade primary school class that included various English language learners exchanged authentic photos and stories about their American dream with university students enrolled in a Spanish course on Latinos in the United States. Interactions increased motivation by allowing learners to share who they were, what their identity meant to them, and how it compared to others. The designers claimed the service learning project was "at the center" (Montgomery et al, 2014, p. 6) of the course. Considering the experiment was conducted in

English, this or something similar would be doable at the first-year language level but not feasible if also pressed to cover content in four chapters of a traditional textbook.

Arendt and Shelton (2009) sent a survey to 753 Utah residents between the ages of 18 and 64 to examine their perspectives on the “incentives and disincentives” (p. 100) of OpenCourseWare (OCW). The authors reasoned that OCW is reusable, allows for topic flexibility, and could potentially strengthen learning by encouraging a learner-centered approach. The purpose of the study was to determine what randomly selected individuals perceived to be the reasons contributing to or preventing them from using OCW and what ultimately resulted in their adoption or rejection. The barriers that prevented the production and use of these resources were found to be “technical, economic, social, and legal in nature” (Arendt & Shelton, 2009, p. 103). Based on Roger’s attributes of innovation, the authors concluded that adoption of new ideas can be difficult, and listed “relative advantage, compatibility, complexity, trialability, and observability” (Arendt & Shelton, 2009, p. 104) as necessary attributes. A total of 140 responses were used resulting in a listing of the top incentives. Over 90% of respondents indicated as top incentives “no cost for materials, available at any time, pursuing an in-depth topic that interests me, learning for personal knowledge or enjoyment, and materials in an OCW are fairly easy to access and find” (Arendt & Shelton, 2009, p. 106). The top disincentives were “there is no certificate or degree awarded, it does not cover my topic of interest in the depth I desire, lack of professional support provided by subject tutors or experts, lack of guidance provided by support specialists, feeling the material is overwhelming” (Arendt & Shelton, 2009, p. 107). The researchers’ study provided an argument for the importance of perceptions in adapting new innovations such as OERs and OCW. Rogers (2003) underscored the importance of perceptions, particularly regarding innovation implementation. The perspectives of the innovation tend to

hold greater weight than objective attributes provided by experts. Arendt and Shelton (2009) undergirded the importance of Roger's conclusions by including views on both incentives and disincentives and advising readers on actions that can help institutions further their program for adopting innovative resources by giving perceptions their due importance.

In one of the few studies evaluating both student and instructor perspectives, Bliss et al. (2013) sought to contribute to the empirical research of the utility and impacts of OERs because little research currently existed despite the increased popularity in its use. Over 80 instructors of eight community colleges across the nation, along with 5,000 students, utilized OERs in their classrooms. Questionnaires were given to both students and instructors regarding their perceptions of OERs "in terms of cost, outcomes, use and perceptions of quality" (Bliss et al., 2013, p. 3). Apart from the savings in cost reported by both parties, learning and class format were also impacted by OER implementation. The majority of instructors and students also asserted OERs to be at least equal in terms of quality when compared to traditional textbooks. Results of the study focused mainly on the positives but did include some important questions for consideration and further research about the balance between the pros and cons of the resources. Although the article focused mainly on the benefits of OERs, it was helpful that the researchers also gave specific examples from the teachers and students who gave a description of what they were dissatisfied with as well as possible explanations. One teacher expressed that the OERs influenced her teaching by allowing her to spend less time lecturing. Another teacher expressed that her students were "happy and responsive" (Bliss et al., 2013, p. 10). Most of the negative perceptions were connected with OER use being more time-consuming and with technology issues. Further research should explore the impact on student achievement because, even though perceptions may be positive, student success is of paramount importance. Although

the study was used for many different subject areas, foreign language was not one of them. This study exemplifies another gap in the research where foreign language has not been evaluated. The study by Bliss et al. is relevant to the current research because it concerns gaining student and teacher perspectives on implementation of sources outside of the textbook and the impact such an approach can have on some of the issues addressed in this study, such as, use, pedagogy change, perceptions, and student learning.

Need for the Study

In consideration of the literature review, it can be argued that communicative and cultural aspects of foreign language curricula should be reevaluated considering there is a notable disconnect from theory to practice in evaluating the national standards in the United States of Communication, Cultures, Connections, Comparisons, and Communities (Duran & Ramaut, 2006; Koutselini, 2012; Kumaravadivelu, 1993; Nunan, 1987; Schubert, 1993; Wong & VanPatten, 2003). Considering that foreign language experts (e.g., Chapelle, 2009; Chen & Yang, 2016; Garcia & DeFeo, 2014; Gedik Bal, 2020; Gilmore, 2011; Huang et al., 2011; Hubert, 2011; Iaccarino, 2012; Keskin, 2011; Koutselini (2012); Rahman, 2014; VanPatten, 2015; Vold, 2020; Weninger & Kiss, 2013) noted how textbooks may be a factor impeding the communicative and cultural goals, arguments can be made for further exploration of alternatives to textbooks, particularly in the area of foreign language. Redden (2011) and Senack (2014) found students in universities across the United States dissatisfied with the textbook system and desiring alternatives to textbooks for both financial and academic purposes. With the research supporting student-centered learning in the foreign language classroom (e.g., Costa, 2013; Dörnyei, 2002; Gopang et al., 2015; Omaggio Hadley, 2001; Hains & Smith, 2012; Reinders, 2010), Arendt and Shelton (2009) argued that OERs can encourage a learner-centered approach.

Despite the wealth of ESL and foreign language research evaluating course content outside of the textbook (e. g., Bahrani & Sim, 2012; Barekat & Nobakhti, 2014; Burrows et al., 2022; Chen & Yang, 2016; Garcia & DeFeo, 2014; Ghanbari et al., 2015; Gilmore, 2011; Huang et al., 2011; Li, 2013; Liu et al., 2006; Luke, 2006; MacKinnon & Pasfield-Neofitou, 2016; Montgomery et al., 2014; Rahman, 2014; Thoms & Thoms, 2014), student and instructor perspectives at the first-year foreign language university level have not received a similar amount of attention. Considering the research claiming general education programs are important both curricularly and financially in most public universities across the United States (Culicover & Hume, 2013; Warner & Koeppel, 2010), the current study was designed to help shed light on the effectiveness of foreign language courses that are often required for all university students regardless of major and minor. Because of the time commitment associated with implementing new course materials, Arendt and Shelton (2009) argued for an innovation that allows for “trialability” (p. 104). The current study allowed instructors and students to try out OERs and explore both instructor and student perceptions in connection with achievement scores, with the goal of providing valuable data regarding the impact of both textbooks and OERs in the foreign language classroom.

CHAPTER 3

METHODOLOGY

The purpose of this chapter is to introduce the research methodology for this study seeking to understand the influence of a curricular intervention on achievement and on students' and instructors' perspectives in the most commonly taught course (Spanish 101) in a mid-sized public university in the Midwest of the United States. The methodology for this study fit the parameters for case study, which will guide the approach and application of individual methods. By investigating the perspectives of instructors and students on how choice of course materials impacts motivation in the course, communicative skills in the language, and cultural depth and knowledge, the current study offers insights for future curricular developments. The current study is exploratory in nature. Due to the limited research with this population and their learning outcomes, this conventional approach allowed for a better understanding of perspectives on how and why required materials affected communicative and cultural objectives and overall course motivation. Within the confines of the current research, the primary objectives were to (a) identify and compare students' and instructors' perceptions of learning and their achievement scores with the traditional textbook and with OERs in the areas of communication and culture; (b) understand how students' and instructors' motivation for learning is impacted by the traditional textbook and OERs; (c) evaluate the perspectives and connections with outcomes across the groups; and (d) evaluate the workload difference between implementing OERs and traditional textbook materials. The research plan, including methodology, study setting and

participants, instrumentation, and procedures for data collection and analysis are the primary elements of this chapter.

Research Design

Harrison et al. (2017) argued that case studies have been widely accepted since the 1970s for educational research that evaluates curriculum designs and innovations, and that they ultimately can provide evidence affecting related practice and policy changes. Given that no other study, previous or current, examines the perspectives on outcomes and efficacy of course materials on promoting motivation, developing communication skills, and enhancing the understanding of culture for first-year second language students at the university level, coupled with the reality that the current study was confined to a single institution, a single case study was most appropriate for understanding perceptions associated with the curricular intervention. A common element of case study research is using numerous sources of evidence. The current study also tracked student achievement scores with their perceptions and those of their instructors. Harrison et al. (2017) further argued that the “integration of formal, statistical, and narrative methods in a single study, combined with the use of empirical methods for case selection and causal inference” (para. 7) is a notable improvement to case study research in general. Proponents of case study research advocate designs that include both quantitative and qualitative methods. For these reasons, both quantitative (achievement scores and questionnaires with Likert-like scale) and qualitative (open-ended questions, student focus groups, and individual instructor written interviews) pieces were chosen to explore and describe the findings for this particular case. The principal goal of this study was to analyze and better comprehend OERs versus the traditional textbook from the perspective of both instructors and students. The

issue in this case was the exploration of achievement and perspectives on how and why course materials influence motivation, communication, and culture.

The current study evaluated student and instructor perceptions during the second and third test sections in the Spanish 101 courses. There were four groups in the study. Group A was the on-campus sections of Spanish 101 using only the traditional textbook throughout the entire semester. As the control group, Group A did not use the OER curricular intervention at any point in the semester. Group B was the on-campus Spanish 101 sections using the OER curricular intervention during the second test section. This group only used the curricular intervention during the second test section but the traditional textbook during the other three test sections. Group C were the on-campus sections of Spanish 101 using the curricular intervention during the third test section. This group included the OER curricular intervention solely during the third test section and used the traditional textbook during the other three test sections. Group D was the distance sections of Spanish 101 using OERs throughout the entire semester. This group did not use the traditional textbook. A further division of the groups separates the four into two based on whether each group is using the traditional textbook and considered the control group or using OERs and part of the curricular intervention group. Groups B and C serve as controls for one test section and curricular intervention for the other. Groups A and D serve as sections representing curriculum using all traditional textbooks or all OERs.

The aim of the curricular intervention during two different test sections (Groups B and C) was to help control for section content, allow the same instructor to serve as control and curricular intervention, and provide enough control groups while allowing more instructors to experiment with OERs and provide feedback on OER implementation for Spanish 101. Despite the difference of distance versus on-campus format, which will be later addressed in

instrumentation, inclusion of these two groups helped balance comparison with Spanish 101 sections using the traditional textbook for all test sections (Group A) and Spanish 101 sections using all OERs (Group D). Table 2 demonstrates each division, including how and when each group will serve as control or curricular intervention groups.

Table 2

Control and Curricular Interventions by Groups for Test Section 2 (TS2) and 3 (TS3)

	Group A On-campus	Group B On-Campus	Group C On-Campus	Group D Distance
Control	TS2; TS3	TS3	TS2	–
Curricular Intervention	–	TS2	TS3	TS2; TS3

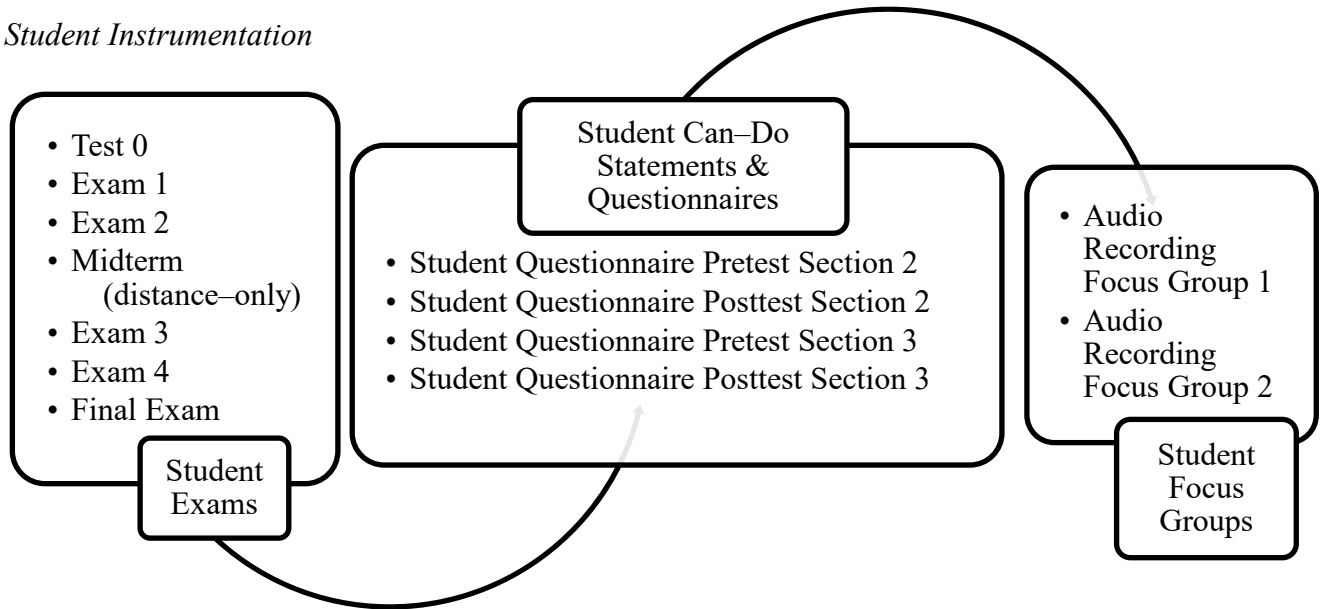
There were three sources of student data to be analyzed. The first was student exams. Test 0 (Appendix D) was an exam that did not count towards a student grade and was utilized to ensure proper placement in Spanish 101. For the purpose of the research, it was to serve as an indicator that participants were starting at similar achievement levels. However, a large number of students failed to complete the exam. Because Test 1 was completed before any possible interventions, it was used as the pretest to examine differences among the groups. All other exam scores and particularly the exams for the second and third test section and the final exam were compared throughout the groups. The second source of student data came from four questionnaires detailed in the instrumentation part of this chapter. In each of the pre- and posttest questionnaires, with the exception of a few open-ended questions, all groups of student participants gave self-reported ratings with a 10-point Likert-like scale rating perspectives on motivation, communication skills, and cultural competence. The final source of data was intended to come from audio recordings of student focus groups. An anonymization code for each individual and section was to connect each group with their perspectives and achievement

scores. However, due to lack of student participation, no data were available from this source.

Student instruments are visualized in Figure 1.

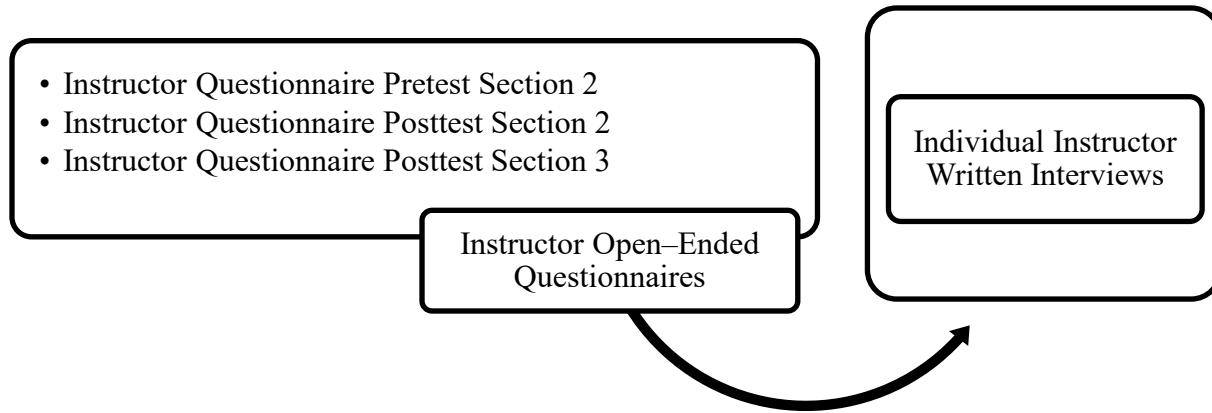
Figure 1

Student Instrumentation



There were two sources of instructor data to be analyzed. The first source came from three instruction questionnaires detailed in the instrumentation part of this chapter. In one pretest questionnaire before the second exam and two posttest questionnaires after the second and third test sections, instructors answered open-ended questions regarding their perspectives on how course materials impacted their overall motivation, communication skills, and cultural competence. A strictly qualitative format for the instructor questionnaires was chosen due to the fact that the maximum number of instructor participants was six, which would not allow for proper quantitative data. The final source of data came from instructor written interviews.

Students were given an anonymization code that included a code for their section number. The section code was used for instructors to compare student and instructor perspectives. Instructor instruments are visualized in Figure 2.

Figure 2*Instructor Instrumentation***Research Questions**

The aim of the current study was to understand and evaluate student and instructor perspectives of course materials in answer to the following research questions:

RQ1: Are there differences in student perceptions (regarding motivation, communication skills, and culture) between the groups using the traditional textbook, OERs exclusively, and OERs for one test section (curricular intervention)?

RQ2: What are the differences and similarities in instructor perceptions (motivation, communication skills, and teaching culture) between the sections using the traditional textbook, OERs exclusively, and OERs for TS2 or TS3?

RQ3: Are there any differences in test scores between the groups?

RQ4: Through a focus group discussion, how are students' perceptions of their communicative and cultural learning and motivation affected by the use of the traditional textbook and OERs?

RQ5: Through written, individual instructor interviews, how are instructors' perceptions of students' communicative and cultural learning and motivation affected by the use of a traditional textbook and OERs, and what is the workload comparison?

RQ6: Are students' and instructors' perceptions congruent regarding how the use of the traditional textbook and OERs impact communicative and cultural learning and motivation in the course?

Setting and Participants

Considering the majority of the courses offered where the current study took place were taught at the first-year language level, it was an appropriate setting for the study (Rider, 2020). Using a "real world setting" (Harrison et al. 2017, para. 1) as a common characteristic of case studies, the 2020 Fall semester of 16-week Spanish 101 courses were the setting of the study. The original setting was to implement the curricular intervention for all first-year language courses. However, with the complexity of each language and the variabilities of evaluating and comparing content in each, the focus was shifted to one language. Typically, Spanish had the most sections taught and filled (Rider, 2020). Rider (personal communication, February 28, 2020) stated there were typically six on-campus sections and two distance sections of Spanish 101 taught each 16-week semester, but there were rarely more than two 101 on-campus sections of any other nonnative languages taught in the department. Because Spanish provided the greatest potential for data, it was chosen for the current study. Students were recruited from six on-campus sections and four distance Spanish 101 sections whose instructors agreed to participate in the study. Five instructors completed the questionnaires to provide their perspectives on OERs versus the traditional *Tu mundo* textbook.

Student demographics were provided by 31 of the 131 enrolled on-campus students who completed the first student questionnaire. A greater portion of distance students participated with 35 out of 74 completing the first questionnaire with demographic information. Five instructors agreed to participate in the study. To protect instructor confidentiality, limited demographic information was requested. However, Rider (personal communication, February 28, 2020) noted the diversity among Spanish 101 instructors. Spanish 101 instructors included graduate assistants, part-time, and tenured faculty, and both native and nonnative speakers. Experience among instructors teaching second languages ranged from new to over 20 years, and ages of faculty ranged from mid-20s to over 50. The highest level of education ranged from pursuit of a Master's degree to a completed Doctorate degree (A. Rider, personal communication, February 28, 2020).

Although distance courses often contain a wide range of ages in the student population, the Department Chair reported that most 101 on-campus courses consisted of students ages 18 to early/mid 20s (A. Rider, personal communication, February 28, 2020). The demographics of the participants in the current study affirmed these reports. Age represented the largest difference between the on-campus and distance sections. Whereas age ranged from 18 to 24 years for all but one participant in the on-campus sections, age ranges were more diverse in the distance sections. In the distance sections, most participants were in the 25 to 40 years group. However, both the 18 to 24 years group and the over 40 years group were almost equal in representation with only about five fewer participants each than the 18 to 24 years group.

All levels—freshman through seniors—could be found in the 101 courses depending often on whether they were putting off the language requirement, their positive and/or negative

feelings toward foreign language, and/or if they were potentially considering continuation of language studies (Rider, 2019). Most participants were in their Junior or Senior year of school.

More than a fourth of the student population at ISU represents an ethnic minority (IndianaStateU, 2019). Although anecdotal and based on instructor feedback during department and first-year language instructor meetings, most instructors of the first-year language program would state there is an even greater percentage of minorities represented in the 101 and 102 classroom, especially compared to the 200 level courses and above. In the current study, the distance sample was represented by more participants (33%) who identified as Black, Mixed, Asian, or Hispanic compared to the on-campus sample with only 16% who identified as non-White.

Although not representative of the minority population as a whole, it may be worth acknowledging an often unequal quality of education in areas where majorities of minorities reside. Even though it was a 101 class, this confirmed that most students had either been unsuccessful in another foreign language course or had not taken a sufficient amount. These findings aligned with what Rider (personal communication, February 28, 2020) pointed out that the 101-student population often represents students who have not been offered college preparatory courses or successfully completed four nonnative language courses in high school with a C or better, which is required to waive the nonnative language requirement. Regardless of students' race, a commonality is perceived and anecdotally shared in conversations among instructors, which is that Spanish 101 students are often students who have been unsuccessful, unsatisfied, and/or unprepared for foreign language and culture in their previous foreign language classroom experiences. Demographics of both on-campus and distance participants indicated the majority having prior foreign language experience.

Methodological Design

The current study is based on a curricular intervention. The attribute of compatibility has been an important consideration for the curricular intervention, as instructors need resources that will be “consistent with existing values, experiences, and needs” (Arendt & Shelton, 2009, p. 115). The OERs and textbook materials analyzed in the current study needed to connect for a fair comparison and least disruption of content. However, there are no two sets of course materials that are exactly comparable nor present content in the same order, which pose complications for the study. Nevertheless, more than one OER and/or additional sources was used to help fill in the gaps. Because the traditional textbook was already required and used throughout the majority of the course and the final exam was cumulative, its content had to guide the pacing for the test sections using the curricular intervention. As outlined in the information given to instructors, there was one main OER textbook (*Libro Libre*) that covered the majority of the material and was intended to be used much like the textbook in class (Appendix A). In areas where *Libro Libre* was lacking in comparison to the content covered in the traditional textbook, SoftChalk lessons combined other OERs, and software such as Mango and Duolingo provided an “online component” consistent with the online lab (Connect) homework requirement from the traditional text (Appendix A). Despite instructors expressing some confusion and feeling overwhelmed with several platforms, the variety of materials were implemented to best match the content covered in each of the test sections and demonstrate some of the benefits of OERs such as compatibility, flexibility, and adaptability (Burrows et al., 2022). Although the pacing of the OERs were arranged to follow the pacing of the traditional textbook, all materials included in the curricular intervention were ones implemented in the distance Spanish 101 sections using OERs exclusively.

The timing of the curricular intervention was set in the middle of the semester. There are four test sections for each Spanish 101 course. The second and third of the four test sections were chosen to be analyzed and compared for this study. Groups A and D used either the traditional textbook or OERs for the entire semester. For Groups B and C, one of the two evaluated test sections included the curricular intervention using OERs, and the other evaluated test section was conducted with the traditional textbook (also used in all other test sections). In an effort to compare two test sections in the on-campus Spanish 101 courses that were most similar, test section two and three were chosen for this study. They had the most similar number of cultural, grammatical, and vocabulary topics presented in the same number of class meetings. However, the second test section had some repeated topics from the first test section, and instructors noted a typical drop in participation and motivation during the third test section that was attributed to aspects outside of either set of course materials. Despite those differences, the second and third test sections were chosen to help eliminate the newness and potential ease of the first test section and the end of the semester pressure in the fourth and last test section. The first test section was also avoided so that students potentially implementing an OER curricular intervention would not be misguided to delay purchasing the traditional textbook needed for the rest of the semester. The second and third test sections also controlled for the amount of class time and content, and during the fall semester was not before, after, or in the middle of significant breaks in the semester (i.e., Thanksgiving break). To control for difference in content difficulty of the chosen test section, a number of classes were assigned to complete the curricular intervention during the second test section and the equivalent number was assigned to complete the curricular intervention during the third test section. Table 3 visualizes the timing of the materials by group for each test section.

Table 3*Timing of Materials used for Test Sections by Groups*

	Test Section 1	Test Section 2 ^a	Test Section 3 ^a	Test Section 4
Group A	Traditional textbook	Traditional textbook ^a	Traditional textbook ^a	Traditional textbook
Group B	Traditional textbook	OERs ^a	Traditional textbook ^a	Traditional textbook
Group C	Traditional textbook	Traditional textbook ^a	OERs ^a	Traditional textbook
Group D (Distance)	OERs	OERs ^a	OERs ^a	OERs

^aThe test periods to be evaluated in the current study.

Originally, Spanish 101 on-campus classes were to be randomly assigned to one of three groups (A–C). However, one instructor in Group A was not randomly assigned due to the instructor requesting to be in the control group. The distance instructor automatically fell into the fourth group (D) based on its different delivery format (distance and OERs entire semester) from the on-campus sections. Apart from the one instructor choosing to be in the control group, the other two instructors were randomly assigned an OER intervention for either the second or third test section. To control for instructor, one instructor teaching multiple sections was randomly assigned one group that got no intervention (textbook only), one group with the OER intervention for the second test section, and the third course with the OER intervention during the third test section. This setup allowed at every test section at least one course with no intervention at all during the semester, one course with the intervention by the same instructor, and one course with the intervention by a different instructor. Additionally, for each test section, there were two control sections also taught without the intervention (because they had or were

set to complete the intervention during the other test section). These aspects aimed to help control for test section content, time of day, and instructor.

Because distance Spanish 101 courses started utilizing OERs the same time frame as the on-campus courses, the distance sections were included in the current study to serve as a comparison of courses that used OERs exclusively—that were utilized in the OER curricular interventions—with the experimental (textbook and OERs) and textbook-only groups. However, the distance Spanish 101 courses did not include a curricular intervention as it was considered inappropriate to ask students to purchase the traditional textbook materials only for this study and during only one of the four test sections.

Three sources of information were intended to evaluate student perspectives: (1) achievement scores, (2) questionnaires before and after the second and third test sections, and (3) focus groups. No data were available from the focus groups due to lack of participation. Because there were only five instructor participants, qualitative information was collected from two sources: (1) a questionnaire before the second test section, after the second test section, and after the third test section and (2) final individual instructor written interviews.

In summary, perspectives from both instructors and students were sought for the current study. Coding for connections from the three sources of student data for each participant and their group were used. For the on-campus sections of Spanish 101 assigned to use the curricular intervention, one of the two evaluated test sections (either section two or three) was taught for the second academic year with the current textbook and online Connect lab work. The other evaluated test section for the on-campus groups was taught with the curricular intervention using OERs taught in the distance 101 sections and matched to align with the communicative and cultural goals presented in the current textbook for each test section. Before and after the second

and third test sections, students and instructors (excluding pretest for test section three) responded to questionnaires. After the third test section, student focus groups and individual instructor written surveys were conducted. Exam scores throughout the semester were used for comparison. The original instrumentation timeline is visualized in Table 4.

Table 4

Timeline of Instrumentation

	Week 3	Week 4	Week 7	Week 10–11	Week 12 – Semester End
Students	Exam 1	Questionnaire Pretest Section 2	(a) Exam 2 (b) Questionnaire Posttest Section 2 (c) Questionnaire Pretest Section 3	(a) Exam 3 (b) Questionnaire Posttest Section 3	(a) Focus Groups (b) Final Exam
Instructors	–	Questionnaire Pretest Section 2	Questionnaire Posttest Section 2	Questionnaire Posttest Section 3	Written Interviews

Considering distance Spanish 101 courses were included to serve as an OER study and comparison, using OERs for the entire semester as compared to the curricular interventions which were only for one test section, factors such as age, gender, race/ethnicity, year in school, and course delivery were compared. Each of the factors potentially impacting perspectives were addressed in the Student Questionnaire Pretest 2 (Appendix E) and are presented in Chapter 4. Questions about course delivery were addressed in the Instructor Questionnaire Posttest 3 (Appendix B, Questions 7–9) and Student Questionnaire Posttest 3 (Appendix C; Question 20 and 22) asking both instructors and students if their decision to choose OER resources or textbook would make a difference based on the delivery format.

Data from the pre- and posttest questionnaires provided insights and common trends among instructors and students. Initially, a pretest titled Test 0 (Appendix D) was designed to evaluate where all students started. However, Test 1 was completed before any interventions and a greater number of students completed it making it a more accurate comparison. Achievement scores were evaluated for the second and third of four chapter tests and the cumulative final exam. Use of student focus groups and individual instructor written interviews were created to further illuminate aspects of student and instructor perceptions. Specific development of this instrumentation is offered in the subsequent section.

Data Sources and Instrumentation

To connect perspectives with achievement scores, increase data, and consider the potential for low participation rates in areas, there were three forms of instrumentation for students. The first two were course requirements with the first being the students' test scores and the second pre- and posttest questionnaires. The third was student focus groups. However, no data were available due to no student participation. For instructors, because there were only five instructors participating, only qualitative data were collected. The first source of data was one pretest open-ended questionnaire before the second test section and two posttest open-ended questionnaires after the second and third test sections. Finally, individual instructor written interviews were used. The theoretical and practical underpinnings of the three forms of instrumentation are each presented separately in the following three sections.

Tests

According to the Spanish 101 on-campus calendar and syllabus, students typically take four tests worth 50 points each and a cumulative final worth 200 points out of 1000 points total in the course. The exams were created collaboratively among Spanish 101 instructors who

constructed all of the exams during the Fall 2019 semester based mainly from the sample exams that accompanied the McGraw-Hill *Tu mundo* textbook resources. Because the study used a convenience sample of participants, a pretest evaluating skills assessed through the course was utilized to examine differences among groups. These measures were set to ensure participants were at equivalent starting points. To protect confidentiality, a research assistant was used for recruitment/collecting of informed consent and for collection, sorting, and removing identifying information from the data collected.

Because of social distancing procedures during the pandemic, there were no paper copies of tests. Students took all tests via Blackboard. The day after the last day to add, the research assistant requested a student roster from participating instructors. The research assistant created a spreadsheet with student names for each participating Spanish 101 section and a place to input scores after each exam. Because of the difference of distance exams versus on-campus, instructors were asked to download all exams for comparisons of particular communicative and cultural components of the exams that are similar. At the end of the semester and before the data were sent to me, the research assistant changed the names to the anonymization codes and removed the data of students that chose not to use their achievement scores for research purposes. The research assistant collected and collated all student data to ensure confidentiality. This allowed potential for comparisons of perspectives (questionnaires and focus groups) to achievement outcomes (exam scores).

Pre/Posttest Questionnaires

As part of the Spanish 101 curriculum, pre- and posttest questionnaires including Can-Do statements were used before and after the second and third exams for students and instructors to evaluate and assess progress. These Can-Do statements were used as part of the study's

evaluation of student perceptions of how course materials impact their overall motivation, communicative skills, and cultural competence.

During the second and third test sections when the curricular interventions were set to take place in the on-campus sections, pre- and posttest questionnaires were implemented as course requirements. Because of social distancing measures in place, the statements were provided through a Qualtrics link in each Blackboard course. Regardless of participation in the study, all students were to complete the questionnaire as a course requirement. However, no course consequence or reward was given by the instructor. Only statements and questionnaires from students agreeing to participate in the study were used for research.

No questionnaire or survey was known to exist that investigated the perceptions of instructors and students in a first-year foreign language university course setting explored in the current study. Hence, pre- and posttest questionnaires for instructors and students focusing on an evaluation of perspectives on motivation, communication, and culture were created to apply to the specific communication and cultural outcomes outlined in the current textbook for each test section to be evaluated. Various questionnaires had been considered (Bliss et al., 2013; Brown, 2006; Liu et al., 2006; Pace & Kuh, 1998) for adaptation in the current study.

For the background information on the first pretest questionnaire, adaptations from two studies requesting demographic and background information for the foreign language university student were consulted (Brown, 2006; Pace & Kuh, 1998). Brown (2006) included important background information on both student and instructor foreign language experience. Pace and Kuh (1998) asked important student demographic information. Considering the questionnaire was a course requirement, a short questionnaire was needed. Open-ended questions requesting age, gender, race/ethnicity, and year in school were included for the Student Questionnaire

Pretest Section 2 (Appendix E, Question A) followed by questions associated with motivation that were adapted for this study. All other background questions were omitted since they were not intended for use as a comparison and the background questions could interfere with the time needed to concentrate on the focus of the study: perspectives of motivation, communication and culture.

Brown's (2006) Information Questionnaire prompted the next two questions, which were connected to motivation (Appendix E, Questions B–D). Although Brown gave students options of why they were taking the foreign language course (i.e. major, minor, requirement), the demographic questions were changed to open-ended (Appendix E, Question B). These changes were designed to maintain consistency with the exploratory nature of the study, the chance that more than one option could apply, and there being likely other options that were not provided by the original questionnaire. The next question (Appendix E, Question C) asked students to identify prior foreign language classroom experience. A no-experience option was needed because a Spanish 101 class does not require any prior foreign language experience. Clarification on overall experience was included to see how many students had prior foreign language classroom experience and if that experience was in junior or high school or at the college/university level. Prior experience questions for students were created in an effort to understand what their perspectives on that experience was and to observe whether or not it changed throughout the semester. If they had prior experience, the next question (Appendix E, Question D) prompted students to evaluate that experience and was modified to a 10-point Likert-like scale for consistency. For the first instructor open-ended questionnaire, instructor experience was considered to evaluate its influence on perspectives of course materials, but in order to protect instructor confidentiality, it was omitted.

With the exception of four questions on the final posttest questionnaires and the Can-Do statements being driven from the objectives for each of the traditional textbook chapters, no other sources were available to guide development, so I proceeded with input from my committee. Two open-ended questions asked students (Appendix E, Questions 1 and 2) and instructors (Appendix F, Questions 1 and 2) to provide three responses to what they found most effective for improving communication skills in the target language and three other responses to learning/understanding culture. Three responses were chosen to help encourage more than one answer and to get a wider variety of answers. Presenting the three in order of importance was intended to help students and instructors identify what they found most effective. Originally, choices such as textbooks, OERs, online apps, online manuals, videos, instructor interactions, and personal practice were considered. However, to stay consistent with the purpose of discovering and to not lead participants to a certain answer, the questions were changed to open-ended. These questions were then modified in the posttest questionnaires to ask students what had been useful and to ask instructors what they believed was most effective for each of the two test sections evaluated. These were asked after the second and third test sections for the Student Questionnaire Posttest Section 2 (Appendix G, Questions 1 and 2), Instructor Questionnaire Posttest Section 2 (Appendix H; Questions 1 and 2), Student Questionnaire Posttest Section 3 (Appendix C, Questions 1 and 2), and Instructor Questionnaire Posttest Section 3 (Appendix B; Questions 1 and 2). The question was not asked in the pretest for test section three considering the perspective would be recently given for posttest section two.

With the exception of the previously mentioned questions, the remaining aspects of the student questionnaires for the current study consisted of 10-point Likert-like responses. The reason a 10-point scale was chosen instead of the original four-point Likert-like scale was to

provide for a wider range of responses, which would provide more potential for change being captured. The questions asked fell under three categories based on overall motivation and perspectives on the content and materials delivering it, their perspectives on their ability to apply what they were learning in a conversational setting, and their perspectives on the application of the cultural knowledge attained.

Motivational skills were addressed in the Student Questionnaire Pretest Section 2 (Appendix E, Questions B–D, and 3–6) but not in the Student Questionnaire Pretest Section 3 (Appendix I) because the Student Questionnaire Posttest Section 2 and 3 addressed motivation in questions three to six. Questions B–D were not repeated in any subsequent questionnaire as they were motivation for taking the course (B) and overall previous experience in the foreign language classroom (C–D). Overall motivation/experience in the course was explored in both Student Questionnaires for Posttests 2 and 3 (Appendix G and C, Question B).

For the communicative tasks, I reviewed the goals at the beginning of each chapter to be covered in the traditional textbook. OER equivalents utilized in the distance 101 course were chosen for OER curricular intervention. For each test section, the goals from the textbook that could be transformed into specific communicative skills and achieved through OERs used for the communicative section were made into *I can* statements similar to *Can-Do* statements used to self-assess student skills. The Can-Do statements particularly for applying learning in a conversational setting were based on statements from the traditional textbook. They indicated what students should be able to do after completing the chapter, which was used for each test section. Similar Can-Do statements were found in the principal OER resource used (*Libro Libre*). The questions were not labeled under categories to encourage participants to carefully read each question and not give feedback based on the category in general.

In addition to the communicative analysis, I considered specific cultural aspects presented in each test section of the current Spanish 101 textbook and created questions to evaluate students' perspectives on each. The cultural topics for the OER curricular intervention were the same topics from the book with one exception. Paraguay was included as a topic in the traditional textbook, but not in the distance sections of Spanish 101. Because material on the topic of Peru had been implemented and run in the OER distance sections of Spanish 101, and I considered it a comparable topic to Paraguay for its content about indigenous cultures, location in South America, and outside of Machu Picchu not being one of the more well-known Spanish-speaking countries, it was chosen to replace the topic of Paraguay. In this regard, all curriculum for both the intervention (OERs) and traditional textbook would be materials that had already been used among the Spanish 101 student population.

Students were to give their perspectives on the importance, applicability, and value of each topic in the pretest and the information presented on the topic in the posttests. Although employing the topics expressed in the textbook restricted some of the benefits of OERs, it would not have been as effective of a comparison to have completely different topics.

On the last posttest questionnaire for test section three (Appendix B; Appendix C), four new questions were added for students and instructors. Two questions (Appendix B, Questions 6 and 8; Appendix C, Questions 18 and 20) were inspired by one of the most applicable studies using questionnaires, which evaluated student and instructor perceptions of OERs (Bliss et al., 2013). Bliss et al. (2013) focused on the evaluation of courses using the new OER "textbook" compared to courses with the traditional textbook. Due to the nature of the Bliss et al. study over an entire semester, the absence of perspectives on foreign language communication and cultural skills and the purpose of the study as an evaluation of the new OER "textbook" materials

created, all but two of the questions were not transferrable to the current study. The last two questions of the Bliss et al. questionnaire asking students to choose between two sections by the same instructor, one with the textbook and one with OER materials and the factors influencing that choice, were adapted for the third test section posttest questionnaires for instructors (Appendix B, Questions 6 and 8) and students (Appendix C, Questions 18 and 20). A follow-up question to each of the questions from the Bliss et al. questionnaire was to help control for delivery format asking if a participant's response was influenced by whether they were teaching or taking the course in a distance or on-campus format (Appendix B, Questions 7 and 9; Appendix C, Questions 19 and 21). A learner-centered questionnaire for instructors offered by Liu et al. (2006) helped spark some ideas about including the impact of the textbook on instructor versus learner-centered instruction. However, although it is important to explore how the materials influence practice, learner-centered practices were not the focus of the current study so those questions were excluded from the questionnaires.

Student Focus Groups and Instructor Written Interviews

Because the questionnaires as presented in this study have not been validated nor have all of their questions in the presented combination been used in other studies—and due to the nature of the study—much of the analysis is to focus on insights gained from the open-ended questions and the student focus groups and instructor written interviews. No proposed theory or keywords were set to count and compare. The aim was to let the data emerge and create the themes accordingly. For these reasons, a conventional approach to qualitative content analysis, i.e., an emergent thematic approach, was chosen for this study to strive to be objective and obtain “direct information from study participants without imposing preconceived categories or theoretical perspectives” (Hsieh & Shannon, 2005, pp. 1279–1280). Due to the explorative and innovative

nature of the study, this qualitative portion was designed to give voice not just to what the perspectives were but how the textbooks and OERs impacted learning, and more open-ended aspects were set to be explored afterward (Appendix J for instructors and Appendix K for students). Aside from this aim of this study, the main purpose was to discover and compare student and instructor perceptions of how a textbook and OERs influence their motivation, communication skills, and cultural awareness.

Although the focus group questions were not asked in the current study due to no student participation in the focus groups, their design and objectives are included in the summary of this intended data source. There were 18 focus group questions for students and 19 for instructors. The additional question for instructors inquired about workload and preparation comparison using OERs versus the traditional textbook. For instructors, there was one question for each on how the course materials specifically impacted motivation (Appendix J, Question 9), communication skills (Appendix J, Question 10), and understanding culture (Appendix J, Question 11). For students (Appendix K, Questions 7–9), similar questions addressed each category. Two additional general motivational questions were designed to ask what students wanted from the course and its content (Appendix K, Questions 13 and 15). One additional question was included concerning what helped them improve in their communication skills (Appendix K, Question 11) and another one for culture (Appendix K, Question 12). Several of the remaining questions were more open-ended utilizing wording such as “Talk about . . .” and “How would you describe . . .”. Instructors were asked to talk about their experiences and perspectives on teaching with the textbook and teaching with OERs (Appendix J, Questions 4–5; 12–15) and then their view on student perspectives of course materials (Appendix K, Question 17). In between were general questions about the curricular intervention, what instructors would

improve (Appendix J, Question 6), any problems encountered (Appendix J, Question 7), and explanation of the transition to and from the curricular intervention (Appendix J, Question 8). Similarly, students were to be asked to talk about their experience with the textbook and OERs (Appendix K, Questions 4–5), their perspectives on their learning connected to the course materials (Appendix K, Questions 10; 16–17), their perspectives on the transitions of the curricular intervention (Appendix K, Question 6), and their overall experience (Appendix K, Question 14). The last question for both instructors and students was whether there was anything else that should be evaluated or discussed.

Data Collection Procedures

Due to ethical concerns in consideration of the pressure that instructors may feel to participate as my colleague, a colleague outside of the department was used for final recruitment/collecting of informed consent for instructors, and a research assistant removed identifying information from questionnaires and individual instructor written interviews. Pending proposal and IRB approval, in the August Spanish 101 semester planning meeting, I presented the study to the instructors, how the curricular intervention was to be set up in various Blackboard development sites depending on what they were assigned to, and fielding any general questions they may have had; but also asking that they not tell me if they wish to participate or not. Once final approval for the study was received, the research assistant sent the consent form and invitation to participate (Appendix L) for the Fall 2020 semester. To ensure a smooth transition, set up before the semester started, and to protect instructor confidentiality, three separate Blackboard development courses were set up. One was set up as the regular class but also including the research components. The second included the materials and research components for the curricular intervention during the second test section. The third included the

materials and research components for the third test section. For the distance course site, there were no curricular interventions, so only the questionnaires were added to the development site. The research assistant who was a colleague outside of the department gave instructors their assignment (i.e., curricular intervention) and a Blackboard expert helped them course copy and handle any technical issues.

In terms of confidentiality for a study, a research assistant was used for student recruitment/collecting of informed consent, for collection, sorting and removing identifying information, and for the student focus groups. During the first week of classes, in sections with instructors who had agreed to participate, the research assistant introduced and explained the study to students and directed them to the consent form link requesting permission to use their responses for research purposes. The consent form also requested their voluntary participation in a student focus group (Appendix M).

The Qualtrics program was used for the four student questionnaires and links provided as part of the course Blackboard design. For ease of access, uniformity in delivery, and to decrease instructor time, the links were provided accordingly in each of the development Blackboard sites. For on-campus Spanish 101 sections, in the button titled *Tests*, the questionnaire links were posted and set to display for a three-day period designated for each questionnaire in accordance with the test dates. A three-day period was to account for students who may be taking a test late or from a distance, but not too far out that it would interfere with new material gained and assessed in the subsequent questionnaire (i.e., posttest section 2 to pretest section 3) or old material reviewed. For ease of use, instructor questionnaires were also linked in the folder but made unavailable to students. A folder titled *Research* included the dates for all aspects of the

study along with a copy of the introduction of the study and consent form (Appendix L) discussed by the research assistant with students during the first week of class.

For the on-campus courses implementing the curricular intervention, two other folders were created for OER content, one for each of the two test sections with the curricular intervention. The Blackboard Spanish 101 development site from which all instructors copy their course had folders for assignments divided by each test section. For example, for the second test section, there was a folder titled “Connect Assignments for Exam 2.” To replace the textbook materials in the Spanish 101 sections participating in the curricular intervention for test section 2, a folder titled “OER Assignments for Exam 2” included the OER content and assignments. Similarly, for the Spanish 101 sections participating in the curricular intervention for test section 3, a folder titled “OER Assignments for Exam 3” included the OER content and assignments and replaced the folder titled “Connect Assignments for Exam 3.” Considering the Connect assignments had links in the Blackboard Grade Center which needed to be deleted and replaced with the new items for the curricular intervention test section, this was all done in the respective development course to ensure that the correct items were eliminated from students’ view and the weighted total adjusted before any grades were entered. Course copy was completed before the semester started and instructors were provided a contact technology person in case there were any issues with the course copies.

From the master Spanish 101 Blackboard development course site, I set a reminder e-mail to be sent to all Spanish 101 instructors the day before students were to take each questionnaire in accordance with the course calendar. The Instructor Questionnaires were located in the *Tests* button along with the Student Questionnaires, but not visible to students. The plan was to send an e-mail to all instructors with a caveat that any research reminder was only for

those who chose to participate in the study and if they were participating in the study to take the instructor questionnaires. However, I sent an e-mail through the research assistant asking the assistant to forward the email to participating instructors to help any questions be better filtered through the research assistant.

Instructors were assigned to take the Instructor Questionnaire Pretest Section 2 (Appendix F) before the second test section started. Because the questions were open-ended about instructor experience with the course materials, flexibility in time allowed experienced instructors to answer at their convenience and any new instructors a test section with the materials in order to gain perspective. Then, the Instructor Questionnaire Posttest Section 2 (Appendix H) was to be taken before grading the second test. There was no Instructor Questionnaire Pretest Section 3. After the third test was completed, but before it was graded, Instructor Questionnaire Posttest Section 3 (Appendix B) was to be taken. In summary, the Instructor Posttest Questionnaires were to be taken before grading the exams, and the Instructor Questionnaire Pretest Section 2 was to be taken before starting the second test section so that the curricular intervention was less likely to interfere with instructor perceptions. The same procedure was asked of the distance instructor. There were four reminders sent. The first reminder was sent the second week of class to remind instructors to take the first pretest before the second test section starts. A second reminder the week that the first exam was due reminded any instructors who may have put off answering the first questionnaire. The third reminder was sent to instructors the day the second test was scheduled. Instructors were prompted to take the first instructor posttest before grading the second test. The fourth reminder prompted instructors to complete the posttest questionnaire for the third test section before grading the third test. The reminder was e-mailed to the class before the test was due.

Due to the difference in delivery of materials and the fact that the distance courses already were entirely OER, there were some differences in procedures for distance and on-campus courses. Despite consideration of the logistical and potential student population differences between on-campus and distance sections and because the distance courses used OERs exclusively for the entire semester, it was considered valuable to seek instructor and student perspectives. However, because the pacing was different, the method and percentage given to each test score, and the difference in the exams, comparisons from on-campus to distance were not made for test scores. The only exception was giving Test 0 (Appendix D) to compare the starting place of students and to ensure that students in the distance Spanish 101 course were really starting at the same level as the on-campus Spanish 101 sections. However, due to poor completion of Test 0 particularly in the on-campus sections, that comparison was not feasible. The distance section data was mainly aiming to gain perspectives on the use of OERs for an entire Spanish 101 course. For student recruitment, an announcement inviting students to participate in the study was posted during the second week of class. In a video from the research assistant the study was explained and students were invited to participate and submit their informed consent through the Qualtrics link (Appendix N).

All instructors were invited by the research assistant to complete the individual instructor written interviews. In consideration of instructor confidentiality to ensure instructors did not know whether their colleagues were participating or not, individual written interviews were chosen to capture instructor perspectives while protecting their confidentiality.

For all students, Student Questionnaire Pretest Section 2 (Appendix E) was the first of four presented. Due to social distancing measures in place during the pandemic, all questionnaires were accessible through the Blackboard course. Instructors were requested to give

students time the first day of class after the first test was taken to fill out their questionnaires in class. Instructors were to remind students that the questionnaires were required as part of the curriculum and that students could decide if they consented to having their data used for research or not. A link to the Student Questionnaire Posttest Section 2 (Appendix G) was made available through the course Blackboard site and students instructed to take in class after the second test section was complete and the second test turned in. The Student Questionnaire Pretest Section 3 (Appendix I) was set to be taken in class on the first day of class after the second test finished initiating the beginning of the third test section. A link to the final Student Questionnaire Posttest 3 Questionnaire (Appendix C) was to be presented in class through the course Blackboard site after the third test was completed. Because some students may take the entire class time for the test or be late or absent, the link on Blackboard was made available for a three-day period for students unable to complete the questionnaire during class time. Instructors were sent reminders to encourage students to complete the questionnaires as a course requirement but that their consent to have their data used for research remained voluntary. On all questionnaires a research assistant removed names and assigned students anonymization codes to ensure student confidentiality but allow for comparisons throughout the study.

For the distance courses, the questionnaires were added as a task in the appropriate module to be taken right before or after the second and third tests. The questionnaires were added to the list of tasks for the module and placed right after the task of each test as part of the course requirements. The Student Questionnaire Pretest Section 2 (Appendix E) was listed in the course calendar and under Module 4 tasks in the Blackboard course. The Qualtrics questionnaire link was posted as the first thing to do in the first set of materials after the first test. The Student Questionnaire Pretest Section 3 (Appendix I) was listed as the first thing to do in the course

calendar and under Module 7 tasks in the Blackboard course after taking test two and the midterm. The Qualtrics link was included in the module folder. At the beginning of the module immediately following the second and third test, the first task was to take the Student Questionnaire Posttest Section 2 and 3 (Appendix G and C), and a link to the Qualtrics questionnaire was provided in the appropriate module folder.

Because of the fact that the timing students would complete each questionnaire would vary throughout the week each module was assigned, the distance instructor was asked to complete each instructor questionnaire based on the timing of grading each of the exams as similarly outlined for the on-campus instructors. All of the instructor links were posted in a separate button labeled, “Research” that was set as hidden to students. These were added to the 101 OER Blackboard development site. Depending on the decision to participate in the study or not, instructors were instructed to course copy. However, to increase participation the research assistant also sent e-mail reminders with the questionnaires to each instructor. Because there was only one other Spanish 101 distance instructor other than myself and I used a research assistant to protect student confidentiality, using my Spanish 101 distance sections for data also helped protect instructor confidentiality. However, during recruitment the research assistant informed the other Spanish 101 distance instructor that because of the circumstances of her being the only other distance instructor her participation would automatically be recognizable to the researcher.

In the last Student Questionnaire Posttest Section 3 (Appendix C), students were invited to participate in a focus group and given potential dates and times to meet for further questioning. Students were asked to mark any and all dates and times offered that they could attend. Based on those who consented to participate in the focus group, the research assistant would determine if there was a need to cut the number of participants. If more than 12 students

total agreed to participate, the research assistant would choose students across the various sections to obtain representativeness as far as possible. Because of low participation, these measures were unnecessary. On the questionnaire students could choose between two dates and were prompted to give their e-mail for further follow-up. The research assistant contacted the students the date and time they signed up giving them the Zoom link, important confidentiality information, what to expect, and a request for final confirmation.

The following measures were determined in the case of an overwhelming response to participate. In an effort to give all students an equal chance to be heard, a limit of five students per meeting, and a maximum of three meetings was set. Students were informed that if the number of students wishing to participate exceeded the maximum number, an equal number of students from each participating class would be randomly chosen to represent the Spanish 101 student population. If more than five students agreed to attend one of the meeting times, a sixth would be allowed due to the possibility that at least one student may not have attended. Any other students agreeing to participate in any maxed-out session would be asked to attend the other session. If no other time was available, the student was to be thanked for their willingness to participate and informed that the sessions were maxed out, but that if someone canceled or withdrew before the meeting, they would be notified to see if they were available to participate. Due to low participation, all students who responded were invited to attend. Because no one attended either of the two sessions despite some responding to a preferred time and date on the final questionnaire, an additional meeting time was sent by the research assistant to all student participants. Nevertheless, there was still no student participation.

To protect student confidentiality, allow for distance student participation, and in compliance with social distancing measures, meetings were held online via Zoom. The video

features were set as blocked and a third-party administrator was present to change each student name to Person 1 or Person 2 and so forth before entering the room to protect student confidentiality. Only audio of participants was set to be recorded to be later transcribed by a professional transcriptionist. Once transcribed, the recording session was to be permanently deleted. The questions students were to be asked are in Appendix F.

Data Analysis

Students from Spanish 101 sections participating in the study were labeled into four different groups (A–D) based on their assigned interventions. The data were analyzed for important differences between these groups on the pretests, posttests, and Spanish test scores. Because there was also a division based on whether Spanish 101 participants received the curricular intervention or used the traditional textbook, the data were also analyzed between the two subgroups (Spanish 101 sections using OERs versus Spanish 101 sections using the traditional textbook for test sections 2 and 3) to explore any important differences between the groups on the pretests, posttests, and Spanish test scores. The first and third research questions were quantitatively based, but questions 2 and 4–6 were qualitatively based. Although quantitative data were being used, the overall study remained qualitative in nature. For Likert-like scored questions for each category (motivation, communication, and culture) and test scores across all four groups, inferential statistics were to be run with a follow up ANOVA on each if there was any significant difference. Data were visualized. If one group was an outlier, it was to be removed from the data analysis. Further details of analysis of each research question are provided in this section.

RQ1: Are there differences in student perceptions (regarding motivation, communication skills, and culture) between the groups using the traditional textbook, OERs exclusively, and OERs for one test section (curricular intervention)?

The original plan was to compare means, medians, and modes from the Student Questionnaire Pretest Section 2 (Appendix E) and Student Questionnaire Posttest Section 2 (Appendix G) compared with the Student Questionnaire Pretest Section 3 (Appendix I) and Student Questionnaire Posttest Section 3 (Appendix C). Test sections (either two or three) using the curricular intervention were to be analyzed noting frequency for mean, median, and mode compared to the other groups. Data were to be visualized followed by a discussion of the differences and similarities found. ANOVA tests were used to evaluate significance of any difference between scores across the groups. If one group appeared an outlier, it was to be removed from the data analysis. Despite the original plan to use repeated measures ANOVA among participants answering both the pretest and posttest for each test section, the numbers were so small that inferential statistics would not have enough power to detect differences among groups. Therefore, descriptive statistics were conducted.

The questionnaires evaluated three themes of language learning: motivation, communication, and culture. For each of the three themes, the mean was calculated based on the items within that theme, and participants were allowed to omit one item, in which case the mean for the participant was adjusted accordingly. For motivation, participants needed to respond to three of the four items in order for the mean to be computed. Motivation was evaluated in three of the four student questionnaires. Motivation in the course was asked in Student Questionnaire Pretest Section 2 (Appendix E, Question E; 3–6) to be compared with Posttest Section 2 (Appendix G, Question B; 3–6). Because students recently reported overall motivation scores in

Posttest Section 2, the motivation questions were not repeated on the questionnaire for Pretest Section 3. Student Questionnaire Posttest Section 2 (Appendix G, Questions B; 3–6) was compared to Student Questionnaire Posttest Section 3 (Appendix C, Questions B; 3–6). For the first question (Appendix E, Question D) on the first pretest questionnaire asking students why they were taking the class, thematic analysis was used to create categories from what emerged. For the question asking students to describe their overall previous foreign language classroom experience, students could respond no experience. If participants had experience, they were asked to rate their experience from a 10-point Likert-like scale used also for the Can-Do statements that was positive, not reverse scored. In the following posttest, they rated their experience from the previous test section. Questions 3–6 on the questionnaires used the same Likert-like scale.

The areas of communication and culture were evaluated in all four pre- and posttest student questionnaires. For communication, participants needed to complete six out of seven items (with the exception of SQ Pretest TS3, which required five out of six because the overall communication question recently asked in SQ Posttest TS2 was not included), and for culture they needed four out of five items completed. For communication, the same questions were asked in the Can-Do statements prompting students to rate how confident they believed they were in communicating the specific material learned before and after the second and third test sections. Communication skills were addressed in the Student Questionnaire Pretest Section 2 (Appendix E, Questions 2; 7–13) to compare with Student Questionnaire Posttest Section 2 (Appendix G, Questions 2; 7–13). Student Questionnaire Pretest Section 3 responses (Appendix I, Questions 1–6) are to be compared with responses from Student Questionnaire Posttest Section 3 (Appendix C, Questions 7–12). There was a one question difference in the *I can* statements of

the Spanish-speaking abilities in test section 2 compared with test section 3 in accordance to the communication goals presented by the current textbook chapters. The question on confidence in basic conversational skills in Spanish was first asked in Student Questionnaire Pretest 2 (Appendix E, Question 1) to be compared with responses stated in Student Questionnaire Posttest 2 (Appendix G, Question 1) and Student Questionnaire Posttest 3 (Appendix C, Question 1).

For culture, the same questions were asked about knowledge of the cultural topic and their perspective on its application and importance before and after TS2 and TS3. Cultural perspectives were addressed in the responses for Student Questionnaire Pretest 2 (Appendix E, Questions 3; 14–18) to be compared with Student Questionnaire Posttest Section 2 (Appendix G, Questions 3; 14–18). Student Questionnaire Pretest Section 3 responses (Appendix I, Questions 14–18) were compared with responses from Student Questionnaire Posttest Section 3 (Appendix C; 13–17).

The numbers did not allow for the means, modes, and medians to be evaluated for frequency and an ANOVA run. Instead, a one-to-one analysis for TS2 and TS3 compared participants who answered both the pretest and posttest. Then, to give a larger perspective of what all participants responded, descriptive statistics were included for all participants responding to each questionnaire even if a participant did not complete both the pre- and posttests. Student data were visualized followed by a discussion of differences and similarities found overall and for each category (motivation, communication, and culture).

RQ2: What are the differences and similarities in instructor perceptions (motivation, communication skills, and teaching culture) between the sections using the traditional textbook, OERs exclusively, and OERs for TS2 or TS3?

Five instructors agreed to participate in the current study. Thematic analysis was used for instructor responses to the three open-ended questionnaires. Certain words, themes or concepts were used to code each response. Results were separated by instructor and themes for each questionnaire followed by a thematic analysis for each instructor. A final analysis of themes from all instructors was provided to discuss trends among the entire group.

RQ3: Are there any differences in test scores between the groups?

Originally, an ANOVA was to be used to take the Test 0 (Appendix D) used on Day 1 to evaluate students' Spanish achievement coming into the course in comparison to other tests throughout all four groups to examine if there was any difference between scores among groups. Due to low completion of Test 0, Test 1 was used because it was taken before any interventions. Data were reviewed for any outliers. After confirming there were no significant differences among the groups of Test 1, ANOVAs were used to examine any differences in Tests 2, 3, and 4.

Originally, exams were intended to be divided into communicative and cultural sections and total points awarded to be compared throughout the exams. However, due to the pandemic causing a switch from paper to online tests, the strain on instructors to download and print each individual test was too great in an already stressful semester.

RQ4: Through a focus group discussion, how are students' perceptions of their communicative and cultural learning and motivation affected by the use of the traditional textbook and OERs?

Originally, focus group questions were created to further explain, understand and interpret student perceptions. Thematic analysis was to be used for student responses to how their perceptions were affected by the course materials. However, despite an additional attempt

at a third focus group meeting time, no student ever attended any of the three Zoom meeting times offered.

RQ5: Through written, individual instructor interviews, how are instructors' perceptions of students' communicative and cultural learning and motivation affected by the use of the traditional textbook and OERs?

To further explain, understand, and interpret instructor perceptions, thematic analysis was used for instructor responses to how their perceptions were affected by the course materials. Content analysis was used to code each sentence or certain words, themes, or concepts analyzing the main idea and creating categories from what emerged.

The 19 questions on the final interview were analyzed by dividing them into four subsections based on question topics: (a) student learning description and perspectives (Questions 1 – 3), (b) textbook experience and perspectives (Question 4; 9 – 11; 13), (c) OERs experience and perspectives (Question 5; 9 – 11; 14; 16), and (d) experiment experience and workload comparison (Questions 6 – 8; 15; 17 – 19). Each subsection included questions prompting instructors to explore both positive and negative factors. Some responses applied to more than one subsection and were included in different sections to help cover themes and focus of perspectives for each instructor. A thematic analysis was provided for each individual instructor and a final analysis of themes were examined.

RQ6: Are students' and instructors' perceptions congruent regarding how the use of the traditional textbook and OERs impact communicative and cultural learning and motivation in the course?

Emerging themes from both instructors and students were compared and discussed.

Summary of Research

The current study was designed to explore instructor and student perspectives on course materials in the areas of motivation, communication skills, and culture during the second and third test sections of a 16-week semester. Curricular interventions using OERs were implemented in on-campus Spanish 101 sections during either test section two or three. Distance Spanish 101 sections continued to use OERs for the entire semester and at least one Spanish 101 on-campus section continued to use the traditional textbook for comparison. For students, four questionnaires with Can-Do statements using Likert-like scoring were administered before and after the second and third test sections. Student focus groups were set after the third test section to provide more in-depth insights into student perspectives. Perspectives from these sources were intended to be compared with student achievement scores, but due to lack of student participation in the focus groups this data source was unavailable. Instructors filled out three open-ended questionnaires before the second test section and after the second and third test sections and individual written interviews near the end of the course. The aim of the study attempted to contribute to the research on OERs versus a traditional textbook and provide insights for future curricular developments.

CHAPTER 4

RESULTS

This chapter describes the results of the quantitative research undertaken to determine whether there were differences in student and instructor perceptions among four Spanish 101 groups; a control group of on-campus students exclusively using the *Tu mundo* (Andrade et al., 2019) textbook, an experimental on-campus group also using the textbook except for a curricular intervention (OERs) for the second of four test sections, a second experimental on-campus group also using the textbook except for a curricular intervention (OERs) for the third of four test sections to control for test section content, and finally a comparison distance-delivery group using OERs exclusively. The data in this study were obtained from two pretest student questionnaires and two posttest questionnaires for the second and third test sections, four instructor written interviews, and student test scores. Student questionnaires and instructor written interviews were created from consideration of similar foreign language studies (Bliss et al., 2013; Brown, 2006; Liu et al., 2006; Pace & Kuh, 1998). However, the instruments (Appendix B, C, and E–K) had to be designed to fit the current study as no questionnaire or survey was known to exist that investigated how curricular materials impacted motivation, communication, and cultural learning perceptions of instructors and students in the first-year foreign language university course setting as explored in the current study.

The results of this study are presented in five sections: Research Question 1, Research Question 2, Research Question 3, Research Question 5, and Research Question 6. There were no

data to answer Research Question 4 due to lack of student participation in the focus groups. The first section provides the results of the quasi-experimental nonrandomized design with the use of pretests and posttests for two test sections and examines student perspectives on motivation, communication, and culture.

On-Campus Sample for Research Question 1

Research Question 1: Are there differences in student perceptions (regarding motivation, communication skills, and culture) between the groups using the traditional textbook, OERs exclusively, and OERs for one test section (curricular intervention)?

Demographics

For the first chapter test, a total of 131 students were enrolled across six on-campus sections of Spanish 101 during the Fall 2020 semester at a mid-sized public university in the Midwest. Demographic data for students were collected after taking the first chapter test and before starting the second test section. Demographic data were only available for participants who completed Student Questionnaire Pretest Section 2 (Appendix E).

Originally, the plan was to examine differences among four groups (on-campus control group with the *Tu mundo* textbook exclusively, on-campus group using OER curricular intervention during the second test section, on-campus group using OER curricular intervention during the third test section, and distance group using OERs exclusively). However, results from the distance sections using OERs entirely were separated from the on-campus sections teaching with the *Tu mundo* textbook as a control, or an OER curricular intervention during either the second or third test section. Of the three on-campus groups, there were two sections representing each group whose instructor agreed to participate in the study. For the distance sections, four sections were available to recruit participants. However, because of excessively nested data and a

particularly small n , along with the variety of delivery modes being used by individual on-campus instructors, changes were made to the original data analysis plan. To better understand how the variety of delivery modes in the semester data were collected, an explanation of how all instructors were managing their instruction needs to be clarified. Being the first fall semester back on-campus since the pandemic started in March of 2020, some instructors were teaching completely online; others were teaching in a hybrid format in which some class meetings were masked and socially distanced in-person and other class meetings were via Zoom; some instructors were teaching in classes that had half the class attending via Zoom and the other half attending masked and socially distanced in-person; and some sections were taught entirely in-person managing social distance and mask protocols for all class meetings without the use of Zoom. Given the variances presented by delivery mode, differing instructors, and the need to parse data into somewhat equivalent groups, another solution was found. Because one instructor taught three sections of Spanish 101 on-campus and agreed to use a different method for each section (one section as control, one section with OER intervention in the second test section [OERs TS2] and the other with OER intervention in the third test section [OERs TS3], to help control for instructor and delivery mode, only students from the on-campus sections with the same instructor were included in the analysis. These sections were also the ones with the highest participation. Very little to no student participation was found in the other three on-campus sections, each taught by three different instructors including graduate assistants to instructors with over 20 years of experience.

A total of 31 students completed Student Questionnaire Pretest Section 2 (Appendix E) among the three on-campus groups taught by the same instructor. One of the questionnaires was excluded because, apart from the demographic data, no other questions were answered. Seven of

the participants were in the control group using the textbook the entire semester. Eight of the participants were in the OERs TS2 group. The final 15 entries were in the OERs TS3 group.

The demographic that all but two of the on-campus participants shared was their age group. Participant age was collected in ranges. Age ranged from 18 to 24 years for all participants in all groups except one in the control group, who was in the 25 to 40 years age range, and one participant also in the control group, who did not provide demographics. In the control group and the OERs TS2 group where participation was lower, the split of male to female participants was equal. In the OERs TS3 group in which participation was more than double the control group and almost double the OERs TS2 group, female participants constituted the vast majority. Although numbers were very low, compared to the university's student population, White students were overrepresented in the control group and the OERs TS2 group. In the OERs TS3 group, 20% were Black ($n = 3$), and 80% were White ($n = 12$). Despite being a Foundational Studies 100-level course, freshmen were underrepresented in all groups. Although numbers were low, there were no freshmen in the control group nor in the OERs TS2 group. In the OERs TS2 group, over 85% were sophomores ($n = 3$) or juniors ($n = 4$). In the OERs TS3 group, 87% were sophomores ($n = 4$), juniors ($n = 6$) or seniors ($n = 3$). Although 100-level courses are often filled with freshmen, there typically are not many freshmen in the Spanish 101 courses. According to Rider (personal communication, February 28, 2020), it is not uncommon for students to wait or put off completing their non-native language requirement, although most of them had experience prior to the Spanish 101 class from which the sample was taken. The distribution of the participants by gender, race, and academic year for all three on-campus groups taught by the same instructor is shown in Table 5.

Table 5*Distribution of On-Campus Participants by Gender, Race, and Academic Year (N = 30)*

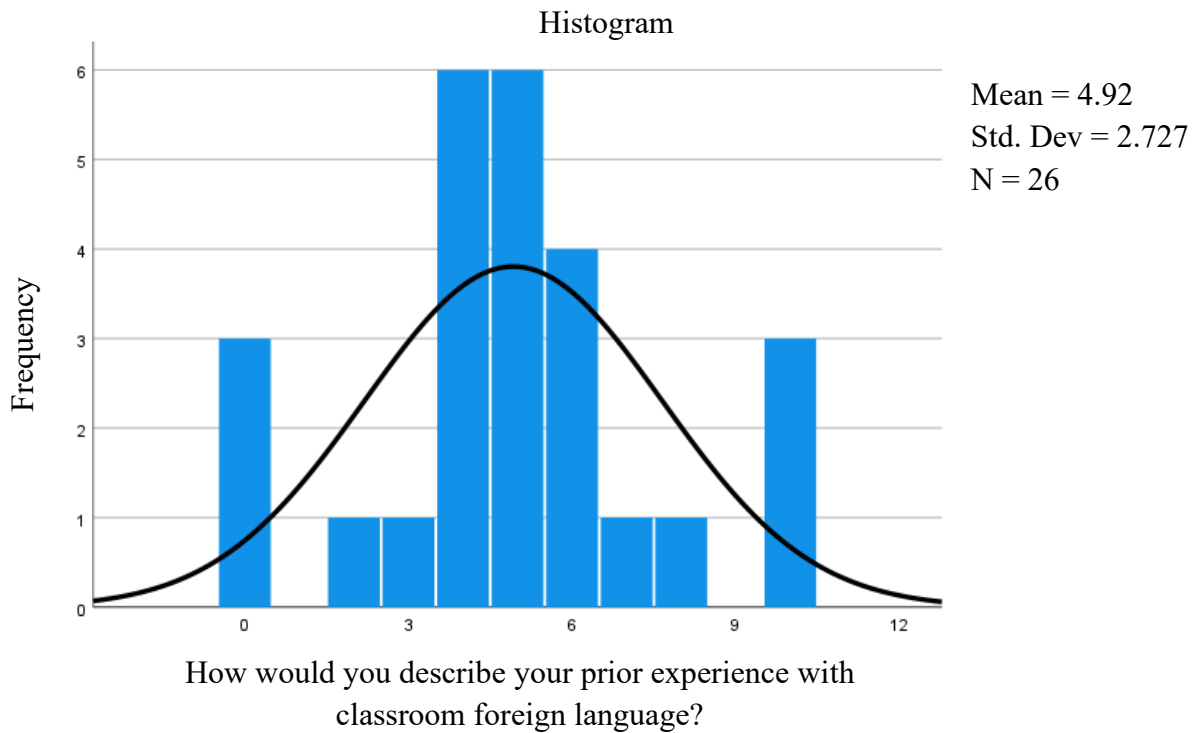
Demographic characteristic	Control Group		OERs TS2		OERs TS3		Full Sample	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender								
Male	3	43%	4	50%	4	27%	11	37%
Female	3	43%	4	50%	11	73%	18	60%
Missing	1	14%	0	0%	0	0%	1	3%
Race								
White	6	86%	7	87.5%	12	80%	25	83%
Black	0	0%	0	0%	3	20%	3	10%
Mixed	0	0%	1	12.5%	0	0%	1	3%
Missing	1	14%	0	0%	0	0%	1	3%
Academic Year								
Freshman	0	0%	0	0%	2	13%	2	6.7%
Sophomore	1	14%	3	37.5%	4	27%	8	26.7%
Junior	1	14%	4	50%	6	40%	11	36.7%
Senior	4	57%	1	12.5%	3	20%	8	26.7%
Missing	1	14%	0	0%	0	0%	1	3.3%

In summary, demographics for participants among the groups were similar in age, gender, race, and academic year. With the exception of two participants in the control group, one of which did not provide their age, all participants in each group were in the 18 to 24 years age range. Participants in the control and OERs TS2 group were split equally for gender. There were more participants in the OERs TS3 group, and that greater number was represented by a larger percentage of female participants. Participants identifying as White dominated all groups. Of all 30 participants, only one identified as Mixed in the OERs TS2 group and three who identified as

Black were in the OERs TS3 group. All groups had the majority of participants in their third or fourth academic year.

Motivation

Students who did not complete two years of one foreign language in high school with a C or better were required to take two semesters of foreign language in the current academic setting. Spanish 101 is a course designed for beginners with no prior experience or knowledge of the language. Although students were encouraged potentially to test out of Spanish 101 if they had previous language experience, in the Spanish 101 on-campus courses for fall 2020, most participants (73%) had some previous foreign language classroom learning experience. In the control group, 29% had none ($n = 2$). In the OERs TS2 group, only 12.5% had no prior experience ($n = 1$). For the OERs TS3 group, 33% had no prior experience ($n = 5$). Overall, the majority of participants in each group had prior foreign language classroom experience. This would suggest that most participants either did not continue with a language in high school, or they were unsuccessful in that experience or in high school or in college. To explore how it affected their motivation, students were asked to describe their experience on a 10-point Likert-like scale ranging from 0 (*poor*), 5 (*neutral*) to 10 (*excellent*). Over 60% of ratings were within one point of 5 (*neutral*), and there were equal responses on each extreme of 0 (*poor*) and 10 (*excellent*) resulting in mean ratings almost right in the middle ($M = 4.92$) among all groups. Results are visualized in Figure 3.

Figure 3*Description of Prior Classroom Experience (N = 26)*

To explore how the reason for taking the course was connected with motivation, students were asked why they were taking the Spanish 101 class and to, “Please list any reason true for you.” Overwhelmingly, 70% of the sample expressed it being a requirement ($n = 30$). Some examples were “need it to graduate” and “I am required to take one year of foreign language.” In all three groups, some form of requirement had the most responses, 71% in the control group ($n = 5$), 100% in the OERs TS2 group ($n = 8$), and 53% in the OERs TS3 group ($n = 8$). Twenty percent of all 30 participants did not mention a requirement but instead gave a reason that applied to them personally or professionally. Most examples were similar to one of the following: “to minor in Spanish,” “to learn a new language,” “It will be a good skill to have in my career,” “interested in Spanish and for filler,” and “need easy credit, touch up on my Spanish.” All of these types of responses were in the OERs TS3 group ($n = 6$) and represented

40% of participant responses for that group. The final group of responses mentioned both a requirement and application. The three responses were: “for degree and I am a nurse and see a lot of Spanish-speaking patients,” “degree requirement—Spanish seemed like an interesting language to learn as well,” and “it’s mediatory [*sic*] for me to take it to graduate but I took this language because I took some of it in high school and I thought it would be cool to learn more about it.” Table 6 shows the descriptive statistics of previous experience and motive for taking the course.

Table 6

Distribution of On-Campus Participants by Previous Experience and Reason (N = 30)

Background Information	Control Group		OERs TS2		OERs TS3		Full Sample	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Experience								
None	2	29%	1	12.5%	5	33%	8	27%
Junior High	0	0%	1	12.5%	0	0%	1	3%
High School	5	71%	5	62.5%	8	53%	18	60%
College/University	0	0%	1	12.5%	2	13%	3	10%
Reason								
Requirement	5	71%	8	100%	8	53%	21	70%
Application	0	0%	0	0%	6	40%	6	20%
Both R & A	2	29%	0	0%	1	7%	3	10%

All of the groups had the majority of participants with experience in foreign language learning prior to Spanish 101. Most had some in high school. All of the groups also had the majority of participants taking the course as a requirement. However, in the OERs TS3 group where the number of participants was almost double the OERs TS2 group and more than double

the control group, 40% of participants listed a personal or professional motive for taking the course.

After asking students about their previous foreign language classroom learning experience, participants were prompted to rate their experience on a Likert-like scale from 0–10. Even though eight people among the three groups had stated that they had no prior foreign language classroom experience, four of those eight answered the following question rating their previous experience. Of the 26 responses to the question ($M = 4.92$; $SD = 2.73$), the spread of the ratings ($SD = 2.47$ to 2.93) for each group was similar. However, the mean for the control group was more than two points below both the OERs TS2 and OERs TS3 groups of which the means were about the same. The lower mean score for the control group could partially be attributed to a lower number of responses ($n = 6$). In addition, the range of scores for the control group (0–5) was smaller compared to the OERs TS2 group (1–10) and the OERs TS3 group (0–10). Table 7 shows the descriptive statistics for each group.

Table 7

Descriptive Statistics for Rating of Previous Foreign Language Experience

Group	Mean	<i>SD</i>	<i>n</i>
Control - Textbook	3.17	2.64	6
OERs TS2	5.50	2.93	8
OERs TS3	5.42	2.47	12
All Groups	4.92	2.73	26

The OERs TS2 and OERs TS3 groups were most similar in their ratings for previous foreign language experience. The control group participants came into Spanish 101 with a less-favorable experience than that of the other two groups.

On-Campus Results for Research Question 1

The questionnaire data were collected via Qualtrics. A research assistant used the demographic information to change the names of the students into codes to protect student identity. Only participants who consented to the research were included. Their data were then put into SPSS for analysis. Of the four test sections, the second test section [TS2] and the third test section [TS3] were evaluated in this study. For student ratings of TS2, of the 30 participants who completed Student Questionnaire Pretest Section 2 [SQ Pretest TS2] (Appendix E), only 18 completed Student Questionnaire Posttest Section 2 [SQ Posttest TS2] (Appendix G) across the three groups (four in the control group, five in OERs TS2, and nine in OERs TS3). For student ratings of TS3, of the 23 participants who completed Student Questionnaire Pretest Section 3 [SQ Pretest TS3] (Appendix I) only 15 completed Student Questionnaire Posttest Section 3 [SQ Posttest TS3] (Appendix C) across the three groups (three in the control group, three in the OERs TS2 group, and nine in the OERs TS3 group). Originally, repeated measures ANOVA among participants who answered questions in both the pretest and posttest were to be evaluated for each test section. However, because the numbers were so small and inferential statistics would not have enough power to detect differences among groups, descriptive statistics were conducted. A one-to-one analysis for TS2 and TS3 compared participants who answered both the pretest and posttest. Then, to give a larger perspective of what all participants responded, descriptive statistics were included for all participants responding to each questionnaire even if a participant did not complete both the pre- and posttests.

The questionnaires evaluated three themes of language learning: motivation, communication, and culture. For each of the three themes, the mean was calculated based on the items within that theme, and participants were allowed to omit one item, in which case the mean

for the participant was adjusted accordingly. For motivation, participants needed to respond on three of the four items in order for the mean to be computed. For communication, participants needed to complete six out of seven items (with the exception of SQ Pretest TS3, which required five out of six because the overall communication question recently asked in SQ Posttest TS2 was not included), and for culture they needed four out of five items completed. Motivation was evaluated in three of the four student questionnaires. Communication and culture were evaluated in all four pre- and posttest student questionnaires. For communication, the same questions were asked in the Can-Do statements prompting students to rate how confident they believed they were in communicating the specific material learned before and after TS2 and TS3. For culture, the same questions were asked about knowledge of the cultural topic and their perspective on its application and importance before and after TS2 and TS3. These differences explain why the number of participants may be different for motivation, communication, and culture ratings results. Participants scored 16 items divided into three categories: four for motivation, seven for communication, and five for culture on a 10-point Likert-like scale ranging from 0 (*definitely NOT true*), 5 (*somewhat true*) to 10 (*definitely true*).

Motivation Results

Motivation self-reported ratings were evaluated at three points using the same statements assessing motivation on all questionnaires, first in SQ Pretest TS2 (Appendix E), then in SQ Posttest TS2 (Appendix G) after an intervention in the OERs TS2 group, and finally in SQ Posttest TS3 (Appendix C) after an intervention in the OERs TS3 group. SQ Pretest TS2 was completed prior to beginning TS2 and any OER interventions.

For TS2, in both the control and OERs TS2 groups, there were four participants who answered at least three of the four motivation questions on both SQ Pretest TS2 and SQ Posttest

TS2. Also similar were the spread of scores, means, and standard deviations for both the control group and the OERs TS2 group. Comparatively, although the minimum was similar, the OERs TS3 group consisted of twice the number of participants with over half reporting mean ratings higher than the control and OERs TS2 group. Therefore, the OERs TS3 group started TS2 with a higher mean and greater standard deviation. The maximum rating of the OERs TS3 group was over three points higher than the control group and the OERs TS2 group.

After TS2, which included an OER intervention only for the OERs TS2 group, the control group was the only group with all four participants increasing their motivation mean ratings. Although at this point the OERs TS3 group was similar to the control group in that they had not yet received an OER intervention; however, results for the OERs TS3 group were more similar to the OERs TS2 group that had implemented the OER intervention. Both the OERs TS2 group and OERs TS3 group had about half of the participants reporting higher mean ratings and half with lower mean ratings. After TS2 the OERs TS2 group with the OER intervention had a slightly lower mean compared to SQ Pretest TS2. However, the standard deviation increased quite a bit showing more variability among the ratings at posttest. The OERs TS3 group ratings were almost the same pretest to posttest. The control group mean ratings went up two points. Table 8 shows the one-to-one comparison of motivation ratings for on-campus groups from SQ Pretest TS2 to SQ Posttest TS2 for TS2.

Table 8*One-to-One TS2 Descriptive Statistics for Motivation of On-Campus Groups*

	Control – Textbook		OERs TS2		OERs TS3	
	<i>n</i> = 4		<i>n</i> = 4		<i>n</i> = 10	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
SQ Pretest TS2	4.06	1.16	4.75	1.70	6.47	2.21
SQ Posttest TS2	6.06	1.25	4.50	3.14	6.50	1.87

For TS3, which included an intervention only for the OERs TS3 group, the number of participants who answered at least three of the four motivation questions in SQ Posttest TS2 and then again in SQ Posttest TS3 dropped, especially in the control group. Even though three participants in the control group completed the motivation ratings for SQ Posttest TS3, there was only one individual in the control group who provided ratings both at the end of TS2 and at the end of TS3 that could be used for a one-to-one comparison for TS3. That one individual in the control group increased their motivation mean ratings by half a point. However, one individual does not represent a group. In the OERs TS3 group that received the OER intervention this test section, similar to OERs TS2 that returned to using the *Tu mundo* textbook, mean ratings went down slightly. However, for the OERs TS2 group there was a large decrease in standard deviation from posttest TS2 to posttest TS3. Ratings were more clustered with a standard deviation more similar to the OERs TS3 group at posttest TS3. Table 9 shows the one-to-one comparison of motivation ratings for on-campus groups from SQ Posttest TS2 to SQ Posttest TS3 for TS3.

Table 9*One-to-One TS3 Descriptive Statistics for Motivation of On-Campus Groups*

	Control – Textbook		OERs TS2		OERs TS3	
	<i>n</i> = 1		<i>n</i> = 3		<i>n</i> = 9	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
SQ Posttest TS2	7.75	0	4.83	3.75	6.28	1.84
SQ Posttest TS3	8.25	0	4.00	1.95	5.92	2.04

Few participants answered at least three of the four motivation questions on all three of the questionnaires evaluating motivation. With such a small sample size particularly for the control group with one participant and the OERs TS2 group with two, such small numbers cannot represent a group. The large standard deviations in OERs TS2 were from only two participants whose ratings were not in close agreement, particularly on SQ Posttest TS2. Even with nine participants in the OERs TS3 group, adding or dropping one participant can drastically influence the mean. However, to visualize the results of how motivation changed over time for the participants who responded to each of the three sets of motivation from before TS2 to after TS3, descriptive statistics are provided in Table 10.

Table 10*One-to-One TS2 and TS3 Descriptive Statistics for Motivation of On-Campus Groups*

	Control – Textbook		OERs TS2		OERs TS3	
	<i>n</i> = 1		<i>n</i> = 2		<i>n</i> = 9	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
SQ Pretest TS2	3.00	0	4.13	2.65	6.32	0.77
SQ Posttest TS2	7.75	0	4.75	5.30	6.28	0.61
SQ Posttest TS3	8.25	0	3.50	2.47	5.92	0.68

Because numbers were so low particularly due to missing data pretest to posttest, descriptive statistics were additionally run for all respondents regardless of whether or not they answered both the pretest and posttest. For TS2, ratings among all groups and respondents were within half a point to the one-to-one participant ratings with the exception of slightly higher ratings than the one-to-one comparison starting in SQ Pretest TS2 in the control group. Before the start of TS2 and any OER interventions, the spread of the scores of all participants who responded to SQ Pretest TS2 ($SD = 2.00$ to 2.43) for each group were similar. The most notable difference between the one-to-one comparison and all participants was in the control group. For SQ Pretest TS2, the increased number of participants in the control group brought up the starting mean to be almost right between the other two groups instead of the one-to-one comparison that started the control group at about half a point below the OERs TS2 group and over two points below the OERs TS3 group. The increased number of participants in the control group also showed lower motivation mean ratings overall. With the exception of a few standard deviations, the remaining descriptive statistics of all participants were similar to the one-to-one comparison.

Table 11 shows the mean ratings for all participants' responding about their perceived motivation.

Table 11

Descriptive Statistics for Motivation of All Respondents in On-Campus Groups

	Control – Textbook			OERs TS2			OERs TS3		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
SQ Pretest TS2	7	5.57	2.43	7	4.50	2.14	15	6.68	2.01
SQ Posttest TS2	4	6.06	1.25	5	4.60	2.72	10	6.50	1.87
SQ Posttest TS3	3	6.75	3.27	6	4.50	2.22	12	6.52	2.40

Motivation mean ratings in all three groups for all participants stayed about the same with less than half a point mean difference in the OERs TS2 group and the OERs TS3 group. The same was true for the one-to-one comparison. Different from the one-to-one comparison were the mean ratings in the control group that never received any curricular OER intervention for TS2. In the one-to-one comparison for TS2, there was an increase of two points. However, for TS3 an increase was represented by only one individual in the one-to-one comparison that increased half a point. This was comparative to the three individuals in the results of all respondents. Overall, for the OERs TS2 group and the OERs TS3 group, mean ratings had little to no change.

Communication Results

Communication self-reported ratings were evaluated four times in each of the four student questionnaires. Communicative content was first evaluated for TS2 on SQ Pretest TS2 and then rating the same statements about perceived Spanish abilities on SQ Posttest TS2. Then,

for TS3 another set of self-reported statements of TS3 communicative content was presented in SQ Pretest TS3 and then repeated in SQ Posttest TS3 for comparison. For TS2, all three groups started within less than a point of each other. The control and the OERs TS2 groups both started with mean ratings of 5.07. After an OER intervention only in the OERs TS2 group, all three groups showed an increase overall. Gains particularly for TS2 could also be attributed to aspects outside of the course materials including familiarity with testing format and repetition of some topics in the previous test section. Results suggested an OER implementation did not appear to have either a notable negative or positive effect. The OERs TS2 group and OERs TS3 group were most similar in results with about a point increase, even though the OERs TS2 group had the intervention and the OERs TS3 group had not. The OERs TS3 group and the control group both used the *Tu mundo* textbook, but the control group had an increase of over two points for the communication mean ratings. Again, part of the gain overall could also be attributed to the students' increasing confidence in their abilities having had some experience, practice, and comfort in the teaching/learning environment. Table 12 shows the one-to-one comparison of communication ratings for on-campus groups from SQ Pretest TS2 to SQ Posttest TS2 for TS2.

Table 12

One-to-One TS2 Descriptive Statistics for Communication of On-Campus Groups

	Control – Textbook		OERs TS2		OERs TS3	
	<i>n</i> = 4		<i>n</i> = 5		<i>n</i> = 9	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
SQ Pretest TS2	5.07	1.87	5.07	1.74	5.81	1.85
SQ Posttest TS2	7.21	1.23	5.89	2.08	6.86	1.58

For TS3, the control group started with communication mean ratings over a point higher than the OERs TS2 and OERs TS3 groups which both started within less than a point of each other. The OERs TS2 group had the lowest overall mean ratings to start but also the highest standard deviation demonstrating more variability in the group. All groups demonstrated an increase in communication mean ratings. The biggest increase was in the OERs TS2 group that had previously switched back to the *Tu mundo* textbook for TS3 after the OER intervention in TS2. The control group also using the *Tu mundo* textbook and the OERs TS3 group using OERs both showed an increase of less than one point. Table 13 shows the one-to-one comparison of communication ratings for on-campus groups from SQ Pretest TS3 to SQ Posttest TS3 for TS3.

Table 13

One-to-One TS3 Descriptive Statistics for Communication of On-Campus Spanish 101 Groups

	Control – Textbook		OERs TS2		OERs TS3	
	<i>n</i> = 4		<i>n</i> = 3		<i>n</i> = 8	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
SQ Pretest TS3	5.77	1.11	4.06	2.08	4.67	0.72
SQ Posttest TS3	6.62	1.70	5.38	0.54	5.37	0.79

When looking at how communication changed over time, as occurred with motivation, the numbers were very small to compare across all four questionnaires. One person in the control group, this time decreasing their communication mean rating by over half a point, does not represent a group. Different from the large variability in motivation mean ratings for the two OERs TS2 participants, in the area of communication the mean ratings were not as spread out for the two participants even though the standard deviation for SQ Posttest TS2 was still quite large.

For the OERs TS3 group, overall mean ratings increased one point from pretest to posttest in TS2 and increased .7 points from pretest to posttest in TS3 after an OER curricular intervention. Table 14 shows the one-to-one comparison of participants in on-campus groups responding to all four questionnaires demonstrating their self-reported communication ratings from before TS2 to the end of TS3.

Table 14

One-to-One Descriptive Statistics for Communication of On-Campus Groups

	Control – Textbook		OERs TS2		OERs TS3	
	<i>n</i> = 1		<i>n</i> = 2		<i>n</i> = 8	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
SQ Pretest TS2	2.57	0	6.55	0.17	5.84	1.98
SQ Posttest TS2	6.14	0	7.07	2.93	6.84	1.69
SQ Pretest TS3	6.50	0	3.00	1.41	4.67	2.03
SQ Posttest TS3	5.86	0	5.50	0.71	5.37	2.22

In a comparison of mean ratings for all responses regardless of whether or not the participant completed any other questionnaires, results were similar with the exception of the control group where results were likely severely impacted with such little participation. Even though some participants had lower mean ratings pretest to posttest, overall mean ratings increased in all groups. All increases were within one point except for TS2 demonstrating an increase of over two points for the control group only. Table 15 shows results for each questionnaire of all on-campus participants who answered all or omitted no more than one of the communication ratings questions.

Table 15*Descriptive Statistics for Communication of All Participants in On-Campus Groups*

	Control – Textbook			OERs TS2			OERs TS3		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
SQ Pretest TS2	7	5.80	1.70	7	5.38	1.53	13	6.21	2.37
SQ Posttest TS2	4	7.21	1.23	9	5.99	1.83	11	6.62	1.52
SQ Pretest TS3	4	5.96	0.98	5	4.10	2.04	11	4.52	1.95
SQ Posttest TS3	3	6.62	1.70	6	4.74	1.86	13	5.40	2.05

Descriptive statistics results for all respondents were similar to the one-to-one comparison with an overall increase pretest to posttest for both test sections. Posttest TS2 was the highest point for all groups in both the one-to-one comparison and results for all participants. Also similar to the one-to-one comparison, with one exception of a greater increase in TS2 for the control group, the increase from pretest to posttest was not greater than a one-point difference in any of the groups. In both comparisons, the OERs TS2 and OERs TS3 groups overall stayed about the same with or without the intervention in the area of communication while the control group showed more of an increase pre- to posttest but mostly in TS2. However, for all results the numbers were the smallest in the control group.

Culture Results

Similar to communication, self-reported ratings for culture were evaluated four times comparing the same statements about perceived cultural understanding first of TS2 cultural content previously known on SQ Pretest TS2 and learned on SQ Posttest TS2 and then another set of identical statements of TS3 cultural content on both SQ Pretest TS3 and SQ Posttest TS3.

For TS2, which included an intervention for the OERs TS2 group, overall mean ratings increased within one point for the OERs TS2 and OERs TS3 groups and almost two points for the control group. The OERs TS2 group received an OER intervention and both the control and OERs TS3 groups had not used anything other than the *Tu mundo* textbook by the end of TS2. Table 16 shows the TS2 one-to-one participants' mean results for Culture.

Table 16

One-to-One TS2 Descriptive Statistics for Culture of On-Campus Groups

	Control – Textbook		OERs TS2		OERs TS3	
	<i>n</i> = 4		<i>n</i> = 5		<i>n</i> = 10	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
SQ Pretest TS2	7.25	3.04	5.16	1.53	6.52	1.99
SQ Posttest TS2	9.19	0.38	6.00	2.80	7.08	2.06

Despite the control group and the OERs TS3 group using the textbook for TS2, the increase in overall ratings for TS2 was most similar between the OERs TS2 group implementing the OER intervention and the OERs TS3 group using the textbook.

For TS3, which included an intervention in the OERs TS3 group, mean ratings increased for the control group but not as much as in TS2. For the OERs TS2 group that returned to the *Tu mundo* textbook, ratings increased more than TS2. For the OERs TS3 group receiving the intervention, ratings decreased overall. Noting that participation went down for all groups in TS3, standard deviations were fairly high for almost all groups and questionnaires. Table 17 shows the TS3 one-to-one participants' mean results for Culture.

Table 17*One-to-One TS3 Descriptive Statistics for Culture of On-Campus Groups*

	Control – Textbook		OERs TS2		OERs TS3	
	<i>n</i> = 3		<i>n</i> = 3		<i>n</i> = 7	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
SQ Pretest TS3	6.73	3.01	4.53	2.73	6.37	2.54
SQ Posttest TS3	7.93	2.21	6.20	1.00	5.40	2.26

In comparing culture mean rating results over time, the numbers continue to be too small particularly in the control and OERs TS2 groups. For the OERs TS3 group, the seven participants reported an overall increase of no more than half a point for TS2 and a decrease of almost a point for TS3 after an OER curricular intervention with standard deviations particularly high for TS3. Table 18 shows the one-to-one participants' mean results for culture for participants who reported ratings for at least three of the four cultural questions on all four questionnaires.

Table 18*One-to-One Descriptive Statistics for Culture of On-Campus Groups*

	Control – Textbook		OERs TS2		OERs TS3	
	<i>n</i> = 1		<i>n</i> = 2		<i>n</i> = 7	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
SQ Pretest TS2	2.80	0	6.50	0.14	6.63	1.96
SQ Posttest TS2	8.75	0	6.60	2.26	6.91	1.89
SQ Pretest TS3	7.00	0	3.30	2.40	6.37	2.54
SQ Posttest TS3	8.20	0	6.20	1.41	5.40	2.26

When evaluating all culture responses submitted for each questionnaire regardless of whether or not the participant filled out any of the other questionnaires, as occurred in the one-to-one comparison, mean ratings increased pretest to posttest for TS2 and TS3 with the exception of the OERs TS3 group that went slightly down for TS3. All ratings were within one point of the one-to-one comparison with the exception of the OERs TS2 group at SQ Pretest TS3 with a 1.04 point difference and the control group with notably different results which can be attributed to the control group being represented by only one person in the one-to-one comparison. Table 19 shows all participants' overall mean results for culture.

Table 19*Descriptive Statistics for Culture of All Respondents in On-Campus Groups*

	Control – Textbook			OERs TS2			OERs TS3		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
SQ Pretest TS2	7	7.51	2.26	8	5.50	1.32	15	6.35	2.59
SQ Posttest TS2	4	9.19	0.38	9	5.82	2.11	11	6.82	2.14
SQ Pretest TS3	4	5.85	3.03	6	4.34	2.04	10	5.98	2.30
SQ Posttest TS3	3	7.93	2.21	6	5.43	1.80	13	5.52	2.07

Although each questionnaire resulted in a different number for each group making direct comparisons more challenging, culture results for all participants consisted of three similarities with communication results. First, SQ Posttest TS2 was also the highest point for culture ratings among all of the groups both in the one-to-one comparison and for all respondents. Second, in the OERs TS2 group, culture mean ratings also started over a point lower after the OER curricular intervention in SQ Pretest TS3 compared to SQ Pretest TS2. Finally, overall mean ratings for groups OERs TS2 and OERs TS3 stayed about the same with or without the intervention in the area of culture while the control group with the least participation showed more of an increase pretest to posttest.

Open-Ended Responses

On SQ Pretest TS2 (Appendix E), SQ Posttest TS2 (Appendix G), and SQ Posttest TS3 (Appendix C) student participants were given two open-ended questions asking them to list what they found most useful for improving communication and understanding culture. Three spaces for communication responses and three for culture were provided and numbered 1 (*most useful*),

2, and 3. Due to the small number of participants in each group and the goal of getting overall student perspectives of the on-campus sample, data were not separated among the groups. In addition, because the description instructing participants to provide responses in the order of what they perceived to be most useful first was placed at the end of the question prompt and likely overlooked by participants reading quickly, all responses were counted equally. Responses were put into themes and counted. Some participants left the spaces blank or only gave one or two responses.

Of the 74 communication responses on SQ Pretest TS2 (Appendix E), one participant stated “not using Connect” as the most useful. The only other mention of resources were two responses about watching videos, “online learning,” and “having good resources.” After TS2, participants started identifying more specific resources in the course. Of the 69 responses, 21 were connected to resources, but only six of those had a clear connection to the *Tu mundo* course materials. On the final SQ Posttest TS3, of the 54 responses, 15 were connected with course resources or materials, but again with only six responses having connection to the *Tu mundo* resources. Table 20 shows a count breakdown of each resource listed for each student questionnaire. In the *Other* category for SQ Posttest TS2 were “Babble,” “Spanish dictionary,” “Quizlet,” and “Google.” For SQ Posttest TS3, in the *Other* category were “Powerpoints” and “homework that isn’t Connect” from the same student that listed it in SQ Pretest TS2.

Table 20*Specific Resources Listed for Communication from On-Campus Groups*

	<i>Tu mundo</i>				OERs			Other	
	Total Responses	Connect	Text	Duo lingo	Mango	Apps	Video	Tutor	Other
SQ Pretest TS2	74	0	0	0	0	0	2	0	2
SQ Posttest TS2	69	4	2	3	1	2	2	3	4
SQ Posttest TS3	54	3	2	1	0	1	1	1	2

Few student responses were clearly connected to course resources or even activities that had to be carried out in the classroom. These results revealed a lack of perceived connection among students as to how the coursework and resources provided impacted their communication skills.

The most frequent and consistent responses were some form of simply communicating, practicing, or repeating in the language as important in improving communication skills. In the first questionnaire, almost half of the responses focused on these aspects. However, only two responses connected this tool/activity to class by specifically saying either speaking or talking in class, but all other responses under this theme were not clearly tied to the classroom learning environment and could be applied anywhere.

The other two consistent themes were visuals and the influence of the instructor including student preferences on how instructors run the course. Some examples for the visuals theme were “looking at the word next to [*sic*] English word,” “seeing the word I am trying to learn,” and “using hands to help show what you mean.” In addition, the most common visual was flashcards, mentioned at least three times in each of the three questionnaires. Some examples of instructor and course expectations on SQ Pretest TS2 were “providing definition and not just speaking and

expecting students to understand what it means,” “giving adequate time to absorb information properly,” “clearly defining assignment objectives,” “support system and being able to confide in professor.” On SQ Posttest TS2 and SQ Posttest TS3, connections to instructor were more concise and included “in-class questions,” “notes from class,” “talking with teacher not students,” “1on1 [*sic*],” or just “class,” “Professor,” and “going to class.” As the semester went on, participants increased their awareness to the importance of “doing assignments” and “going to class,” or attending Zoom meetings or “group Zoom” as contributors to improving their communication skills. These were not mentioned in the first SQ Pretest TS2, but were noted nine times in the final SQ Posttest TS3. To demonstrate the occurrence of some of the popular themes outside of course materials throughout the length of the study, Table 21 includes the counts of most consistent and numerous themes that emerged.

Table 21

Themes of Most Effective Communication Tools Listed from On-Campus Groups

	Total Responses	Speaking/Talking Practicing/Using Listening/Hearing	Instructor/ Class	Visuals
SQ Pretest TS2	74	33	12	7
SQ Posttest TS2	69	20	7	7
SQ Posttest TS3	54	15	17	5

Despite using tools on the questionnaire with the intention of prompting students to identify specific course resources (either OERs or traditional textbook) that were most useful, the themes that emerged had students identifying little connection to course materials increasing communication skills. Using, speaking, and hearing the language was consistently important.

Further clarification as to how and what course resources specifically contributed to that type of practice was needed.

On the topic of useful tools increasing cultural awareness, there also was little mention of resources, particularly to start. Of the 75 culture responses for SQ Pretest TS2 (Appendix E), other than videos listed nine times, the only mention of course materials or resources was the same participant who repeated for culture the statement of “not using Connect” previously listed in communication and another student who mentioned “using a [*sic*] app that helps me study.” On SQ Posttest TS2, of the 70 cultural responses, 12 resources emerged and listing of videos increased to 16. On SQ Posttest TS3, of the 54 cultural responses, videos with 11 responses remained consistent in the participants’ lists and specific materials in the OER curricular intervention (Duolingo and Mango) emerged. Specific resources listed for each questionnaire are presented in Table 22. On SQ Posttest TS2, the *Other* category included “the Internet,” “Google Translate,” and “Google” was mentioned twice.

Table 22

Specific Resources Listed for Culture from On-Campus Groups

	<i>Tu mundo</i>			OERs			Other		
	Total Responses	Connect	Text	Duo lingo	Mango	Online texts/app	Video	DB	Other
SQ Pretest TS2	75	0	0	0	0	1	9	0	0
SQ Posttest TS2	70	2	4	0	0	0	16	2	4
SQ Posttest TS3	54	1	2	1	1	1	11	4	0

Whereas tools students listed as useful for communication demonstrated little connection to course materials, an even smaller number of responses connected to course materials were

included for culture. This again suggested the lack of impact students perceived regarding the assistance of the *Tu mundo* materials or OERs in fostering cultural competence. However, videos were perceived as an impactful resource although the type and source of videos was often unclear. Citing of videos could have potentially connected to OERs, the Connect site, YouTube, and numerous other sources. Instrumentation in future studies should be modified to include source clarification of videos and the connection of other resources to course materials.

Outside of course materials focused on in the current study, most of the other responses fell into three main themes. The first made up the majority of the responses on SQ Pretest TS2 and were about visiting, experiencing, or having some personal connection or interaction with the culture. Responses included “actually going and seeing it firsthand,” “real world experiences,” “having someone tell me their experience,” and “listening to someone talk.” The next theme was similar to the first but involved class activities or the instructor. Examples of responses in this category were “discussions as class,” “sharing our cultures and upbringing together,” and “having experienced instructor.” The third theme was some form of research or reading including “go on websites,” “going through various sources together,” and “researching about it.” The count for the three cultural themes outside of course materials are listed in Table 23 to highlight student perspectives on what tools participants most frequently identified to help them achieve cultural competence.

Table 23*Themes of Most Effective Tools Listed for Culture from On-Campus Groups*

	Total Responses	Experience/Visit Connect/Interact	In-class Discussion Instructor	Research Reading
SQ Pretest TS2	75	25	11	17
SQ Posttest TS2	70	9	16	7
SQ Posttest TS3	54	4	6	5

On SQ Posttest TS2, focus drew away from experiences and interactions and more importance was given to the class and instructor role with 16 responses in that category such as “in class,” “Professor explaining different cultures as well as their own,” and several mentions of “teacher” and some form of listening or paying attention in class. Further research could explore the drastic decline in some of the themes from SQ Pretest TS2 and SQ Posttest TS3. Another point worth noting is while the other two themes decreased, overall in-class and instructor role remained consistent and slightly increased in on-campus participants’ lists.

Textbook vs. OERs Final Perspective

On SQ Posttest TS3 (Appendix C), after the ratings questions for motivation, communication, and culture, participants were asked a new question imagining a future where they would have to take the class again. If two sections were offered by the same instructor at times equally accommodating but one used a traditional textbook and the other used OERs, participants were asked to choose in which one they would most likely enroll. Among the groups, only the control group that used the *Tu mundo* textbook exclusively had the majority of responses in favor of the textbook. However, this group was only represented by three people,

and one of the three participants in the control group that only used the *Tu mundo* textbook chose no preference. Of the six participants in the OERs TS2 group, 33% chose the section with the traditional published textbook ($n = 2$), 17% chose the section with OERs ($n = 1$), and 50% responded they would have no preference ($n = 3$). Of the 12 participants in the OERs TS3 group, there was an equal split of preference between the textbook and OERs with 42% who would prefer taking the course with the traditional published textbook ($n = 5$) and another 42% who would prefer the course with OERs ($n = 5$). The remaining 16% indicated no preference ($n = 2$).

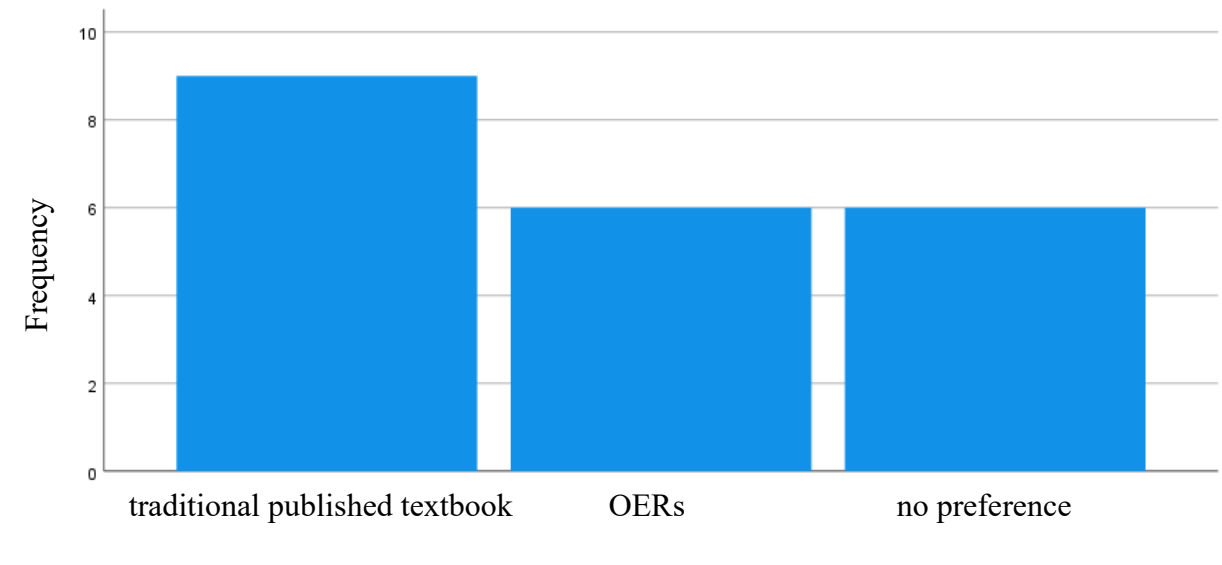
When questioned if taking a distance or on-campus course influenced participants' responses to whether they would prefer the traditional textbook or OERs, 67% responded *yes* ($n = 14$) and 33% ($n = 7$) responded *no*. Although prompted to explain either answer, only six did. The hybrid aspects of the course due to the pandemic highlighted delivery format preferences for several students. Four of the six responses were about the preference of in-person classes stating, "in person is much better," "it is easier in class," "I want class in person," and "I like being in class." The other two responses were "I enjoy [the instructor's] course and think she is doing it the best way she can under the circumstances" and "OER is easier to use and understand."

Finally, students were asked to choose from a list indicating what influenced their choice of textbook versus OERs. Participants were prompted to mark all that apply. Overall, of the 21 responses, 14 chose only one response. Seven of the nine participants who previously indicated their preference for the traditional textbook marked "I prefer a printed, physical textbook" as their only reason or one of several. Among the participants choosing OERs or no preference, other than four indicating "cost" and two indicating "I prefer a printed, physical textbook" no other responses or combination of responses were repeated. On three occasions, the factors influencing their decision did not match their preference for textbook versus OERs. However, it

was clear that having a printed, physical textbook was important to many students and a central factor in their decision. Results of preference for textbook versus OERs among all groups are visualized in Figure 4.

Figure 4

Considering your experience in this course, imagine a future where you have to take this class again. If two sections were offered by the same instructor at times equally accommodating but one used a traditional textbook and the other used Open Educational Resources (OERs), which one would you most likely enroll in?



Of the 21 participants who responded to this question, three were in the control group that were not exposed to OERs. Although one indicated no preference, control group participants had no exposure to OERs during the study. Of the 18 participants who were exposed to the OERs during one test section out of four, 39% would choose to continue learning with the traditional published textbook ($n = 7$), 33% and an almost equal number would choose OERs ($n = 6$), and the remaining 28% would have no preference ($n = 5$). The short exposure with OERs was enough for 61% of the participants to either choose OERs over the traditional published textbook or not have a preference.

Distance Sample for Research Question 1

Demographics

A total of 74 students were enrolled across four distance sections of Spanish 101. The four Spanish 101 distance sections were taught by two instructors with two sections each. With the exception of one 12-week section, all courses were during the regular 16-week semester. Although all distance sections used the same resources, assignments, and instructor videos with the exception of the welcome video, the 12-week session and the 16-week session were initially separated into two groups taught by Instructor A. The remaining two sections taught by Instructor B were put in another group to highlight any major differences among the sections that could also be attributed to instructor or duration of course (12-week versus 16-week). Demographic data were only available for participants who completed SQ Pretest TS2 (Appendix E). A total of 35 SQ Pretest TS2 were completed among the four distance sections. One questionnaire was excluded because the participant indicated 17 for age. Seven of the participants were in the 12-week course and 17 were in the regular 16-week course both with Instructor A. The remaining 10 participants were in the two merged Blackboard 16-week sections taught by Instructor B.

The greatest demographic difference between the on-campus and distance sample of participants was in age. Age ranged from 18 to 55 years in the three 16-week sessions. In the 12-week session taught by Instructor A, ages were only 18 to 22 years, which was consistent with the on-campus sections. However, of the 17 participants in the 16-week session taught by Instructor A, the three age groups were represented by almost the same number of participants. The same number of participants were in the 18 to 24 years group as were in the 25 to 40 years group. In the over 40 years group there was just one person fewer than in the other two groups.

The other two combined sections of distance Spanish 101 taught by the same instructor were comprised mostly (70%) of students aged 25 to 40 ($n = 7$), with only one in the 18 to 24 years group, and two in the over 40 years group.

For gender and race, the 12-week section differed among the 16-week sections. Of the seven participants who indicated their gender in the 12-week course, 57% identified as male ($n = 4$) and 43% identified as female ($n = 3$). For the 16-week sections, similar to the on-campus participant sample, female participants were the vast majority. With the exception of the 12-week section, which consisted of 43% identifying as White ($n = 3$) and 57% identifying as Black ($n = 4$), the 16-week sections were similar to the on-campus sample and more representative of the university population with the majority identifying as White but also including some representation from other ethnic groups.

Also similar to the on-campus sections, representation increased with each academic year with 70% of participants in their Junior ($n = 8$) or Senior year ($n = 16$). The distribution of the participants by gender, race, and academic year for all three distance groups is shown in Table 24.

Table 24*Distribution of Distance Participants by Gender, Race, and Academic Year (N = 34)*

Demographic characteristic	12-week		16-week		16-week		Full Sample	
	Instructor A		Instructor A		Instructor B			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender								
Male	4	57%	4	23.5%	1	10%	9	26.5%
Female	3	43%	13	76.5%	9	90%	25	73.5%
Race								
White	3	43%	13	76%	7	70%	23	68%
Black	4	57%	2	12%	2	20%	8	24%
Mixed	0	0%	1	6%	0	0%	1	3%
Asian	0	0%	1	6%	0	0%	1	3%
Hispanic	0	0%	0	0%	1	10%	1	3%
Academic Year								
Freshman	2	28.6%	1	6%	1	11.1%	4	12%
Sophomore	2	28.6%	2	12%	1	11.1%	5	15%
Junior	3	42.9%	2	12%	3	33.3%	8	24%
Senior	0	0%	12	70%	4	44.4%	16	47%
Missing	0	0%	0	0%	1	0%	1	3%

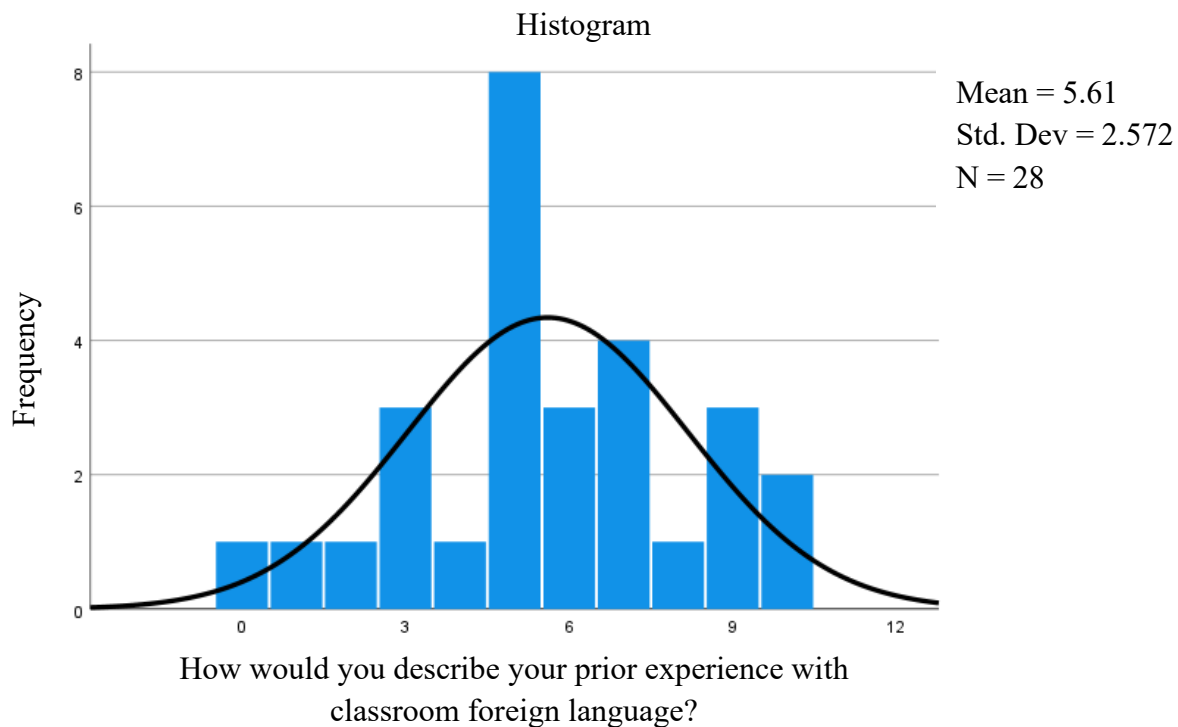
Overall, participants who identified as White, female, and upper classmen represented most of the participants in the distance sample. These demographics were consistent with the on-campus sample. However, more participants in the distance sample identified as non-White compared to the on-campus sample. In addition, despite the on-campus sample being almost entirely (97%) in the 18 to 24 years group, of the 32 participants who indicated their age, only 40% of the distance sample were in the 18 to 24 years range ($n = 13$) and 60% were older than 24 ($n = 19$).

Motivation

Despite students with previous Spanish experience being encouraged to test out of Spanish 101, in the distance courses, similar to the on-campus sections, most participants (71%) also had some previous foreign language classroom learning experience. Of those indicating previous experience, the largest number had experience in high school ($n = 11$). Compared to the on-campus sample ($M = 4.92$, $n = 26$), the distance mean rating for previous foreign language classroom learning experience was slightly higher ($M = 5.61$, $n = 28$). The distance sample had most scores at 5 (*neutral*) or slightly higher. Results are visualized in Figure 5.

Figure 5

Description of Prior Classroom Experience (N = 28)



For the question asking students to list any reason they are taking the course, only one participant (3%) did not respond. One new type of response emerged that was not found in the on-campus sections and was unique to the 12-week distance section. Responses from two

participants (6%) were in this new category stating, “I dropped classes and this was one of my few choices” and “I had to drop a class and this was offered as a 12-week class. This was the only class offered that interest [*sic*] me.” With the exception of those two, the rest of the responses fell into the same categories as the on-campus responses.

Also similar to the on-campus sample, the majority (53%) of the sample expressed that a language course was a requirement ($n = 18$). Some examples were, “required class,” “need non-native language credit,” and “required to take two foreign language courses to graduate.” In all distance sections, some form of requirement had the most responses. In the next category, personal or professional application represented 23% of all 34 participants ($n = 8$). Most examples were similar to one of the following: “to learn Spanish,” “to communicate better with my Spanish speaking patients,” “I want to be able to be bilingual,” “to better understand my Hispanic family,” and “I want to be able to speak the language when I can afford to travel to other countries.” The final category of responses representing 15% of the sample contained both the themes of a requirement and application ($n = 5$). The responses were similar to one of these examples, “A foreign language is required for my degree. Spanish is the only foreign language I am interested in learning” and “One year of foreign language is required. I work with people who speak the language I am studying and I would like to be able to understand the language. I would like to be able to communicate in a second language.” Table 25 shows the descriptive statistics of previous experience and motive for taking the course.

Table 25*Distribution of Distance Participants Based on Previous Experience and Reason (N = 34)*

Background Information	12-week		16-week		16-week		Full Sample	
	Instructor A		Instructor A		Instructor B			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Experience								
None	2	29%	3	18%	4	40%	9	26%
Junior High	1	14%	3	18%	3	30%	7	21%
High School	4	57%	6	35%	1	10%	11	32%
College/University	0	0%	4	23%	2	20%	6	18%
Missing	0	0%	1	6%	0	0%	1	3%
Reason								
Requirement	3	42.9%	10	59%	5	50%	18	53%
Application	2	28.6%	2	12%	4	40%	8	23%
Both R & A	0	0%	4	23%	1	10%	5	15%
Drop other class	2	28.6%	0	0%	0	0%	2	6%
Missing	0	0%	1	6%	0	0%	1	3%

In comparing the distance to on-campus samples, the majority of participants in each had prior foreign language classroom experience. Only 27% of on-campus participants had no experience ($N = 30$) compared to 26% of the distance sample ($N = 34$). The reasons distance participants were taking the course were similar to the on-campus sample with the exception of one participant not responding and two taking the course because they had to drop another. However, these two responses could be categorized in the requirement category considering the theme focused on the participant having to take something rather than expressing a personal or professional motivation. Nonetheless, the requirement category still had the majority, as did the on-campus sample.

Another similarity with the on-campus sections was how even though nine people had stated they had no prior foreign language classroom experience, four of those nine answered the subsequent question rating previous experience. The distance sections had a slightly higher rating for previous experience, but only slightly more than half a point in comparison to the on-campus previous experience mean ratings. The 28 distance responses to the question ranged from 0 to 10 ($M = 5.61$; $SD = 2.57$) compared to the 26 on-campus responses in the same 0 to 10 range ($M = 4.92$; $SD = 2.73$).

Even though the 12-week distance section differed in age, gender, and race, the other aspects such as motive for taking the course, prior experience, and its rating are more likely to influence responses in the current study. In second language acquisition, motivation is more important than age because when one is motivated they are more likely to put in the necessary work to tackle such a challenging task as language learning. Both positive and negative classroom experiences can affect a learner's willingness to make mistakes and put forth the effort which are essential to language learning. In addition, to help increase representation of the 18 to 24 years age group that dominated the on-campus sample, the distance group results were not separated by instructor or length of semester. All distance participant results are combined in the descriptive analysis to follow.

Distance Results for Research Question 1

The same descriptive analysis and procedures used for the on-campus groups were applied to the distance sections in which OERs were utilized the entire semester. The OERs used in the distance sections were the ones adapted for the on-campus the OERs TS2 and OERs TS3 curricular interventions. The questionnaires for both on-campus and distance Spanish 101 sections were the same. Descriptive statistics for the distance sections using only OERs were

provided in this analysis as a comparison to the on-campus groups using the traditional textbook the entire semester or an OER curricular intervention during one test section. Of the 34 distance participants who completed SQ Pretest TS2 (Appendix E), 20 also completed SQ Posttest TS2 (Appendix G). Of the 22 participants who completed SQ Pretest TS3 (Appendix I), only 13 completed SQ Posttest TS3 (Appendix C). For TS2, self-reported mean ratings went up overall in all areas. The one-to-one comparison of self-reported ratings pretest to posttest for TS2 in the areas of motivation, communication, and culture are presented in Table 26.

Table 26

One-to-One TS2 Descriptive Statistics of Distance Groups (n = 20)

	Motivation		Communication		Culture	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
SQ Pretest TS2	6.48	1.72	6.40	1.39	7.37	1.84
SQ Posttest TS2	8.25	2.15	7.03	2.04	7.80	1.63

Motivation Results

For TS3, self-reported motivation results were separated from communication and culture because the questionnaires used to compare TS3 were different for motivation than for communication and culture. For TS3 motivation results compared ratings on SQ Posttest TS2 to SQ Posttest TS3 while communication and culture compared SQ Pretest TS3 to SQ Posttest TS3. The difference in questionnaires resulted in a different number of participants for motivation than for communication and culture. The one-to-one comparison of self-reported ratings pretest to posttest for TS3 in the area of motivation are presented in Table 27.

Table 27*One-to-One TS3 Descriptive Statistics of Motivation for Distance Groups (n = 12)*

	Motivation	
	<i>M</i>	<i>SD</i>
SQ Posttest TS2	6.91	2.07
SQ Posttest TS3	6.81	2.31

For TS3, motivation appeared to go slightly down overall when contrasted with the almost two-point increase in TS2.

Communication and Culture Results

Communication showed a notably larger increase while similar to TS2 culture only increased slightly. The one-to-one comparison of self-reported ratings pretest to posttest for TS3 in the areas of communication and culture are presented in Table 28.

Table 28

One-to-One TS3 Descriptive Statistics of Communication and Culture of Distance Groups (n = 13)

	Communication		Culture	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
SQ Pretest TS3	4.78	2.60	6.40	2.51
SQ Posttest TS3	6.49	2.41	6.78	2.01

Different results were found for TS2 and TS3. For TS2, motivation increased by almost two points but decreased a tenth a point for TS3. Although both communication and culture ratings demonstrated an overall increase, it was not more than a point. Whereas motivation decreased slightly for TS3, communication went up almost two points and culture increased less than half a point consistent with TS2.

There were eight participants in the distance sections who answered all four questionnaires. To examine their self-reported ratings before TS2 to after TS3, the results are presented in Table 29.

Table 29*One-to-One Descriptive Statistics for Motivation, Communication, and Culture of Distance**Groups (n = 8)*

	Motivation		Communication		Culture	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
SQ Pretest TS2	6.38	1.69	6.21	1.89	7.80	1.64
SQ Posttest TS2	6.69	2.17	6.88	2.30	7.58	1.36
SQ Pretest TS3	--	--	4.90	2.41	6.32	2.84
SQ Posttest TS3	6.59	2.21	6.75	2.51	5.58	2.02

Overall, motivation stayed about the same. Communication showed a slight increase in TS2, but a notably larger increase pretest to posttest for TS3. For culture, ratings went slightly down pretest to posttest for both test sections, but not more than half a point for TS2 and not more than a point for TS3.

On-Campus vs. Distance Comparison

As with the on-campus sections, descriptive statistics were run for all participants. Table 30 presents the self-reported ratings for all participants in the areas of motivation, communication, and culture.

Table 30*Descriptive Statistics for All Distance Participants for Motivation, Communication, and Culture*

	Motivation			Communication			Culture		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
SQ Pretest TS2	31	6.44	1.84	31	6.17	1.35	31	7.21	1.70
SQ Posttest TS2	23	6.38	2.12	25	6.89	1.93	26	7.72	1.54
SQ Pretest TS3	--	--	--	22	4.92	2.58	22	6.70	2.76
SQ Posttest TS3	16	6.86	2.25	16	6.54	2.25	16	6.79	1.80

Results from the one-to-one comparison were similar to the results from all participants for each questionnaire. The only notable difference is the slight decrease in culture scores found in the one-to-one comparison compared to a slight increase found in the results from all respondents. Overall, scores stayed about the same with most increases no greater than a point. The biggest increase over a point and a half was in the area of communication for TS3.

In a one-to-one comparison for participants who responded to both the pretest and posttest for TS2, motivation went up almost two points. This was contrary to the results for all respondents that went slightly down pretest to posttest. However, for TS3 motivation mean ratings were a tenth of a point less in the one-to-one comparison but increased slightly in the results for all distance respondents. In comparing the motivation ratings of the one-to-one comparison of participants that responded to all four questionnaires to the motivation ratings of all respondents, ratings were within less than half a point for all three points of evaluation.

Before the start of TS2 using OERs the entire semester, all distance participants had overall motivation mean ratings between 2.75 and 10 ($M = 6.44$; $SD = 1.84$; $n = 31$). After taking the second of four tests, results from all participants' overall mean ratings were between 2.25 and

10 ($M = 6.38$; $SD = 2.12$; $n = 23$). This included three new participants who had not completed SQ Pretest TS2. After taking the third test, the overall participants' mean motivation ratings were between 3.75 and 10 ($M = 6.86$; $SD = 2.25$; $n = 16$) including two new participants who had not completed either SQ Pretest TS2 or SQ Posttest TS2.

Summary of Results

Regardless of whether the sample included all respondents, those who answered both pretest and posttest for TS2, or those who answered all four questionnaires, the mean ratings were within two tenths of a point translating to increases pretest to posttest within a tenth of a point. The same was true for TS3 with the exception of the posttest results for those answering all four questionnaires, but within three tenths of a point.

Communication mean ratings from pretest to posttest increased slightly more than half a point in TS2 and over a point and a half in TS3. Nevertheless, some individuals reported lower posttest mean ratings than in the pretest. Even though most (58%) of the 19 participants who rated at least six of the seven communication questions on both the SQ Pretest TS2 and SQ Posttest TS2 showed an average 1.88 point increase ($n = 11$); 37% ended TS2 with an average 1.31 point decrease in communication mean ratings ($n = 7$); and 5% stayed exactly the same ($n = 1$). Participants could not compare what they answered on the SQ Pretest TS2 and some may have realized they were not as able to communicate the particular skill as they had thought.

Before the start of TS2 using OERs the entire semester, the entire distance sample had communication mean ratings between 3.29 and 9.14. After taking the second of four tests, the distance participants' mean scores were between 1.57 and 10. Before starting TS3, the range of mean communication ratings were between 1 and 10 on SQ Pretest TS3 and between 2.57 and 10 on SQ Posttest TS3.

Although not as close as communication results regardless of who was included in the data, similar results were found demonstrating about a half a point increase in culture ratings for TS2 and less than half a point increase for TS3. Before starting TS2, distance participants' self-evaluated ratings about the cultural topics to be presented in TS2 were between 3.6 and 10 and ending TS2 between 5 and 10. Before starting TS3, the distance participants' mean ratings about cultural topics to be presented in TS3 were between 1.6 and 10 and between 2.8 and 10 after TS3.

Summary Comparison of Results of On-campus versus Distance

Results from the instructor questionnaires (see Research Question 2 and 5) revealed that the instructor teaching the three on-campus groups evaluated in the on-campus sample suggested she had at times changed the intended plan. Although the three groups were set by the study to be taught one section with the *Tu mundo* textbook exclusively, another section with OERs exclusively during TS2 only, and a final section using OERs exclusively for TS3 only, the instructor ended up intertwining or supplementing with either or both resources at times and not teaching exclusively from one or the other in the specified groups. However, each group did the homework either from the textbook or OERs as intended.

Because of these factors among on-campus groups and to compare the on-campus sections using a mix of OERs but mainly *Tu mundo* compared to the distance sections using OERs exclusively, on-campus groups were combined in a comparison to the distance participants. Apart from course delivery format and instructor, the major difference between the on-campus and distance participants was age, with greater representation of ages past 24 years in the distance sections. However, motivation for taking the course with the majority of both

distance and on-campus samples taking it as a requirement was consistent along with both samples having prior foreign language classroom experience from most of its participants.

Similar to the on-campus sample, motivation ratings stayed about the same. Another similarity was an increase in communication and cultural ratings pre- to posttest TS2 and TS3 with SQ Posttest TS2 being the highest point for both on-campus and distance samples. Any overall increase for the on-campus and distance samples were not more than a point. The first exception was communication increasing about a point and a half during TS3 for the distance sections. The other exception was in the on-campus control group with a greater than one-point difference for communication and OERs TS3 group with a slight decrease for culture. Table 31 shows a comparison of the descriptive statistics of distance (D) versus on-campus (C) Spanish 101 sections for all respondents.

Table 31

Descriptive Statistics Comparison for Motivation, Communication and Culture of Distance (D) and On-campus (C) Groups

	Motivation			Communication			Culture		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>
D – SQ Pretest TS2	31	6.44	1.84	31	6.17	1.35	31	7.21	1.70
C – SQ Pretest TS2	29	5.89	2.26	27	5.89	2.29	30	6.39	2.29
D – SQ Posttest TS2	23	6.38	2.12	25	6.89	1.93	26	7.72	1.54
C – SQ Posttest TS2	24	5.78	1.92	24	6.48	1.60	24	6.84	2.22
D – SQ Pretest TS3	--	--	--	22	4.92	2.58	22	6.70	2.76
C – SQ Pretest TS3	--	--	--	20	4.70	1.86	20	5.46	2.37
D – SQ Posttest TS3	16	6.86	2.25	16	6.54	2.25	16	6.79	1.80
C – SQ Posttest TS3	22	5.91	2.49	22	5.39	1.96	22	5.83	2.11

The number of participants in each of the four student questionnaires were close comparing distance to on-campus sections with the exception of SQ Posttest TS3 containing six more participants in the on-campus sections. Mean ratings were slightly higher in the distance sections for all questionnaires. For motivation, the mean scores between the distance and on-campus sections were all within a one-point difference. Both showed a slight decrease in ratings for TS2 but then ended with an increase for TS3. For communication, there was a little over a point difference in SQ Posttest TS3, but this was also the questionnaire that had the most difference in number of participants. Results demonstrated an increase within a point difference with the exception of TS3 for the distance section. Even though the on-campus and distance

sections were within about two tenths of a point starting TS3, the distance sample increased over a point and a half whereas the on-campus sample increased a little over half a point. For culture, pretest to posttest increases were within about a half a point for both on-campus and distance sections, and all mean ratings were within a point difference comparing on-campus to distance sections with the exception of SQ Pretest TS3 with a little over a point difference.

Distance student participants using OERs exclusively had slightly higher mean ratings than the on-campus sections in the areas of motivation, communication, and culture. However, it would be hard to pinpoint what was responsible for the difference. An independent t test could check for differences between the delivery type, but the on-campus sections were intended to be distinct by section. Even though all on-campus participants taught by the same instructor who revealed in the final written interview that there was some consistency across sections in using both OERs and the *Tu mundo* textbook, it was unclear how much, and assignments were different for at least one test section among groups. In addition, there were other variables that likely impacted the results, particularly how the pandemic may have affected on-campus sections more than distance and evidence from both instructors and students of other influencing factors outside of course materials. For these reasons, any potential difference a t test might indicate would be hard to attribute to course material differences between the on-campus sections using the textbook mixed with some OERs versus the distance sections using OERs exclusively.

Distance Open-Ended Responses

For the open-ended questions asking participants to list what they found most useful for improving communication and learning/understanding culture, the same on-campus procedure of putting responses into themes and counting was used. Similar to on-campus responses, some participants left the spaces blank or only gave one or two responses.

Of the 82 communication responses from distance participants on SQ Pretest TS2, 17 included course resources and materials. After TS2, contrary to the minimal mention in the on-campus sample, course resources overwhelmingly dominated the distance responses. Of the 77 responses from distance participants, 61 were connected to course materials and resources. In the final questionnaire after TS3, course materials and resources continued to dominate, constituting 38 of the 44 responses. Table 32 shows the breakdown of each counted resource for each questionnaire. For SQ Pretest TS2, in the column *Other* materials and assignments were “tools used to help with learning Spanish,” “vocab resources,” “the homework,” “assignments,” and “Quizlet.” For SQ Posttest TS2, “study guides,” “discussion boards,” “outside help,” and “worksheets” were the four *Other* entries. For SQ Posttest TS3, “writing in discussion boards” and “all the different types of assignments” were the two *Other* entries.

Table 32

Resources Counted for Communication from Distance Groups

	OERs							Videos	Other
	Total Responses	Duo lingo	Mango	Libro Libre	Soft Chalk	Big Interview	OERs		
SQ Pretest TS2	82	4	3	0	0	1	0	4	5
SQ Posttest TS2	77	20	14	10	8	2	1	2	4
SQ Posttest TS3	44	14	9	5	5	1	0	2	2

Compared to the on-campus responses that lacked significant connection to course materials, the amount of resource responses from distance participants that were connected to course materials was notably greater. Some of the differences could be attributed to distance courses relying more heavily on the course materials as opposed to time in class. However, even though the distance participants started identifying more course materials than the on-campus

participants in SQ Pretest TS2, there was a notable difference from 17 up to 61 in the SQ Posttest TS2 with five fewer overall responses.

Similar to the on-campus sections, but only in the first questionnaire, the most frequent and consistent responses were some form of simply putting the language into practice as important in improving communication skills. Also similar to the on-campus sections on SQ Pretest TS2 was a second theme connected to instructor or course expectations. Both the on-campus and distance sections focused more on a wish list from instructors particularly in the first questionnaire. In the distance sections, there were also more instructor expectations listed. Some examples were “multiple choice tests,” “hands on teaching,” “not a work overload,” “needs to be in English and Spanish,” and “take it slow.” Then on SQ Posttest TS2, the focus shifted to more of what the professor was doing with examples including “videos from professor,” “live videos of Professor [X] explaining what words mean,” “vocab videos,” “online help from the professor.” A count of most popular tools students found effective for improving communication outside of course materials is presented in Table 33.

Table 33

Themes of Most Effective Tools Listed for Communication from Distance Groups

	Total Responses	Speaking/Talking Practicing/Using Listening/Hearing	Instructor	Visuals
SQ Pretest TS2	82	31	15	4
SQ Posttest TS2	77	6	6	0
SQ Posttest TS3	44	2	1	0

The change from SQ Pretest TS2 to SQ Posttest TS2 in the distance sections—including a drastic increase in listing specific course materials and resources—explains the notable decrease in themes other than the course materials after SQ Pretest TS2.

For culture, there were fewer responses listed when compared to communication possibly suggesting less confidence in ways to increase cultural knowledge. Similar to the on-campus sections, course materials were not the focus on SQ Pretest TS2 with the exception of video resources listed 11 times. Comparable to the change from pre- to posttest in communication responses, there was a notable increase to 54 course materials mentioned in SQ Posttest TS2. In the final questionnaire after TS3, of the 42 cultural responses, 37 were connected to course materials and resources. Table 34 shows the breakdown of each counted resource for each questionnaire. For SQ Pretest TS2, in the column *Other* materials and assignments were “writing assignments” and five under the theme of visuals with pictures listed four times and just the word *visual*. For SQ Posttest TS2, *Other* resources listed were “homework,” “tests,” “assignments,” “textbook,” “music,” “outside help,” and “Wikipedia.” For SQ Posttest TS3, *Other* entries were “assignments” and “Wikipedia.” DBs refers to the cultural Discussion Boards that required students to review materials, post a response without seeing any of their peer responses, and then responding to at least one classmate.

Table 34*Resources Counted for Culture for Distance Groups*

	OERs								
	Total Responses	Duo lingo	Mango	Libro Libre	Soft Chalk	Lenses	DBs	Videos	Other
SQ Pretest TS2	69	0	0	0	0	0	1	11	6
SQ Posttest TS2	61	7	8	4	5	3	11	9	7
SQ Posttest TS3	42	5	5	3	4	3	8	7	2

Whereas Duolingo and Mango took the spotlight for course materials assisting with communication, now Discussion Boards and Videos were counted among most effective for understanding culture. Outside of course materials focused on the current study, most of the other responses fell into the same main themes as the on-campus sections. Also similar to the on-campus sections, the most responses were about visiting, experiencing or having some personal connection or interaction with the culture. Responses included “experiencing the culture being taught,” “meeting with people,” “trying to ask about it,” and “make native-speaking friends.” Similar to this theme were four responses that connected to “practice” or “speaking it with activities.” Another seven were connected to the instructor such as “have the instructor lecture on them,” “getting an explanation of why certain things are done,” and “classroom learning.” Another popular activity with 15 responses was some form of research or reading including “reading short articles,” “researching,” and “reading up on it.” The count for the three cultural themes outside of course materials are listed in Table 35.

Table 35*Themes of Most Effective Tools Listed for Culture from Distance Groups*

	Total Responses	Experience/Visit Connect/Interact	Instructor	Research Reading
SQ Pretest TS2	69	19	7	15
SQ Posttest TS2	61	0	3	1
SQ Posttest TS3	42	1	1	1

The same change seen in communication from SQ Pretest TS2 to SQ Posttest TS2 in the distance sections, including a drastic increase in listing specific course materials and resources, was also seen in the cultural responses and explains the notable decrease in themes outside of the course materials after SQ Pretest TS2.

Comparison of Open-Ended Responses of On-campus versus Distance

Comparatively speaking, the OERs distance sections specifically mentioned OERs used in the course as the most effective tools for communication and culture notably more than the on-campus participants mention of the *Tu mundo* textbook and/or Connect site. Table 36 shows the comparison of distance and on-campus student participant listing of effective tools for communication. The count only includes responses connected to OERs used in the distance sections and *Tu mundo*/Connect in the on-campus sections. Responses such as videos that could not be connected to a particular resource were eliminated from the count for a more focused comparison.

Table 36

Comparison of Course Materials for Communication Mentioned by Distance vs. On-campus Student Participants

	Total Responses	DISTANCE	ON-CAMPUS	Total Responses
SQ Pretest TS2	82	9	0	74
SQ Posttest TS2	77	55	6	69
SQ Posttest TS3	44	24	5	54

The dramatic jump from SQ Pretest TS2 to SQ Posttest TS2 mentioning course materials was seen most in the distance courses and remained the overwhelming response of distance participants using OERs the entire semester. In the on-campus sections using the *Tu mundo* textbook and possibly OERs for one test section, there were six responses on SQ Posttest TS2 connected to the textbook or Connect and just as many responses that connected to OERs specifically three for Duolingo, one for Mango, and two related to apps. For SQ Posttest TS3, Duolingo was mentioned once and “apps” once. Similar results occurred for culture. The count for course materials connected to culture are included in Table 37. As with communication, assignments such as Discussion Boards and other resources pertaining to Videos were not included in Table 37 but are addressed briefly following the table presentation.

Table 37

Comparison of Course Materials for Culture Mentioned by Distance vs. On-Campus Student Participants

	Total Responses	DISTANCE	ON-CAMPUS	Total Responses
SQ Pretest TS2	69	0	0	75
SQ Posttest TS2	61	27	6	70
SQ Posttest TS3	42	20	3	54

Both on-campus and distance sections started out similar on the first questionnaire with distance sections listing OERs only nine times out of 82 for communication and on-campus participants not mentioning the *Tu mundo* textbook or Connect site at all in any of the 74 responses from the on-campus sample. For the area of culture, none of the responses in either sample connected to either OERs or the textbook. However, at the end of TS2, whereas the on-campus sample only increased to six mentions out of 69 of the *Tu mundo* textbook or Connect being one of the most useful tools for improving communication, the distance sections increased to 55 out of 77 responses for communication and 27 out of 61 responses for culture.

Even on SQ Posttest TS3, tools from the OERs remained the overwhelming responses of distance participants using OERs. In the on-campus sections for SQ Posttest TS3 there were three responses connected to the textbook or Connect and just as many responses that connected to OERs, specifically Duolingo, Mango, and apps. Both distance and on-campus sections had similar numbers stating some type of videos. Discussion Boards and the cultural content presented which included a variety of materials including OERs, YouTube videos, and other

online articles seemed to be more effective in the distance courses with similar numbers to videos.

Textbook vs. OERs Final Perspective

On SQ Posttest TS3, distance participants were also prompted to choose which course they would most likely enroll in based on the scenario of two sections offered by the same instructor but one using a traditional textbook and the other OERs. There were 16 participants in the distance sections using only OERs who completed SQ Posttest TS3, and all 16 answered this question. Twelve percent chose the section with the traditional published textbook ($n = 2$). The rest of the responses were divided equally at 44% between OERs ($n = 7$) and 44% no preference ($n = 7$). When asked if taking a distance or on-campus course influenced participants' responses to whether they would prefer the traditional textbook or OERs, 31% responded *yes* ($n = 5$) and 69% ($n = 11$) responded *no*. Although prompted to explain either answer, only six did. The two who answered *yes* that it would make a difference explained, "I like better OERs. I can learn on my own path" and "I like to take distance courses." The four who answered *no* explained "The system of OERs is working, but I wish I also had a textbook to reference more," "I would take OERs over textbook any day," "I think the OERs are better than the traditional textbook," and "It doesn't matter."

Finally, participants were asked to mark all that applied to their choice of textbook versus OERs. The two participants who previously indicated traditional textbook preference each created their own combination of reasons. One marked three responses in accordance to textbook preference including, "I prefer a printed, physical text," "I learn better with a traditional textbook," and "I learn more with a traditional textbook." The other contradicted their textbook choice by marking "cost," "I prefer not using the textbook," "I learn better with materials other

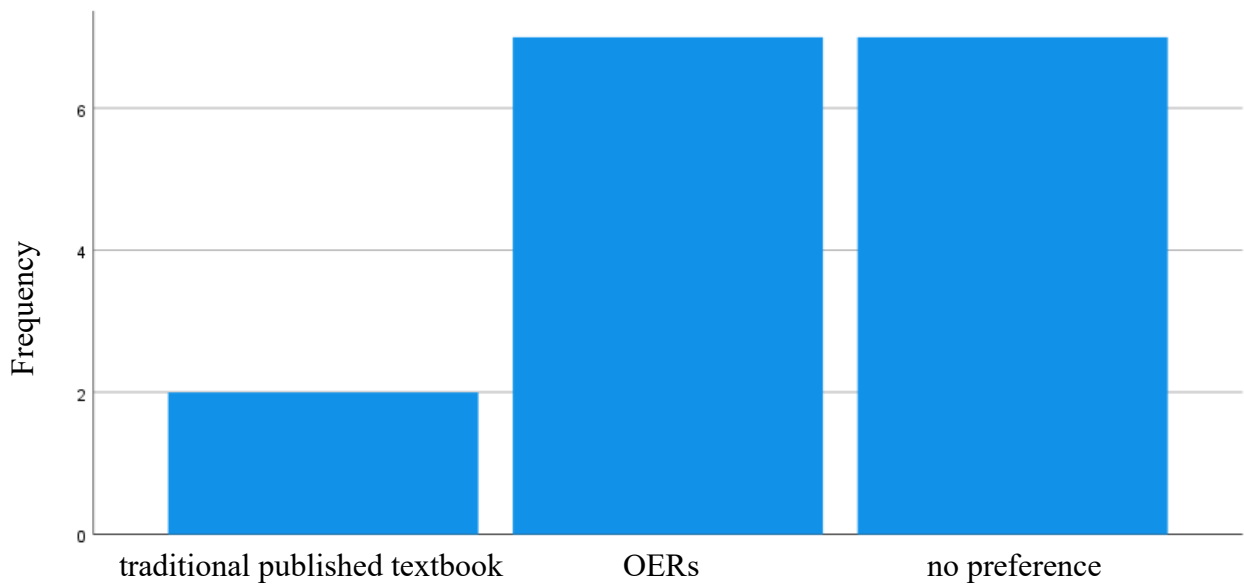
than the traditional textbook,” and “I learn more with materials other than the traditional textbook.” In addition, those same four choices were repeated by three of the seven participants previously indicating OER preference. Also, among the seven that indicated OER preference, there were three participants whose responses matched three of the seven participants that indicated no preference. One was “cost,” another “I prefer not using the textbook,” and the third, “I learn better with materials other than the traditional textbook.” All of the responses for participants preferring OERs or no preference connected with either OER preference or a mix of both. No other response or combination was repeated.

Overall, of the 15 responses, six chose only one response. One indicated “cost,” and another chose “I learn better with a traditional textbook.” Two indicated “I prefer not using the textbook” and another two chose “I learn better with materials other than the traditional textbook.” The rest chose a unique combination of reasons with the exception of four participants that chose the same combination of “cost,” “I prefer not using the textbook,” “I learn better with materials other than the traditional textbook,” and “I learn more with materials other than the traditional textbook.” Results among all distance sections are visualized in Figure 6.

Figure 6

Distance: Traditional Textbook versus OERs (N = 16)

Considering your experience in this course, imagine a future where you have to take this class again. If two sections were offered by the same instructor at times equally accommodating but one used a traditional textbook and the other used Open Educational Resources (OERs), which one would you most likely enroll in?



Considering three-fourths of the sample stated they had some experience in the foreign language classroom on SQ Pretest TS2, it is likely that the majority of participants who responded to this question had a foreign language textbook to compare. In general, participants were likely more familiar with textbooks than OERs. With a semester of using entirely OERs, there still were participants ($n = 2$) indicating a traditional published textbook preference. One of those participants clearly believed in textbooks, considering they listed all the reasoning supporting both preference and how they learn. However, the other participant who chose the traditional published textbook gave contradictory answers that would have indicated preference for OERs. Furthermore, for the majority of the distance participants, either OERs were the

preference or there was none, and the factors influencing their choice connected to their previously indicated preference.

Results for Research Question 2

Research Question 2: What are the differences and similarities in instructor perceptions (motivation, communication skills, and teaching culture) between the sections using the traditional textbook, OERs exclusively, and OERs for TS2 or TS3?

Instrumentation

At three points in the semester, the research assistant e-mailed the instructors a six-question survey. Five instructor participants (four on-campus and one distance) completed all three of the questionnaires. The first Instructor Questionnaire Pretest Section 2 [IQ Pretest TS2] (Appendix F) was to be completed the first few weeks of class before any preparation for TS2 (and possible OER intervention for on-campus sections) began. After TS2 ended and an OER curricular intervention added for two on-campus instructors, all instructor participants completed the Instructor Questionnaire Posttest Section 2 [IQ Posttest TS2] (Appendix H). After TS3 ended and an OER intervention added for one additional on-campus instructor (one instructor teaching multiple sections had already added an intervention in another Spanish 101 section for TS2), all instructors completed the Instructor Questionnaire Posttest Section 3 [IQ Posttest TS3] (Appendix B).

All instructor participants responded to the same questions from IQ Pretest TS2 in IQ Posttest TS2 regarding what the course materials did well and where they lacked. Then, in IQ Posttest TS3 (Appendix C) along with the same questions from the previous two questionnaires, instructor participants were also asked four new questions about their overall textbook versus OER preference similar to those asked of student participants on the final SQ Posttest TS3. Two

of the final questions for both students and instructors were from the Bliss et al. (2013) questionnaire evaluating student and instructor perceptions of OERs.

Instructors

Each instructor had a different teaching assignment for this study. There were four on-campus instructors using the *Tu mundo* textbook and possibly an OER intervention and one distance instructor using only OERs. One of the on-campus instructors taught in all three on-campus groups (i.e. one section in the control group using textbook only, one section in the OERs TS2 group, and one section in the OERs TS3 group), and due to low participation in other sections and to control for instructor, only her student participants were used for the on-campus analysis of Research Question 1. Another on-campus instructor never used OERs and was in the control on-campus group using the textbook only. Two on-campus instructors were in the research groups teaching one test section with OERs. However, one taught using OER materials for TS2 and the other for TS3. Finally, one distance instructor participant taught with OERs exclusively via distance.

To protect instructor confidentiality, demographics were not collected. However, as discussed in Chapter 3, general background information regarding instructors was obtained through an interview with the department chair. All instructors that were invited consented to participate in the study. Department Chair, Dr. A. Rider, noted the diversity among Spanish 101 instructors. Despite all being women, instructor ranks included graduate assistants, part-time adjunct, and tenured faculty. There was one native speaker among the group of instructors. Experience teaching second languages ranged from first semester teaching to over 20 years of experience. Ages were mid-20s to over 50. Levels of education were teaching assistants pursuing

their Master's degree and experienced instructors with completed Doctorate degrees (A. Rider, personal communication, February 28, 2020).

The only background information that was collected from instructors in this study was pertaining to the reason they were teaching the course. They were asked to "List any reason true for you." To highlight how each instructor's perspectives remained stable or changed over time, the following sections were individually divided by instructor. Each instructor is presented based on the order in which the data were received. Pseudonyms were assigned to each instructor along with a summary of their group and any interventions implemented. Responses from each questionnaire data set are presented concluding with emerging themes. A final section is provided to examine all instructors analyzing similarities, differences, and trends overall and associated with interventions.

Rina

Rina taught a 16-week on-campus section of Spanish 101. She taught the course using the *Tu mundo* textbook with the exception of TS3, when she implemented OERs. When asked on IQ Pretest TS2 why she was teaching the course, her response was "I love teaching, but I especially love teaching Spanish."

IQ Pretest TS2. The themes for this data set were negative perceptions toward the traditional textbook and positive possibilities toward OERs. In terms of motivation, Rina expressed that to the students the "book seems boring and traditional." She even went as far to say that as much as "half the students really hate the book" and that they "especially hate that they have to purchase it with a new access code." She seemed frustrated with the fact that only "about 1/3 of the class" was doing the Connect homework assignments. For communication, Rina stated, "I feel like the book doesn't help with communication." The situation was further

aggravated by Covid. Rina pondered if “perhaps in pre-Covid times” that “the suggestions in the book would have been good,” but that “they’re pretty much useless right now.” She believed that instead of reading the phrase in a textbook, students needed to hear it “either in class or by learning them from a video” to decrease anxiety. This connected with her initial beliefs on how to teach communication. Rina pointed out aspects that would get students practicing and using the language right away by her “speaking to the students” and in turn, “requiring the students” to either ask or answer her in Spanish. For teaching culture, she focused on the need for students to “look into” aspects of culture, “compare the culture to their own” and finally “have the students participate.” Rina declared, “Again, I feel like the book isn’t great for this.” However, later on she stated that the course materials helped her teach culture “quite a bit” because she believed that the book information “has been fact checked” which would avoid her telling students “the wrong thing” or having “to say I do not know about a specific country.”

Rina’s perspectives on how the current *Tu mundo* textbook and Connect online work has impacted student motivation, communication, and culture were negative in all three areas. However, there were a few positives mentioned about the textbook helping her teach culture, and other positives not related to the topics evaluated in the current study. Outside of the areas of student motivation, communication, and cultural competence, Rina pointed out how the textbook provided a “great layout for students wanting to study for exams,” “easily accessible” vocabulary at the end of the chapter, and “easy-to-follow, divided sections where one section or chapter leads into another very nicely.” Even though no OER intervention had been implemented at this point, Rina expressed a positive perspective toward OERs in terms of motivation mainly because of the use of resources such as videos commenting, “I really like videos.” She felt that students would also find the videos “more interesting” than the textbook.

IQ Posttest TS2. The theme for this data set was mixed with a positive improvement in motivation and culture and the same negative perception of how course materials influence communication. For TS2, Rina continued to use the *Tu mundo* materials in her Spanish 101 course. Contrary to the IQ Pretest TS2, the instructor noted how the success of being able to read the cultural passage in Spanish “could have motivated them.” This was the only mention of motivation in any of Rina’s responses in IQ Posttest TS2 and was positive, which differed from IQ Pretest TS2 that listed several negatives.

Perspectives on communication stayed the same. Rina again stated, “I don’t think there is much for communicating in the book,” but she also noted the main issue was “about finding class time for conversations.” For communication practice, Rina again stated that most important was “talking to my students in class.” At this point, she had noted having developed her own presentations and example conversations with “plug-it-in sentence structures, question and answer.” These were what she found most effective to help students. Rina again mentioned the pandemic being a factor with her hearing them and them hearing each other and contemplated some strategies to work with social distancing. Different from what she originally stated being most effective for teaching culture, Rina identified two in-class activities and the Discussion Board assignments as the three most effective for helping students at this point which mainly included the discussions during class and through a discussion board after class. In the same example of reading the cultural passage in Spanish, Rina noted a positive point that “helped the students to understand” something that “they may never have known about.” Rina was more positive on this questionnaire than the previous or subsequent questionnaire.

IQ Posttest TS3. For TS3, Rina used the OER curricular intervention materials instead of the *Tu mundo* materials. The themes for this data set were again mixed with a positive in

motivation, little to no improvement in communication, and lack of student response for culture. Contrary to IQ Pretest TS2, Rina did not list any negatives toward OERs. However, most responses were shorter and some were missing entirely. The focus of responses returned to some of the issues mentioned in IQ Pretest TS2 with students not doing homework and being “tired” and “focusing on classes that they find more important.” Similar to the last questionnaire, Rina pointed out one positive about course materials by mentioning that a student had commented “they liked the OER homework better than the Connect homework because it helps just as much or more but takes less time.” For communication, even though the blame was not put on the materials lacking in communication, Rina declared, “I don’t think that their communication skills have improved outside of learning a few more phrases.” In another question, Rina clarified her thoughts that “there wasn’t anything lacking in the material, just that the students aren’t using it or aren’t using it well.” For culture, the focus of what was most effective again was class discussion and discussion board, but that so few did the discussion boards and “only three people filled out the test question about culture.” Furthermore, she stated that students did “surprisingly badly [*sic*] on the test” which she thought was due to some “stress from the sudden change” of switching to OERs, “the time of year,” and factors particular to “each student.”

Final OERs vs. Textbook Questions. When asked if having to choose between a *new* textbook or OERs, which one would Rina choose for a Spanish 101 or 102 course, the choice was OERs. When asked to explain her answer, Rina stated that on-campus it “doesn’t matter as much whether OERs or textbook.” Factors influencing her decision were “teaching an on-campus course,” “cost of textbook,” and “it is easier to plan the course with a textbook.”

Thematic Analysis. Perceptions started mostly negative on IQ Pretest TS2 toward the *Tu mundo* textbook, some positives were identified on IQ Posttest TS2, and factors outside of course

materials were the focus of IQ Posttest TS3. Even though there was mention of some positive student response toward OERs and the instructor was clear not to blame the materials for the issues in the course, the OER curricular intervention did not appear to strongly influence student motivation, communication, or culture. Considering the instructor also mentioned if students did not have to social distance, the *Tu mundo* textbook activities could be more effective particularly for communication; it was evident that factors outside of the course materials were contributing to overall perceptions. In summary, the course materials did not make the most significant impact in the areas of motivation, communication, and culture.

Wendy

Wendy taught a 16-week on-campus section of Spanish 101. She taught the course using the *Tu mundo* textbook with the exception of TS2 when she implemented OERs. When asked on IQ Pretest TS2 why she was teaching the course, her response was she was “offered this position as a TA” and she “gladly accepted” the “opportunity to gain real experience teaching my second language.” She listed other benefits she was “happy about being [*sic*] the almost free tuition” and “stipend that came with the position.” Finally, she expressed that she really enjoys “being able to try different activities and methods” that she is learning in her graduate studies.

IQ Pretest TS2. The themes are mixed but positive overall toward the *Tu mundo* textbook. Wendy highlighted the importance of authentic input and output in the language and “real world applications.” The instructor believed the “consistent nature” of the Connect assignments were “beneficial for students,” but she also considered that students “may not feel that way” and described the assignments as “fairly tedious for students.” She praised the book for having “plenty of resources” to “create activities that facilitate communication.” However, she stated she “sometimes” used the “suggested activities in the book” and “other times” created her

“own activities.” Similar to Rina, Wendy stated that creating her own activities was “especially true now that students must social distance.” For culture, Wendy felt that the textbook was “lacking a little bit.” In part she attributed this belief to the “fact that I am self-conscious about teaching students about a culture that is not my own.” Despite stating that the textbook materials “from what I can see, are authentic and accurate” and her appreciation that the book devoted sections to Latin American countries and not mainly Spain, she believed that it was “not enough to really give the students a full understanding [of] Hispanic culture.” Overall, Wendy praised the textbook but saw areas of improvement including instances she supplemented her own activities instead.

IQ Posttest TS2. For TS2, Wendy implemented the OER curricular intervention. The themes for this section were positive overall toward OERs and the comparison to the textbook was that there were not “any huge differences between this set of materials and the regularly used materials.” Wendy reiterated that there “weren’t many significant differences” and that student motivation stayed the same. In IQ Pretest TS2, Wendy praised the textbook for communication and cultural aspects and did the same for OERs in IQ Posttest TS2. For communication, she discussed that OERs “provided a lot of opportunities for students to interact with one another” and “several opportunities for pair work.” She listed a few activities that she felt were “particularly effective” allowing students to give “personalized information.” She described some features and activities as being “authentic ways in which conversation would flow.” For culture, Wendy noted how Libro Libre had “really great bits regarding language and culture” and the discussion board cultural resources were “effective” in that they were “diverse and numerous” and “able to explore the topics from more angles.” Despite stating on two

separate questions that she did not find major differences between the two materials, it appeared that at least for culture, Wendy perceived the OER materials to provide more depth.

IQ Posttest TS3. For TS3, Wendy went back to the *Tu mundo* textbook after having used the OER curricular intervention for TS2. When describing her experience for TS3, she pointed out that because she had taught this section before, she “felt more confident in delivering the content.” Wendy remained positive overall toward the textbook particularly in communication, but with a few reservations of the positive impact of the textbook in terms of student motivation and cultural competence. For communication, Wendy listed “communicative activities in the textbook” and specifically the “*expresate* [express yourself] assignment” also from the textbook as most effective for this test section. She repeated how in this section there were “opportunities for students to practice communication skills.” For culture, she first listed YouTube videos about the countries covered for the cultural section as most effective and then second the “cultural reading sections and videos from the textbook.” Upon contemplating her perspective of how the course materials impacted cultural competence, Wendy mentioned that there “seemed to be a disconnect between the students and the content” and that students do not seem to understand “why certain topics were explored in the textbook.” In addition, and similar to Rina on IQ Pretest TS2, Wendy pointed out how “the rate of students’ Connect assignment submissions had dwindled as the semester went on.” However, she did state that it was “as is expected.” She then suggested that “fewer (though longer) assignments, such as the SoftChalk activities [combining several OERs] would be better for student motivation.” After the OER intervention in TS2, Wendy became slightly more critical of the textbook and went back to mentioning some of the OER activities as a potentially better option to motivate students to complete the work. Her

perspective of OERs being better for cultural content remained and now she perceived OERs to have a few more advantages than the textbook for student motivation.

Final OERs vs. Textbook Questions. The overall theme is the choice is undecided because for Wendy it would depend too much on factors such as “what textbooks were available.” Other beliefs or factors that would influence her choice would be “cost of textbook,” that “It is easier to plan the course with a textbook,” but also that “Material outside of the textbooks is more relevant and appropriate for my students.”

Thematic Analysis. Perceptions started positive on IQ Pretest TS2 praising the *Tu mundo* textbook. Perceptions stayed positive but toward the OER materials on IQ Posttest TS2. This aligned with her belief that the OERs and *Tu mundo* textbook were not significantly different. However, although she remained positive toward communication presented in *Tu mundo* and positive overall toward the materials, she turned slightly more critical toward the textbook in the areas of motivation and culture on IQ Posttest TS3 and more in favor of OERs. In summary, Wendy found the course materials to be similar, and likely because she found positives and strengths in both, she was unsure if one was particularly better in the areas of motivation, communication, and culture as a whole.

Trisha

Trisha taught three sections of the 16-week Spanish 101 course. She taught one section using the *Tu mundo* textbook the entire semester, another section using the *Tu mundo* textbook with the exception of TS2 when she implemented OERs, and the third section using the *Tu mundo* textbook with the exception of TS3 when she implemented OERs. Due to low responses in on-campus sections taught by other instructors and to control for instructor and delivery format due to the pandemic, only student questionnaires from Trisha’s sections were used for the

on-campus descriptive statistical analysis for the first research question in the current study.

Although she taught one section in each of the on-campus groups, the responses were given as if the sections were the same. Responses that highlighted differences across groups were noted.

When asked on IQ Pretest TS2 why she was teaching Spanish 101, her response was “I was hired . . . to teach Spanish” and that this particular course is the “only one available” for her to teach at this time.

IQ Pretest TS2. At this point all the sections had no curricular intervention and were all using the *Tu mundo* textbook. The themes were neutral perspectives toward how the textbook influenced students’ motivation, communication skills, and cultural competence. A greater focus was given to other aspects of the course influencing these areas. There was a lack of attention or mention of specifics of any positives or negatives toward the textbook. Trisha believed that it was not the “textbook itself” that made the difference, but “the way the class is taught, teacher’s feedback on assignments, the amount of practice available, and students’ self-interests” that “play a significant role in the acquiring of the target language and culture.” This connected to her beliefs that most effective in improving communication skills was a combination of what she previously stated but in order of what she listed precisely as most effective:

1. Face to face interaction in the target language in small groups
2. Total Physical Response teaching strategies
3. Read any type of materials in the target language.

Her beliefs about effectively learning culture focused less on the instructor and more on students living in the country, reflecting on their own cultural interests with opportunities to “see, hear, taste, smell, touch” particularly doing activities involving “interacting with foreigners.” Instead of the textbook, focus was given to her mixed perspectives of other course assignments

outside of the textbook. Trisha stated a positive for how the “assignments/papers with guided questions on reflection on culture help students to understand better the target culture.” However, in another question, Trisha had a negative perspective of the program required assignments outside of the textbook listing “discussion boards, journals, lenses assignment, cultural activity” as being what she concluded as “too many required course materials in English” that were “taking away time to practice the target language itself in the classroom and at home.” For Trisha, student motivation, communication skills, and cultural competence had more to do with the instructor and other aspects of the course than the course materials.

IQ Posttest TS2. For TS2, two of Trisha’s sections used the *Tu mundo* textbook and one used OERs. The themes in this data set were lack of cultural content but positive otherwise of OERs, positive textbook perspectives, and negative perspectives of navigating the new OER curriculum. Trisha explained that she “did not see much culture with the OER materials” and that she used the “*Tu mundo* textbook to discuss culture in class.” In another response, she stated that both “*Tu mundo* textbook culture videos” and “u-tube [*sic*] culture videos” were most effective in teaching culture. She later explained that she “never received students’ feedback on culture during class” and that the entries from students on the discussion boards were “short and poor [*sic*] written.” For effective tools in all areas, non-textbook responses were given with the response being “U tube [*sic*] videos/ softchalk [*sic*] exercises and class time” and in a question specifically asking about communication, the most effective listed were the videos made in the OER materials “for students to review the material at their own leisure are the best.” The other two responses aligned with the instructor’s original beliefs of class activities and homework being most effective. Furthermore, when asked if there was anything else Trisha would like to add at the end of IQ Posttest TS2, the instructor further expressed positive aspects of the OERs.

There were videos along with the materials the researcher had provided to help with navigation and content that Trisha expressed she “loved.” She also stated the “material itself [was] very well done and the material very well explained” and the “assignments were easy to follow and complete.” However, another question revealed a struggle with students finding the course schedule “too confusing,” and her having to explain “where to find assignments and what the columns meant.” Although the instructor did not specify which section, it appeared to be students in the OERs TS2 group that were “overwhelmed.” She included a confused student e-mail complaining about “struggling” and “having a hard time” keeping up “with the different assignments.” Trisha’s responses on IQ Posttest TS2 went back and forth from being critical about feeling overwhelmed with the change and various content to praising several aspects of OERs with the exception of culture.

IQ Posttest TS3. For TS3, one of Trisha’s sections used the *Tu mundo* textbook the entire semester, one switched back to using the *Tu mundo* textbook after using OERs for TS2, and a new section used OERs for the first time during TS3. The themes in this data set were consistent with previous themes listing a variety of aspects positively affecting motivation, communication, and culture and discussing instructor and students’ feelings of being stressed and overwhelmed. Trisha expressed that there “wasn’t one unique material” but that “it was a combination of different learning tools” that positively impacted student motivation, communication skills, and cultural competence. The list was “written homework, games, Duolingo, videos, Libro Libre, quizzes.” Duolingo and Libro Libre were included in the OERs. The remaining items from the list could have been from either set of materials. The instructor stayed consistent to IQ Pretest TS2 in beliefs of what helped with communication being first “how the instructor presented the material” and as third on the list “student’s homework and

instructor feedback.” Listed second was also consistent to IQ Posttest TS2 mentioning “U tube [sic] videos explaining the content of each lesson.” For culture, what was most effective changed to three new items mentioned, “Pictures and short videos on each cultural subdivision,” the instructor’s own personal cultural experiences shared in class discussion, and student reflections on the discussion boards. In additional comments, Trisha expressed her major complaint of OERs versus the *Tu mundo* textbook was that with the textbook everything was “all in one place” and “framed just right for the times we meet,” but with OERs students had to print Libro Libre, watch videos, go to different sites and programs to complete work, and the instructor “felt lost at times with Spanish work all over the Internet.” Despite mentioning more positives from the OERs than the textbook, the confusion of different sources along with her preference to have everything in one place with the textbook undoubtedly influenced Trisha’s personal perspective and what she felt best for her students regarding textbook versus OERs.

Final OERs vs. Textbook Questions. The overall theme is preference for the traditional textbook that has all materials “organized in one place.” Trisha expressed her personal opinion that “textbook companies design textbook materials with experts in materials itself and teaching methods.” Although Trisha further explained that while she did not feel that OERs are “wrong,” she believed they would require instructors “to invest too much time gathering the teaching materials” which is unnecessary when the textbook has “everything a busy instructor needs.” In another question, she repeated how the textbook could help her “invest my time planning my classes with fun activities” instead of having to use “precious time looking for materials all over the Internet.” Her choice matched with her influencing factors or beliefs of “I like having a printed text,” “It is easier to plan the course with a textbook,” “I enjoy planning the course with a textbook,” and “Material in the textbooks is more relevant and appropriate for my students.”

Thematic Analysis. Perceptions started neutral on IQ Pretest TS2 giving little importance to course materials, moved toward more important both positively and negatively on IQ Posttest TS2, and remained mixed but for similar reasons on IQ Posttest TS3. Even though more specific positives were listed of OERs than the textbook, Trisha stayed consistent in the belief that the course materials were not what contributed most to influencing student motivation, communication, or culture, but that preference for having everything organized in one place made things easier and less stressful for everyone. In summary, from Trisha's perspective the course materials did not make the most significant impact in the areas of motivation, communication, and culture. However, a steadfast belief was that the textbook was essential for organization, saving time, planning, and avoiding confusion.

Candice

Candice taught one 16-week on-campus section of Spanish 101. She taught the course using the *Tu mundo* textbook the entire semester and never implemented any OER curricular intervention materials. When asked on IQ Pretest TS2 why she was teaching the course, her response was "I like teaching 101! I enjoy taking students from (theoretically) zero knowledge in communication and comprehension to being able to carrying on a simple conversation." Candice was clearly passionate about the language and culture stating how "my world and my life are richer" because of it. She wanted to do the same for her students in "opening the door to a new world" for them. Even though she finally stated that she "must teach a 100 or 200-level class," she clarified that 101 was her "preference" for the "reasons stated." Candice gave the most in-depth responses. The research assistant divulged that Candice requested to be in the control group using the textbook only.

IQ Pretest TS2. The themes in this data set were strengths and weaknesses of the textbook and the impact of students completing or not their work. Motivation was not specifically addressed. For communication, Candice gave extensive examples and explanation of her personal beliefs and preferences of the top tools for improving communication skills. The first two included “live listening input and live oral production” and “practice opportunities and oral production.” She described the importance of students “communicating a message” and creating an “atmosphere with a reiterated message from the teacher (or native speaker) that making mistakes is part of the learning process” and furthermore that “this can become an internalized awareness for the learner.” Finally, “visual supplementation of the auditory input that they are hearing” was listed third. Candice believed language learners needed to “see the words in print” and that “grammatical fluency is not the most important factor in developing communication.” However, she noted that for some students, “feeling confident about accuracy may increase confidence and willingness to participate.”

When addressing how the textbook influenced communication, Candice focused on whether or not students completed the work or even had the appropriate materials. Candice attributed “Zoom” to explaining why some students “have been slower to purchase the package” and that “only after the first exam am I seeing them show stronger communication skills.” Candice believed in the effectiveness of the coursework from the textbook materials in helping students “get audio input of vocabulary” and that students “should be trying to speak” so that she can “move on to more communicative activities more quickly rather than doing as much teach [*sic*] of the vocabulary itself.” However, this effectiveness depended on students doing the work. She noted that students “who actually did the *Antes* [Connect homework assignment before

class] seemed to find it helpful in previous semesters and verbally gave positive comments about Connect.”

For culture, Candice discussed the importance of “interaction with someone from the culture or an authentic, live cultural activity,” “readings in English at the novice level” particularly that “lend themselves to critical thinking and analysis, particularly a contrast/comparison of cultures, not just a series of fun facts or sweeping generalities.” Finally listed were “visual images and authentic realia” being most important for learners who “have been inundated with visual imagery since childhood” and how “cultural artefacts [*sic*] get their attention and makes the culture seem closer than reading about it on an online workbook (Connect).”

Culture is an area Candice admitted that the first chapter in the book was “particularly weak on cultural, but most texts are.” She explained what was in the first chapter and concluded, “It is left to me as the teacher” to make the content presented “have cultural relevance.” Although the first chapter was lacking, she stated that the second chapter was “culturally appropriate,” but that she still used the “chapter topics as jumping off points” not sufficient alone. She clarified that it was her practice to “never assume that students are doing the CONNECT culture” so she supplemented with discussion, activities, and personalized applications that “require synthesis and reporting back to a small group to share knowledge gained.” Candice had a strong belief of how the textbook was an effective tool if used properly, and one that students needed. However, similar to all instructors, there were many other activities and materials outside of the textbook that had a greater impact on motivation, communication, and cultural competence.

IQ Posttest TS2. The themes in all three categories of motivation, communication, and cultural competence included success and more positives of the course materials along with recognition of a few areas of weakness. For motivation, and similar to Rina, Candice found that the emphasis of the chapter on cognates and helping students to “communicate ‘beyond’ their limited vocabulary” was motivating, particularly the success of doing the readings in Spanish. However, Candice again pointed out that there were “students who have not purchased the code for Connect,” and that the “long dialogues” are “confusing and impersonal.” For communication, Candice stated that despite her perspective of a “very old-school kill and drill” textbook exercise, she found her students to be “enthusiastic” about a grammatical point because they “got it and could explain why they got it.” The connection to communication was how they demonstrated “an ability to self-correct if given a signal.” On this questionnaire, Candice was also the only on-campus instructor to mention specifically any textbook activities in the list of what were the most effective tools for TS2. Three “partner activities” from the textbook were second on her list of three. First was her own “daily question of the day featuring vocabulary of grammar addressed that day” and last “practicing situations” of what they were doing that section. Addressing where the textbook was lacking, Candice noted “non-authentic dialogues” that just “practice vocabulary” and not how things would be asked “in real life.”

For culture, she discussed how the small “cultura blocks” in the textbooks were “brief enough to engage non-readers” and helped students to “have a growing awareness that Hispanic culture is not monolithic,” but that the cultural reading needed to include “pre- and post-reading questions” and possibly photos relevant to students. For what was most effective, she listed two activities she created and one class discussion. Her number one activity was one she designed. Her number two used a list of festivals from the textbook, but the rest of the activity was her own

design where students “put together a 2+ slide PowerPoint summarizing the festival and including photos.” The last activity she listed was a discussion that looked at how names were presented in the text and then the instructor “explained . . . how names worked.” At the end of the questionnaire when prompted to respond if participants would like to mention anything else, Candice talked about how having to have class on Zoom did not allow for watching the textbook video series that she believed “would offer more cultural input.” Even though Candice found weaknesses in the textbook, she contrasted it with how students tapped into its strengths thus reinforcing her beliefs that the textbook was what the students needed despite her own opinions of some lackluster activities or content. Candice continued to provide well thought-out communicative and cultural activities and content outside of the textbook. The struggle for students to even have the textbook materials remained.

IQ Posttest TS3. The themes for this data set were consistent with IQ Posttest TS2 with both positives and areas the textbook was lacking. However, there seemed to be increased skepticism toward the textbook. Candice remained consistent when listing effective tools in all of her questionnaires. The topic of Paraguay was “in the text’s favor for motivation.” Candice believed it was the “curiosity factor” since “most Americans know nothing about Paraguay.” However, she mentioned that “more realistic, true-to-life activities are needed” to motivate students. When asked if there was anything else to add about this test section, Candice noted that the chapter was “trying to do too much.” She thought there was a need for more interesting topics and “personal questions,” because some of the content she stated, “even I found boring.”

For communication, what Candice found most effective was similar in theme and order to IQ Posttest TS2. Her “daily warm-up Questions of the Day” were listed first as being most effective in helping students improve communication, second being two specific activities in the

book, and third partner activities in class or Zoom using the language “in a personal way.” For culture, even though the topic of Paraguay was a plus for the textbook, Candice believed that “more cultural depth could have been included.” Candice stepped in to ensure that depth as she gave detailed information about materials she used and designed and also brought to class as the first two responses. For example, “music, partner practice, and a quiz” and a PowerPoint designed by the instructor “with info outside of the textbook.” She also “brought in yerba mate that day, showed them mate products that can be purchased in Indiana, and talked about *tereré*.” Then the third response was “text cultural readings.” These were consistent with the themes and order of her responses from IQ Posttest TS2. Candice continued to find positives and negatives, but this questionnaire she did not contrast some of the negatives with positive student response. Responses on this questionnaire were not as praising of the textbook and revealed how she found the textbook to have a consistent lack of cultural depth and intriguing content to motivate students.

Final OERs vs. Textbook Questions. The overall theme was preference for the traditional textbook. Candice explained that she did not think “students in a gen. ed. [general education] course are organized enough and motivated enough to do assigned online work.” For the deciding factors of her choice of textbook versus OERs, under “Other” Candice expressed “I don’t like the words ‘easier to plan’ because it sounds like I am trying to get out of work.” She gave insight into the complexity of having “TAs who have never done lesson plans to start with nothing” and noted the added work that switching to OERs would put on a Spanish faculty member. The instructor also expressed that “once we get rid of textbooks, there’s no going back.” However, the instructor also pointed out that she believed she “could design lessons that are more interesting than most textbooks, but similar to what Trisha stated, certain kinds of

learners need that ‘go-to’ location where they can find everything.” The rest of the responses were in accordance with instructor preference that “I like having a printed text” and the belief that “Students would prefer to have a textbook.”

Thematic Analysis. Candice was consistent throughout. The themes and order of the lists of effective tools for communication and culture were identical. Candice clearly knew and was able to articulate where the textbook could improve. However, Candice believed that a textbook such as *Tu mundo* was what instructors in the department as well as students needed.

Dinah

Dinah taught one 16-week distance section and one 12-week distance section. She taught both Spanish 101 sections entirely with OERs. When asked on IQ Pretest TS2 why she was teaching the course, her response was “I love teaching Spanish, especially beginning levels.” She further explained, “I love to get students who are here because ‘they have to be’ and watching them fall in love with some aspect of this class.” Dinah assured that whether they “fall in love with the actual language,” or “the challenge,” or “the culture,” that “there is always something they walk away with that sticks and that part makes teaching fun.”

IQ Pretest TS2. The themes were overwhelmingly positive perspectives of OERs on areas of student motivation, communication skills, and cultural competence. For student motivation, Dinah pointed out that the OERs for the course were “carefully selected” by the other distance Spanish 101 instructor, were “authentic and interesting,” and that the materials in general were “to not only be used as teaching tools, but to also get students interested in the culture.” Dinah further explained how OERs helped students in “improving their own communication skills/cultural competence” due to “opportunities to hear native speakers engaging in authentic conversations that would be interesting/useful to students.” In response to

another question, she explained the materials “provide opportunities for my students to listen or read and respond in the target language,” are “authentic and diverse,” and that “students are engaging and communicating in the target language.” Most importantly, Dinah pointed out that she did “not feel limited to just what the text offers” but could provide students with what she believed were the “most effective teaching tools.” She further emphasized how “every language teacher uses supplemental resources that we believe are useful/valuable” and that the use of the “current materials do that without the guilt of students spending a fortune on a text (and thus feeling ‘chained’ to that book).” For describing how the course materials provided applicable cultural information to students, Dinah asserted that she “would say the same thing” as she did for communication. No negatives were presented in this questionnaire.

IQ Posttest TS2. The perspectives overall continued to be positive in all areas. However, when asked in what way did the course materials lack this test section, Dinah expressed that some materials were “tedious and time consuming” for students that “often times decreased motivation and affected other areas of learning.” The rest of the comments remained positive. Dinah connected all three areas evaluated in the current study in her statement that the “videos and articles” for the discussion boards were “very motivating to students while improving communication skills and cultural competence.” She further stated that the content gave students “opportunities to connect the culture to their learning experience.” For communication, Dinah specified that “Duolingo, Libro Libre, as well as oral self-portrait presentations” were most effective. For culture, again the “articles and videos provided” for the discussion boards were most effective. Responses were shorter but remained consistent.

IQ Posttest TS3. The themes were consistent in being positive overall. However, again when asked where the course materials were lacking, the instructor expressed that although she

believed students “have experienced success,” that they “also feel the weight of the workload.” She further clarified that “the feeling of being overwhelmed” has “hindered motivation.” Again, Dinah combined aspects such as motivation and communication stating that students have “become motivated by the ability to have a basic conversation outside of class” and that students have also been “motivated by their own success” in putting together aspects of the course. She explained how “the course materials allowed students to really put to use the bits of information they’ve been gathering all semester.” Specifics for communication were the “opportunity to hear native speakers and respond” and “the opportunity to read in the target language and respond” have helped improve communication skills. For culture, she found the “cultural activity” to be “very effective” and the cultural discussion boards to “have been incredibly effective.” Perspectives toward OERs remained positive influencing motivation, communication, and culture.

Final OERs vs. Textbook Questions. The overall theme was preference for OERs. Dinah claimed she would choose OERs over the textbook regardless of delivery format. She explained her decision based on her personal belief in the “wealth of resources available without making students spend hundreds of dollars each semester.” Dinah further expressed how most instructors already have materials and their own “authentic experiences” that they already supplement with the textbook “so why not combine those with free resources for a more whole experience?” The factors that Dinah chose included “cost of textbook” along with her awareness that at least some “Students would prefer to have a textbook.” However, she also believed and chose that “Students learn better with materials other than a textbook” and “Material outside of the textbooks is more relevant and appropriate for my students.”

Thematic Analysis. Dinah was consistent throughout and showed awareness that some students would prefer a traditional textbook. She also found the workload of the course overwhelming and tedious at times. However, Dinah believed that OERs provided more freedom and authentic opportunities to achieve the communicative and cultural goals of the course.

Analysis of Themes

Overall, instructor perceptions did not fluctuate much regardless of course materials or curricular interventions. Particularly the on-campus instructors identified several aspects of the course outside of the materials that affected motivation, communication, and culture. Although Dinah, the distance instructor, found that students were sometimes overwhelmed, this seemed more connected to amount than actual content. Dinah used a variety of OERs and therefore did not mention the lack of a traditional textbook in providing the content students needed. In contrast, all on-campus instructors listed various occasions where they implemented content outside of the *Tu mundo* textbook for both communicative activities and cultural content. Furthermore, in the lists of most effective tools for communication in TS2, Candice was in the control group teaching exclusively with the *Tu mundo* textbook and the only one to include any of its activities, listing them second of three most effective tools. Dinah, teaching distance exclusively with OERs, listed several of the OERs as her only response. Trisha and Wendy were the only ones to introduce OERs and both mentioned an aspect of OERs as the first of their three. Apart from that, all other listings from Candice, Trisha, Wendy, and Rina were their own activities or other aspects of the course. For TS3, Candice responded similarly to TS2 with the second of her three mentioning textbook activities. Wendy, who switched to the textbook listed two aspects from the textbook as she had done in TS2 for OERs. Rina teaching OERs this section did not respond, but the rest of the responses from Candice and Wendy and all the

responses from Trisha included instructor actions of activities and other aspects of the course.

The strengths of the textbook were the layout and organization that helped on-campus students find all they needed to study for exams and review content in one place. This was also a positive for on-campus instructors particularly in planning. This was made further evident with the one response all four instructors indicated influencing their decision of whether to use a traditional textbook or OERs. Even though Candice said she didn't like the wording that it is "easier to plan" with the traditional textbook, all on-campus instructors found it to be an important factor. On-campus instructors using *Tu mundo* also had confidence in the reliability and accuracy of the textbook or textbooks in general. The main issues with the textbook were with students not doing the work and that instructors found it insufficient for all that they wanted to do and include. To achieve cultural depth, instructors needed to supplement. Communicative activities outside of the suggested ones needed to be created, even more so due to the pandemic. However, based on responses, it was clear that instructors already did this regardless of the pandemic. Strengths of OERs were that they provided comparable content to the current materials, and there were more positives connected with student perceptions, authentic material, affordability, and relatability. The greatest issues with OERs were considering the potential time it would take to find and organize the materials and the confusion and lack of organization using more than one would create for both instructors and students.

Results for Research Question 3

Research Question 3: Are there any differences in test scores between the groups?

Sample

A total of 131 students' test scores for on-campus sections of Spanish 101 during the Fall 2020 semester were received after grades were posted for the semester. Twenty-four out of 131

were excluded from the study due to missing two or more test scores for Test 1, Test 2, Test 3, or the Final Exam. To protect student confidentiality and to use already existing data, participant identifiers were not included in the data given by instructors.

Forty-one participants were in the control group using the traditional *Tu Mundo* textbook. Frequencies showed an outlier on Test 1 with a score of 9 out of 50. The next closest score was 23 out of 50. The outlying Test 1 score was not included, but the participant's scores were still included in the study for subsequent exams. Also, one student did not take the final exam. Therefore, only 40 of the 41 participants were counted in the control group for Test 1 and the Final Exam.

In the OERs TS2 intervention group, there were 33 participants. All participants took Tests 1, 2, and 3. No outliers were found. Three participants did not take the Final Exam, lowering the number of participants with final exam scores to 30. In the OERs TS3 intervention group there were also 33 participants all taking Tests 1, 2, and 3. No outliers were found. Identical to the OERs TS2 group, three participants did not take the Final Exam, lowering the number of participants to 30 for the Final Exam.

The distance sections were not included in the analysis because the exams were different based on OER materials used. The on-campus sections used a test with the majority of questions designed and copyrighted by McGraw-Hill.

Results

An Excel file with course rosters was created for instructors to input scores. Test scores for Test 0, four chapter tests, and the Final Exam were provided by four instructors across the six sections of Spanish 101 on-campus courses. Scores were sent to the research assistant who stripped the files of any identifiers. Originally, the plan was to use Test 0 (Appendix D) as the

pretest to examine differences among the groups coming into the course and potentially use as a covariate if needed. However, because of insufficient completion of Test 0, Test 1 was used. Test 1 was completed by all participants before any interventions. An ANOVA was conducted to examine differences in Test 1 scores among the three Spanish 101 on-campus groups (i.e. textbook only, OERs TS2, and OERs TS3). No statistically significant differences were found, $F(2, 103) = 1.48, p = .233, \eta^2 = .03$ (Table 38). This means the groups were essentially similar in content knowledge entering TS2. Table 39 shows the descriptive statistics for each group.

Table 38

ANOVA Summary Table for Test 1

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	η^2
Between	151.59	2	75.80	1.48	.233	.03
Within	5286.51	103	51.33			
Total	5438.10	105				

Table 39

Descriptive Statistics for Test 1

Group	Mean	<i>SD</i>	<i>n</i>
Control – Textbook	40.00	7.39	40
OERs TS2	42.42	4.97	33
OERs TS3	39.68	8.60	33

Given no significant differences among the groups on Test 1, ANOVAs, rather than ANCOVAs were used to examine Tests 2, 3 and the Final Exam. For TS2, the control group and OERs TS3 used the McGraw-Hill *Tu Mundo* textbook in class and the McGraw-Hill Connect

website for homework. The OERs TS2 used OERs for class materials and homework. No statistically significant differences were found, $F(2, 104) = 1.19, p = .307, \eta^2 = .02$ (Table 40).

Table 41 shows the descriptive statistics for each group.

Table 40

ANOVA Summary Table for Test 2

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	η^2
Between	147.73	2	73.87	1.19	.307	.02
Within	6438.91	104	61.91			
Total	6586.64	106				

Table 41

Descriptive Statistics for Test 2

Group	Mean	<i>SD</i>	<i>n</i>
Control - Textbook	36.38	8.27	41
OER Intervention Test Section 2	39.14	7.60	33
OER Intervention Test Section 3	38.20	7.62	33

An ANOVA was conducted to examine differences in test scores for TS3 among the three Spanish 101 on-campus groups. Two on-campus groups, the control group and the OERs TS2 group, used the *Tu Mundo* textbook and Connect website for homework. The OERs TS3 group used OERs for class materials and homework. No statistically significant differences were found, $F(2, 104) = .210, p = .811, \eta^2 = .004$ (Table 42). Table 43 shows the descriptive statistics for each group.

Table 42*ANOVA Summary Table for Test 3*

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	η^2
Between	37.15	2	18.58	.210	.811	.004
Within	9178.16	104	88.25			
Total	9215.31	106				

Table 43*Descriptive Statistics for Test 3*

Group	Mean	<i>SD</i>	<i>n</i>
Control - Textbook	35.27	9.00	41
OER Intervention Test Section 2	36.23	8.59	33
OER Intervention Test Section 3	36.64	10.57	33

An ANOVA was conducted to examine differences in test scores for the cumulative Final Exam. Unlike the 50-point chapter tests, the Final Exam was out of 200 points. After TS3, all groups used the *Tu Mundo* textbook and Connect website for homework for the final fourth test section and in preparation for the final. No statistically significant differences were found, $F(2, 104) = 1.31, p = .273, \eta^2 = .03$ (Table 44). Table 45 shows the descriptive statistics for each group.

Table 44*ANOVA Summary Table for Final Exam*

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>	η^2
Between	6221.77	2	3110.88	1.31	.273	.03
Within	246136.54	104	2366.70			
Total	252358.31	106				

Table 45*Descriptive Statistics for Final Exam*

Group	Mean	<i>SD</i>	<i>n</i>
Control - Textbook	149.74	5.80	41
OER Intervention Test Section 2	133.57	9.51	33
OER Intervention Test Section 3	134.58	9.51	33

Before the pandemic, paper exams were to be handed into the research assistant at the end of the semester and stripped of student identities to then be divided into communicative and cultural sections. However, this was not completed due to the pandemic. All exams had to be taken online and no paper copies of anything were used in class. Taking into account the amount of work for the instructors to download and print each individual chapter and final exam from Blackboard, no instructors were asked to complete this step. Instructors were already fatigued and stressed from the increased demands due to the pandemic.

Results for Research Question 5

Research Question 5: Through written, individual instructor interviews, how are instructors' perceptions of students' communicative and cultural learning and motivation affected by the use of a traditional textbook and OERs, and what is the workload comparison?

Instrumentation

The written, individual instructor interview consisted of 19 questions that were divided for this analysis into four subsections based on question topics: student learning description and perspectives (Questions 1 – 3), textbook experience and perspectives (Question 4; 9 – 11; 13), OERs experience and perspectives (Question 5; 9 – 11; 14; 16), and experiment experience and workload comparison (Questions 6 – 8; 15; 17 – 19). Each subsection included questions prompting instructors to explore both positive and negative factors. Some responses applied to more than one subsection and were included in different sections to help cover themes and focus of perspectives for each instructor.

Instructors

The instructor sample and pseudonyms are the same as Research Question 2. However, Candice, who taught in the on-campus control group using the *Tu mundo* textbook exclusively, did not complete the final written individual interview. For each instructor, responses from each subsection are presented concluding with emerging themes. A final thematic analysis concludes results for this research question.

Rina

Rina taught OERs TS3 on-campus.

Student Learning Description and Perspectives. The themes were teacher struggle and student disconnect toward the value of the Connect homework. There was a struggle to get

students to attend class, do the work, and ultimately to even pass the course. “Half of the class passed.” At the end of the semester, “attendance remained low,” and even though attending class via Zoom “should be easier” switching to online classes was blamed for students becoming “distracted” and not paying attention. Instructor efforts to compensate with deadline and grading leniency seemed to result in students becoming “distracted” and “complacent” not paying attention nor taking the class seriously. Rina believed that “the Connect homework was helpful for the students,” but even before mid-semester, “many students stopped doing” it and therefore “did not get the benefits.” Rina further explained that even though homework counted for a “large percentage of the overall grade,” each individual assignment “was not worth many points, so the students felt it wasn’t worth the time.” Rina gave a comparison that a 15-point journal may have taken students half an hour, but sometimes Connect homework would take two hours and be worth fewer points. Rina then mentioned that the OER homework was shorter, but “still gave the students a preview/review of what we did in class.” One positive of the “dwindling class sizes” as the semester progressed was that it “allowed more speaking and practice time” resulting in “five to eight” remaining students who “were more positive about learning” and “really tried” in an “encouraging environment.” Consistent with the three previous questionnaires before and after TS2 and after TS3, the class struggled to do the work. Rina believed Connect was helpful, but students were not doing it. Rina pondered OERs potentially being shorter but effective. The pandemic was also blamed for a lack of student learning.

Textbook Experience and Perspectives. The theme was positive overall but dependent on students purchasing and utilizing the textbook. Rina thought that the *Tu mundo* textbook had “good content” and she enjoyed using it for “teaching and examples.” However, students did not bring their books to class, and some “may have never opened their books at all.” Rina attributed

this in part to not having them use the book in class and concluded, “I should have done more bookwork in the class.” When asked how and why the course materials affected student motivation and learning, the main negative Rina again mentioned was the workload of the Connect homework seeming to “drag the students down” and decrease motivation.

A positive for motivation from the textbook were the cultural reading passages in Spanish that she had previously mentioned in IQ Posttest TS2. Not previously mentioned were the *Amigos sin Fronteras* video series that comes with the textbook and produced a mixed response. Even though the first showing of the video was positive, she attributed that in part to only having five students in class that day and being able to discuss better. When showing the second video, she found that “it was a lot harder” and students did not “enjoy that one.” With increased numbers in class, they could not discuss as well, and Rina was “worried that their motivation would go down because they couldn’t understand it.” A final point in her list of what affected student motivation and learning were her own presentations in which students filled in their information. She found students were “engaged in the lessons” in which they “contributed personal information” and likely “remembered those sentences more.”

For course materials affecting communication, similar to previous questionnaires Rina pointed out that “other than sometime during class to answer” her questions, students did not “get much communication practice at all.” For culture, also similar to previous questionnaires, Rina pointed out that students “still did not seem to understand the culture and often got culture questions wrong on the test.” This was something she mentioned she was criticized for in her course ratings that the cultural discussion boards did not help them learn even though she tried to include information in her presentation and discuss it in class.

According to Rina, the most challenging aspect of working with a traditional textbook such as *Tu mundo* was that “the majority of students don’t actually ever use it.” Students complained about cost and waited too long to purchase the book expecting to be able to make up the work that “can no longer be used for its original purpose as a preview and immediate review.” However, the most beneficial aspect of working with a textbook was an aspect she brought up in IQ Pretest TS2 of having the vocabulary in the book for easy review. The textbook, if students used it, was a resource for students both in and outside of class and a potential model for her presentations “reinforcing and including everything that they learned in the book.” Rina saw potential in the textbook, but it seemed most students were not tapping into it.

OERs Experience and Perspectives. The theme was positive overall, but again somewhat dependent on students. Although students did not have to purchase anything for OERs so they were accessible immediately, Rina commented that since she used OERs for TS3, at that point “so many of the students had just stopped doing the homework at all.” However, she described the OERs chosen as “great” and the homework “better than the Connect homework, in my opinion.” She attributed it to the homework being shorter and thus students more likely to complete it, which helped them to be “exposed to the content more.” In the questions about how and why course materials affected motivation, communication, and culture, nothing was mentioned about OERs specifically. The focus was on other aspects addressed with the *Tu mundo* textbook or factors outside of course materials. According to Rina, the most challenging aspect of working with OERs would be that students can “use the excuse that they couldn’t find the link or it wouldn’t load right for them.” She listed the greatest benefit that “students don’t complain about the price.” When asked about student response to the textbook and OERs, Rina

concluded that students “liked the OERs more,” but that “may just be because they didn’t have to do the Connect homework anymore.” Even though there was still an issue with getting students to do the work, unlike with the textbook, all students had access from the start.

Experiment Experience and Workload Comparison. Rina found the experiment and curricular intervention of OERs to be positive; that students seemed to prefer the OER homework over Connect; and the workload comparison was similar. Rina again mentioned that students told her they liked the OER homework “a lot better” She described the transition to OER homework as “easy” but that students “didn’t want to return to the Connect homework.” Even though some had “given up on the homework,” Rina believed that the OER homework “could have helped them,” but that it was also “hard to tell” because so many did not do the work. Rina concluded that she did not think it mattered whether textbook or OERs were used.

If asked to conduct an entire foreign language course with OERs, her greatest concern would be “a lot of work” and she would have to first find the OERs, which she mentioned could be difficult, and then thoroughly check the content. She almost repeated verbatim what she stated in IQ Pretest TS2, that not having the textbook would “give the teachers a lot more responsibility to choose resources and specifically find ones that can be used together/lead into each other well or create ones.” However, also as she did with this response in IQ Pretest TS2, she pointed out that the “added responsibility is not much of a problem over the long-term” if teachers use the same material more than one semester. However, in the “short-term it can be overwhelming and take a lot of time.”

Thematic Analysis. Rina’s responses revealed the complexity of the situation. Both the textbook and OERs used in the experiment were found conducive to student learning. However, students were not purchasing or using the textbook or completing the homework for it to be

considered most effective. It seemed students were more motivated to complete the OERs, and that having OERs could eliminate some of the issues of students having to purchase anything. Nevertheless, OERs also presented potential issues of students having access, things working, and the pressure and responsibility it would put on instructors to find and put together the OER materials.

Wendy

Wendy taught OERs TS2 on-campus.

Student Learning Description and Perspectives. The themes were difficulties with the course delivery switch to online but overall lack of major differences using OERs versus the textbook. Wendy described student learning as “difficult” due to the “split class dynamic” of half on Zoom and half in person. Wendy did not feel that any decrease in learning could be attributed to the change in materials and that “were it not for the fact that the majority of students preferred to attend class virtually” she doubted there “would have been much difference in learning between the online materials and the *Tu mundo* textbook.” When asked what contributed to increasing student learning, Wendy did not specify any resources but stated contributors were “engaging students with activities that promoted practicing the content and providing answers for the class.”

Textbook Experience and Perspectives. The theme was consistency along with positives and negatives. The most beneficial thing Wendy pointed out that the textbook provided was a “support system” that came with the purchase. Wendy believed Connect assignments were “consistent with the information provided in the textbook” and “useful” in providing extra practice without requiring the instructor to create it. Although Wendy stated that she did not have experience with other textbooks, she thought *Tu mundo* did well being “consistent.” She

elaborated that when there were new topics, the textbook would not introduce many “if any at all” new vocabulary terms. However, she also mentioned the word consistency when talking about challenges with the textbook. In trying to stay consistent with the textbook, she warned that one had to “be careful about potentially contradicting” something in the book or “a particular vocabulary word or grammar feature” and that one has to be “prepared.”

OERs Experience and Perspectives. The themes were pros and cons, but positive overall, particularly with students. Although at first Wendy found the OERs “a little disjointed,” she later described that “when used properly they came together nicely.” She did feel that she had to supplement in-class activities more than with the *Tu mundo* textbook. However, she found the content “more contemporary” mentioning how the OER textbook “approached issues of gender identity and race in some of the grammar and vocab sections.” She also talked about OERs being a “fantastic resource for free” with a “quality” that is “high enough that university courses can get enough use out of it.” In terms of motivation, Wendy found that the fewer number of assignments that included lessons within was preferred by students over Connect, “prevented burnout,” and was “better for student motivation.” For communication, Wendy found OERs “equally effective” and not very different from the regular textbook. For culture, Wendy stated that “each set of materials handled culture equally well, but in different ways.” *Tu mundo* seemed to have more information, but that information was “very broad” and sometimes “unnecessary.” However, OERs had less information but were more “relevant to current issues.” To Wendy the most challenging aspect of working with OERs would be “finding the materials that covered exactly what instructors and students needed.” The most beneficial would be that materials are “open access and easy to get.”

Experiment Experience and Workload Comparison. Wendy found the experiment and curricular intervention of OERs to mostly “fit in” and students to be “indifferent,” but that the OER workload required the instructor to be more involved than with the *Tu mundo* textbook. Covid was also a factor that Wendy believed “got in the way.” Wendy pointed out switching materials partway “only hindered students a little.” There were a few OER lessons that were “repeats of things the class had already covered,” and some lessons “presented too much information at one time.” However, Wendy found the transition to OERs to have gone “fairly well” but that the transition back to the *Tu mundo* textbook “felt a little off” because some lessons in *Tu mundo* were based off specific information in the previous chapter they had missed. Overall, Wendy believed that to students the OER textbook was “just another textbook, indistinguishable from any other \$160 textbook.” Wendy reported students having the same concerns and questions with both *Tu mundo* and the OERs, which led her to conclude that they “felt the same about both.” In terms of workload, Wendy found herself doing “more to get lessons and activities ready” and that *Tu mundo* “spells out the lessons for you,” whereas Libro Libre “didn’t have as much to contribute.” The lack of an instructor manual for the OERs may have attributed to Wendy having to supplement more in-class activities than with the published textbook.

Thematic Analysis. Student perspectives reported by Wendy appeared to be either neutral or positive toward both OERs. Her own perspectives were overall neutral expressing both pros and cons for OERs and *Tu mundo* but also conveyed some concern about the extra workload from OERs. There was a sense of fear of not having in one place a guide, reference, and support system the traditional textbook provided and that students needed something “physical or digital to refer to” in order to feel more “confident.”

Trisha

Trisha taught three sections on-campus, one control with the *Tu mundo* textbook exclusively, one using OERs TS2, and the third implementing OERs TS3. As stated in the instructor pretest and posttest questionnaires for RQ2, responses were combined among sections and Trisha noted no specific differences among sections despite the study being designed for her to teach one section with OERs for TS2, a different one for TS3, and a third for control with only the *Tu mundo* text. However, she saw them as one. Furthermore, on the final written interview it became clearer that not only did she view but also taught them similarly when she revealed that:

When I used the OERs, I used material from the textbook to reinforce what I taught in class, and when I used the textbook chapter, I adopted activities and content from Libro Libre. I ended up designing my lesson plans the entire semester with strategies and content that I thought it was useful to learn and teach the target language from both textbooks.

Students in the intervention sections still used OERs instead of Connect for homework, but this statement gave insight into how class was conducted for each section and likely why in the three IQs Trisha talked about all sections as if they were the same.

Student Learning Description and Perspectives. Trisha addressed issues outside of the impact of course materials. The themes were “out of the normal” due to the hybrid delivery format and lack of training for all that it entailed. Trisha believed in the importance of students attending class and that students as well “expect a personalized instruction.” Trisha planned her class activities in a “face-to-face fashion.” However, the “normal” of students sitting in class and “interacting directly with each other and me and going over the Spanish material without the uncertainty if they are fully there” did not occur. Instead, students were attending via Zoom,

some “at home on their beds half asleep” or “driving to work or eating or with the camera off doing who knows” while she was teaching. Students were adjusting to learning language remotely, and Trisha was learning how to adapt “delivery strategies to keep their attention.” Trisha mentioned in two different questions that she felt there was a lack of instructor resources and professional development needed to “teach under the circumstances in an effective way.” She indicated that she expected this type of support from the university.

Textbook Experience and Perspectives. Although the instructor alluded to a challenge of the textbook “keeping students motivated,” the themes regarding the textbook were overwhelmingly positive demonstrating instructor confidence in well-organized, level-appropriate content with everything needed in one place. Trisha gave a thorough explanation of all that textbooks in general offer. First, she declared that textbooks were “well-designed by experts” and “carefully revised and assessed for quality instruction.” Trisha pointed out how textbooks had teaching suggestions and everything “all in one package” so that instructors did not need to search for “videos or extra worksheets for practice.” Lessons were “friendly and appealing to students” and “move smoothly from chapter to chapter” at the “appropriate level of difficulty” making learning “fun and challenging.” Furthermore, textbooks included a support system with customer service for instructors and technology issues. Finally, Trisha highlighted how assessment materials were provided with the textbook decreasing instructor time having to design evaluations. Trisha also claimed “with these textbooks, instructors are free to change, subtract, or add any information to feed the students’ needs.”

Despite all the positives Trisha listed for the textbook, in another question she re-stated verbatim what she had answered in IQ Pretest TS2 about her belief that “the textbook itself does not influence students’ motivation, and learning.” Instead, Trisha believed that it was the “way

the class is taught, teacher's feedback on assignments, the amount of practice available, and students' self-interests" that played a "significant role in the acquiring of the target language and culture."

OERs Experience and Perspectives. The themes were mixed with back-and-forth positives and negatives. On the one hand, Trisha found the OER materials "too limited;" that she was "not in charge of the teaching;" and activities did not always "transition smoothly." She believed that students "complained more when doing the OER chapters." However, she also claimed "Duolingo, Mango, and OERs" were aspects contributing to "reinforce the language learning at the students' own pace and self-discipline." She also found how the OER textbook Libro Libre used the "@" symbol to differentiate gender in grammar sections" as something she "highlighted and adopted" for all her classes. It was also an aspect from which she reported "positive feedback." In the same response she repeated OERs as being "limited" particularly for presenting material and fostering communication skills, she also pointed out a "speed-friending" activity that students seemed "to enjoy and learn from" and was a "short and simple partner activity" that seemed to "work well and create a moment" for communication. Also in the same response, she discussed OERs being "just a tool," but activities such as "face-to-face interaction" in small groups, "total physical response classroom activities," and "reading materials in the target language" were the "true effective and efficient class activities to affect student communication skills." These were the exact three she had listed in IQ Pretest TS2. In envisioning teaching an entire semester with OERs, Trisha declared she would have to teach "the entire level" with OERs to know the greatest benefits. However, her greatest concerns were consistent with her complaint that OERs take too much time and were not connected in one place.

Experiment Experience and Workload Comparison. Overall, Trisha mostly had complaints about the OER curricular intervention. Even though she stated “sometimes it went well, sometimes it did not,” she ended up having to give a list of vocabulary words to her OER students that her students using the regular textbook used. She also hinted at again integrating both the textbook and other resources in all sections when she stated having used some of the videos presented in the OER chapter to other classes. For the experiment, Trisha felt there needed to be more explanation and time to sit down with the researcher and ask questions; however, due to instructor confidentiality this was not possible. There was also confusion about how to conduct the experiment. At one point she mentioned integrating OERs into the *Tu mundo* sections because she “didn’t see anywhere that said I couldn’t.” She also thought students needed more information and that they felt confused, but she attributed this not to a lack of information but students “not taking the time to go over the materials on their own” and instead relying on what she reviewed during class. Grading the OER homework was also an issue in which she found “discrepancies” and was not sure “why some exercises were worth more than others.” She also felt the assessment tools were “not quite aligned with the materials presented.” Trisha would have additionally liked instructors to have been able to participate in the design and been given more clarification on “online, remote, and hybrid course delivery.” Even though at one point Trisha described the workload of OERs compared to *Tu mundo* as “about the same,” from all of the other responses, it was evident that Trisha believed that OERs presented the most time restraints for instructors. She questioned, “Why do instructors have to spend so much time designing instructional materials and completing manuscripts when there are so many already designed textbooks that can be used to explain difficult concepts or procedures?”

Thematic Analysis. Trisha’s responses were a mix of positives and negatives toward OERs with some contradictions. Each section was also a mix of materials. Trisha was consistent in her strong support for the traditional textbook.

Candice

Candice taught one on-campus section using the *Tu mundo* textbook exclusively. Candice did not respond to various attempts by the research assistant to collect her perspectives on the final written interview.

Dinah

Dinah taught one 12-week distance section and one 16-week distance section.

Student Learning Description and Perspectives. The theme was overall success. Even though Dinah mentioned the global pandemic as “a major factor in decreased student learning,” Dinah claimed students “for the most part” had “improved their language skills” and were “armed with the tools to continue learning whether they continue taking classes or not.” Although some on-campus instructors and Dinah herself expressed that students struggled with not having just one resource utilized, Dinah overall claimed it as a factor in the “increase” of student learning. Particularly with non-traditional students, she claimed “not having all information in one spot can be a blessing and a curse.” The use of “apps along with a wide variety of resources allows students to take their assignments with them and work them into smaller pockets of time.” The course also had “clear-cut expectations and re-iteration of assignments and due dates” which also increased student learning. Dinah found that the cultural content presented in the OERs “piqued students’ interest,” increasing the “desire to learn” because they found the content “more applicable and relatable to their lives.”

Textbook Experience and Perspectives. Even though Dinah did not answer most of the questions regarding the textbook, she did compare OERs to having a traditional text. The theme was that a traditional, published textbook was limiting, but that some students struggled to embrace new types of resources. She claimed that students without “a complete understanding of OERs often complained about not having a traditional text.” In another response, she revisited the disadvantage that students did not feel they had all the information “condensed into a textbook and a workbook” and that can be a “difficult mentality to infiltrate.” However, it was Dinah’s belief that OERs went beyond the limitations of “just a textbook and workbook.” In the question comparing OERs to a traditional textbook, Dinah explained that because having one traditional text can be “so limiting,” instructors would often find that they had to “supplement with other things.” Even though she stated that both the textbook and OERs could provide opportunities for students to “connect the language with their lives,” she believed that OERs provided “a more complete language learning experience.” She also stated that OERs allowed for a more “custom designed experience” that was based on “feedback and teaching experiences.” Because of the flexibility in OERs, Dinah and her colleague could reflect together what worked or not and “tailor the class based on that.”

OERs Experience and Perspectives. The themes were overwhelmingly positive toward OERs. Dinah described teaching with OERs as “like combining parts of various textbooks that you have loved and being able to leave out the parts you didn’t.” She further elaborated her description of OERs as a “custom-tailored design” allowing students to “hear and respond to authentic language and native speakers” that in her opinion allowed students to save money “while getting the same, if not better, information.” She repeated in two additional responses the benefit of using apps that permitted students to “work in pockets of time” particularly beneficial

for non-traditional students that also work fulltime. The accessibility on mobile devices was listed as a positive for student motivation and described again later as a “great motivator.” Opportunities to hear authentic language was attributed to increasing “success” in oral communication. Cultural videos and discussion board content were “relevant, specific, and important for understanding culture.” Dinah pointed out that she received “consistent feedback” that the “videos provided students a better understanding of culture.” Dinah also mentioned that students were often incorporating family members while learning with the apps and a lot were “motivated by their ability to do homework with their children” and other family members. Dinah declared she “genuinely loved using OERs” and believed the content to be “often more relevant and current than traditional textbooks.” The only negative was student complaints about workload. In another response, she talked about students feeling overwhelmed with “so many possibilities” OERs presented. When asked how she believed students responded to OERs, she believed responses would “vary based on demographic.” She attributed her class to being online to fostering appreciation for OERs. In particular, she felt students appreciated cost savings in addition to their “overall experience and feedback” being positive. She again restated how the positive feedback was in large part because students could take their work with them anywhere and find the “pockets of time” that worked around their other work and family commitments.

Experiment Experience and Workload Comparison. Themes included some concerns for finding and organizing a course with OER content, but overall success and positives for its current implementation. Dinah did not change any aspect of the curriculum for the current study. However, when asked about the experiment, she believed it was “successful” and that she did not feel there was anything she would have “added or deleted.” When considering the workload for OERs, Dinah stated that the workload for OERs is “about the same, maybe a little heavier.”

Because “OER is not limited to one text,” it can increase the workload. However, Dinah concluded it would not be a “significant increase.” When asked about conducting a course using OERs, Dinah declared she would “absolutely continue using OERs” but that she “feels ill equipped to design a course.” The OER materials and course organization were shared with her, so a concern for developing her own OER course content would be a lack of training on how and where to find resources. This connected with what she stated was most challenging about OERs being “tapping into resources available.” She discussed her awareness of the fact that there were “so many possibilities” that it was “overwhelming” for both her and students. However, she also stated that the most beneficial thing was the “endless possibilities” and “limitless resources for providing students an authentic experience.” In conclusion, she declared the “benefits far outweigh my concerns.”

Thematic Analysis. Dinah was consistently positive toward OERs and their impact on student learning in all areas explored in this study. Despite concerns of workload and designing an entire course on her own using OERs, the positives were abundantly greater.

Analysis of Themes

All instructor participants recognized the benefit and expected norm of having a resource such as a traditional published textbook with everything combined into one source. Both Rina and Wendy used the word “reference” as necessary to students’ learning. Wendy believed students needed something “physical or digital to refer to.” Trisha also discussed this importance for both students and instructors. Dinah discussed how some students struggled to part from the mentality of a textbook and workbook combination in her distance sections using OERs exclusively. However, despite the benefits of having content together in one source, the textbook

was not the only resource utilized for any instructor. All the on-campus instructors used their own and/or outside resources at certain points or consistently throughout the semester.

Perspectives and preference toward OERs and the traditional published textbook varied. Rina and Wendy overall did not find significant differences between the two. Trisha was strongly supportive of the traditional published textbook, and Dinah of OERs. Candice who had supported the textbook in previous questionnaires did not contribute her perspectives in the final interview. The negative perceptions toward OERs that Trisha expressed were mainly about the workload for instructors and lack of unity in content. The negative perspectives of Dinah toward a traditional published textbook were mainly about limitations of the pressure to use the textbook as the main or only source.

All instructors mentioned the pandemic being a significant factor in student learning. In the on-campus sections, having to conduct some days on Zoom and some hybrid with half of the class on Zoom and the other half in person with masks, assigned seating, and spaces between each student to allow for six feet of social distancing was seen as decreasing the overall outcomes of the course. However, in terms of motivation, communication, and culture, each set of materials were not found to be vastly different in their impact on student learning.

Results for Research Question 6

Research Question 6: Are students' and instructors' perceptions congruent regarding how the use of the traditional textbook and OERs impact communicative and cultural learning and motivation in the course?

Although participation was low, the lack of resources mentioned in the on-campus sections (see Tables 20, 22) along with similar mean ratings among groups (see Table 31) suggests that a meaningful difference could not be attributed to either the traditional textbook or

OERs in the areas of motivation, communication, and culture. This was additionally true for most of the on-campus instructors either also declaring little difference or basing their preference not on motivation, communication, or cultural aspects of the materials but on other aspects such as the convenience of having all materials in one place, the support system, and credibility of textbooks. Wendy agreed that there was not too much of a difference between the two sets of materials. Trisha affirmed that the course materials in essence do not affect motivation, communication, and culture. Rina and Candice had different beliefs. Rina believed OERs were particularly better for motivation, and Candice found positives and negatives in all three areas highlighting what the textbook did well and what she herself could do better. When evaluating student perspectives, Rina and Wendy both mentioned that students preferred OERs, particularly for the homework, but Wendy and Candice also pointed out aspects of the textbook that were motivating for students. In summary, student and instructor perceptions suggested that either the traditional textbook or OERs could be used in any of the on-campus sections and essentially achieve similar results in the areas of motivation, communication, and culture.

Another aspect of the current study that further expresses this point are student and instructor responses to the final four questions in SQ Posttest TS3 (Appendix C) and IQ Posttest TS3 (Appendix B). Students and instructors had similar responses. The four questions asked both groups were almost identical, and two were used in a previous study (see Bliss et al., 2013). In the three on-campus sections evaluated in the current study, there were 21 responses of which 43% chose the traditional published textbook ($n = 9$). When separated among the groups, only the control group that used the *Tu mundo* textbook exclusively had the majority of responses (two out of three) in favor of the textbook. The other two options were equally chosen by the on-campus sample at 28.5% for OERs ($n = 6$) and no preference ($n = 6$). Results of the four on-

campus instructors were similar with Candice and Trisha choosing the textbook, Rina choosing OERs, and Wendy expressing no preference.

The distance sections had similar results to the on-campus groups, differing only in that distance sections produced ratings more in favor of OERs. In the distance sections, the majority of the 16 student responses were either in agreement with Dinah the distance instructor participant in that 44% preferred OERs ($n = 7$) and 44% expressed no preference ($n = 7$). Of the distance sample, only 12% ($n = 2$) expressed preference for the traditional published textbook.

All participants were asked if the delivery format of distance versus on-campus would make a difference in the choice and to explain why. A 67% majority of on-campus student participants responded *yes* ($n = 14$). Although in both delivery formats student explanations were few, none of the reasoning explained why one set of materials was better for a certain format but rather offered further expression of their overall preference regardless. Four of the six on-campus responses stated how they preferred to be in-person and did not want to take the course online. The other two responses were one regarding approval of a particular instructor and the other declaring OERs “easier to use and understand.”

Even though most students indicated a belief that delivery format would make a difference, three of the four instructors stated it would not make a difference because their beliefs would be the same regardless of format. Rina stated that on-campus “doesn’t matter as much whether OERs or textbook,” but that OERs may be “hard to figure out” for distance students who “know how to use textbooks.”

The opposite of the on-campus majority *yes* response for delivery format impacting preference was true for distance participants with 69% responding *no* ($n = 11$). In the explanation section for distance participants, it was again about preference for certain materials or preferring

distance courses. Only one participant focused on the question of why the delivery format would not change their response by declaring that distance or on-campus, “It doesn’t matter.” Dinah, the distance instructor, also stated that distance or on-campus would make no difference in her response believing in the wealth of OERs and not making students spend hundreds of dollars regardless of delivery format.

A final intriguing finding of delivery format comparisons was how instructor perspectives on student preference of OERs versus the *Tu mundo* textbook/Connect matched their own. Rina stated that students “hate” the book and liked OERs much better. OERs were her preference. Wendy said Connect was beneficial for students but was unsure if students felt that way. She was undecided. Trisha praised OERs but said students were confused with different assignments and needed things in one place. She mentioned these aspects also for herself as reasoning why she chose the traditional textbook. Candice asserted that if students did the homework, she heard positive feedback from them. She also stated that even though she found some aspects of the textbook boring or “old-school,” she did not project that on the students but rather found them to be enthusiastic about understanding the concept presented. This connected to her choice for the traditional textbook as being what students in a general education course needed. Dinah did recognize the “weight of the workload” the students felt, but this was not exclusive to OERs. Rina also talked about students being dragged down by the workload of Connect. However, Dinah overwhelmingly saw success and motivating aspects for students, which also matched her strong support for OERs.

Summary of Chapter 4

This chapter relayed data collection results outlined in the methodology of Chapter 3 and presented and organized by research question. Overall findings revealed that implementation of

either OERs or *Tu mundo* in the current study resulted in little notable difference in self-reported ratings of either students or instructors in areas of motivation, communication, and culture. Furthermore, test scores revealed no significant differences from groups using the *Tu mundo* textbook or the OER curricular intervention. Distance students using OERs exclusively notably mentioned more OERs as most effective tools in communication and culture than on-campus students mentioned the *Tu mundo* course materials. Both instructors and students perceived OERs to be equal and in some cases better in the areas of motivation, communication, and culture. However, instructors concluded OERs would be more challenging to implement and organize a course. The subsequent chapter summarizes and discusses the results of each research question, including implications and connections to research reviewed in the literature of Chapter 2, provides recommendations for attempts to implement OERs in a foreign language classroom, and reviews suggestions for areas of future research.

CHAPTER 5

SUMMARIES AND DISCUSSION

The aim of the current study was to explore what difference, if any, OERs made to instructor preparation and use, and student learning, particularly in areas of motivation, communication, and culture in Spanish 101 courses from a mid-sized university in the Midwest of the United States. Aside from addressing the purpose of the current study, this chapter attempts to contribute to the research and evaluation of OERs and other language course materials and suggest potential recommendations for foreign language material advancement in conjunction with the literature on second language acquisition. Result analyses from six research questions presented in Chapter 4 came from various data sources. Data provided for tentative conclusions on student and instructor perspectives of OERs versus the traditional textbook. Nevertheless, various data sets presented trends within and between instructors and students. Summaries of findings for each research question, implications for teaching, and areas of potential research are discussed in this section.

Discussion of Results

Research Question 1

First, the current study explored student perceptions comparing pretest and posttest questionnaires evaluating two of four test sections in beginning level Spanish courses.

Discussion of the self-reported ratings results explored for this research question acknowledge

data collection transpiring in the Fall 2020 pandemic semester in addition to the small number of student participants completing both pretests and posttests to effectively evaluate self-reported motivation, communication, and culture ratings over time. However, some measures to compensate for the lower number of participants were taken, and the results of the self-reported ratings are interpreted here with caution followed by other aspects of the questionnaires with more compelling findings. Even though the numbers pretest to posttest of each of the on-campus groups with the same instructor were small and insufficient to make firm conclusions, the current results demonstrated no notable difference in how students perceived their motivation, communication skills, and cultural awareness whether they were using OERs or the traditional published *Tu mundo* textbook. The current findings added a foreign language perspective to the results of the Bliss et al. (2013) study of over 5,000 students from eight community colleges in the United States. Similar to the results from the current study, at a minimum the majority of student participants in the Bliss et al. study found OERs to be equal to traditional textbooks in terms of quality.

Furthermore, in separating student responses of all on-campus participants with the same instructor using the *Tu mundo* textbook and a possible OER intervention for one of four test sections in comparison to distance participants using OERs exclusively for all test sections, mean ratings were slightly higher overall for the distance student participants using OERs, but within a point for most. Although one must consider a potentially higher negative impact of the pandemic for on-campus courses versus distance in addition to the difference of delivery format, instructor, and difference in age of the samples, participants in both on-campus and distance sections of the same course shared similar demographics regarding prior foreign language classroom experience, and the majority of participants in both samples shared similar motivations for taking

the course with most taking it as a graduation requirement. Despite nested data, the results again suggested student self-reported ratings of motivation, communication, and culture at a minimum were equal from the groups using OERs exclusively compared to the *Tu mundo* textbook. This added comparison further confirmed the findings from the Bliss et al. (2013) study that OERs were perceived at least equal to traditional textbooks in terms of quality. In addition, the current study included perspectives of OERs from foreign language students that were missing in the Bliss et al. study.

The most interesting difference that emerged from the student participant results of the on-campus sample primarily using the *Tu mundo* textbook compared to the distance sections using OERs exclusively was from the open-ended student responses when students were prompted to list tools they perceived most useful in improving communication and culture. Both on-campus and distance sections started out similarly on the first questionnaire with little to no specific mention of either the textbook or any OERs. However, at the end of TS2, whereas the on-campus sample indicating the *Tu mundo* textbook or its online component Connect as a useful tool for improving communication and culture continued to be little to none, the distance sections using OERs exclusively increased its mention of OERs to over 70% for communication and almost 50% for culture. One might attribute course resources being more meaningful and noticeable in a distance format, but the distance group started out in the first questionnaire similar in theme and number to the responses from on-campus participants, prompting consideration that the dramatic increase was attributed to more than course delivery format. These findings aligned with the beliefs of language learning experts Ferriss (2018), Hubert (2011), and Lewis (2016) that traditional textbooks are ineffective in applying the language in conversation and connecting students to meaningful cultural knowledge. Hubert particularly

attributed the ineffectiveness of traditional textbooks to them covering so much content, especially grammar, that students often fail to have sufficient opportunity to apply the language in communication and therefore lack the connection to its usefulness. The OERs used exclusively in the distance sections may have allowed for what MacKinnon and Pasfield-Neofitou (2016) presented in their model of how to utilize OERs to find authentic materials that provide opportunities for learners to produce the language, thus, possibly contributing to the factors increasing the mention of OERs as useful tools compared to the lack of mention of the traditional textbook in the on-campus sections. Although further research is needed to confirm, extend, or refute these findings, the results from the current study suggested a displeasure with the emphasis on grammatical aspects of language and the lack of everyday cultural aspects that were also highlighted as negative factors from students using traditional textbooks in the Garcia and DeFeo (2014) study.

Nevertheless, in the current study, students in the distance sections using OERs exclusively clearly perceived and articulated their usefulness in the areas of communication and culture pre- to posttest. Similarly, the on-campus sections found other aspects outside of the traditional textbook as more useful and failed to connect the traditional textbook with communicative and cultural application. These results further align to beliefs that started emerging with Krashen (1982) of the inefficacy of formal presentations of language in the classroom later prompting the increased discussion of the need to discard mechanical drills and practice of patterns particularly in the beginning levels of second language acquisition (Aski, 2005; VanPatten, 2015; Wong & VanPatten, 2003). The findings of the current study also extend the claims of Garcia and DeFeo (2014) that revealed most foreign language students want to communicate in the language but there is a disconnect from what they learn in the classroom and

how they can apply it in the real world. Furthermore, in the on-campus groups, both OERs and the *Tu mundo* textbook/Connect site were given similar importance and near equal mention even though the OERs were only possibly used for one test section whereas the *Tu mundo* textbook and Connect site were used for three of the four test sections if not all for the control group. Although the newness of the OERs may have attracted the attention of the experimental groups with less exposure to OERs, on-campus students were mentioning OERs in equal number to the more familiar published textbook implemented throughout or exclusively in the control group. Further research is needed to investigate reasoning behind the increase in mention of OERs impacting communication and culture for distance student participants versus the lack of mention of the textbook impacting communication and culture from the on-campus participants.

The final portion of the results from the first research question explored overall student preference for either OERs or the traditional, published textbook. Results intriguingly revealed that in the distance sections where OERs were used exclusively, almost 90% equally chose either OERs or had no preference. These results extended the findings from the ESL OER project implemented at two universities in Colorado (Burrows et al., 2022). The Burrows et al. (2022) study used a combination of OERs to provide authentic readings for advanced ESL learners in a course designed to teach academic reading and found that 88% of students recommended continuing to utilize the OERs. Both the current and Burrows et al. study found implementation of OERs mostly positive.

In the on-campus sections that used the textbook and possibly had an OER intervention for one test section, over 70% chose the traditional published textbook or had no preference. In either group, most students were accepting of whatever resource was given to them, or no preference was found. However, there were more participants who were willing to change from

Tu mundo to OERs in the on-campus sections than distance participants using OERs exclusively wanting to switch to a traditional, published textbook. Nevertheless, the numbers again suggested that students perceived either materials to be acceptable, and most student participants either welcomed whichever materials the instructor chose or indicated no clear preference either way thus extending the findings from Luke (2006) that connected student choice with instructor belief.

Overall, exploration of the first research question revealed no meaningful differences in self-reported student motivation, communication, and culture ratings between on-campus groups using OERs or the *Tu mundo* textbook with the same instructor. However, when comparing student participants who exclusively used OERs in the distance sections to the on-campus sections using *Tu mundo*, OERs dominated what they identified as most useful in increasing communication skills and cultural knowledge. Despite most of each group's acceptance of the instructor choice of materials, a greater student preference for OERs overall emerged which extended the conclusion from the Gilmore (2011) study. In implementing authentic materials instead of a textbook, Gilmore (2011) found that when presented with the choice students would most likely "prefer not text" (p. 786).

Research Question 2

After exploring student perspectives, the next research question shifted focus to instructor perspectives utilizing data from three written instructor interviews before TS2, after TS2, and after TS3. Whereas the first research question focused on student responses from one on-campus instructor to control for instructor, the second research question included perspectives from all Spanish 101 instructors each with a unique perspective in the current study. All on-campus instructors in the experimental groups who used OERs for a curricular intervention for TS2 or

TS3 found OERs comparatively equal to the *Tu mundo* textbook. These findings extended the Bliss et al. (2013) study surveying over 80 instructors in eight community colleges in the United States. Results from the current study confirmed the Bliss et al. findings that the majority of instructors asserted OERs were at least equal to the traditional textbook in terms of quality. The current study added the perspectives of foreign language instructors using OERs that was missing in the Bliss et al. study.

Of the three instructor participants in the experimental groups who implemented OERs for one test section and the one distance instructor participant using OERs exclusively, two preferred OERs, one was undecided stating it depended on what textbooks were available, and the other preferred the published textbook. These findings were not as overwhelmingly positive toward OERs as the results from the Burrows et al. (2022) project combining OERs to provide authentic readings for advanced ESL learners. In the Burrows et al. study, all instructors recommended continuing to utilize the OERs used in the study.

An intriguingly similar result to student participant responses also emerged from instructor lists of most effective tools for communication. Results indicated that overall, on-campus instructors gave equal if not more attention to OERs than the traditional textbook they were using the majority of the semester. Similarly, in the area of culture a combination of sources from the textbook, other resources, and input from instructor were found most effective. Instructor perceptions in the current study tended to agree with Chen and Yang (2016) that the textbook cultural content was more superficial and also with Iaccarino (2012) in that the textbook lacked the depth necessary to make proper connections to its speakers. Instructors expressed needing to supplement and the mention of aspects outside of the textbook emphasized the importance they placed on their inclusion.

As with student responses, further research is needed to investigate reasoning behind the mention of OERs versus the textbook impacting communication and culture. Responses were oftentimes general aspects of the course connected to instructor influence or not related to specific materials. Further research could help pinpoint resources and how much specific course materials contributed or hindered aspects outside of the course materials that instructors identified as useful. Whereas instructor perspectives depended on the textbook for the layout and starting point of topics, for other parts of the course all instructors presented various aspects indicating the importance of resources and activities beyond the traditional published textbook which connected to their initial instructor beliefs.

In addition to initial instructor beliefs that more significant factors outside of course materials impacted motivation, communication, and culture, most instructor participants found OERs overall equal and in several cases better than the traditional textbook, particularly in the areas of motivation and culture. Omaggio Hadley (2001) affirmed in her book on teaching language in context that motivation is essential to success of any type of implementation. However, despite instructors claiming OERs were equal or better in some areas, they expressed concern when contemplating potential implementation of OERs and elimination of a textbook. Instructors were unsure how to find and compile OERs that would create coherence and consistency while others found OERs unequal to how the published textbook assisted in their role as instructor. The fear of ambiguity of not having this resource can also be compared to findings from the Hains and Smith (2012) study that found faculty were apprehensive of failure with the unknowns involved with implementing a student-centered approach while also meeting their required administrative guidelines and expectations. Instructor hesitation to implement OERs centered around the theme of needing or wanting a guide of what to teach and how to

teach it that serves as a reliable resource for both students and instructors. This finding may be connected to what VanPatten (2015) attributed to the stall in advancement of foreign language material usage being that most foreign language instructors in universities in the United States are not experts in language acquisition or language teaching, and therefore may be more inclined to rely on the step-by-step guide of what is considered the accepted content and structure of all first and second year language materials similarly included in most published textbooks.

In the current study, instructors noted that a published textbook typically tries to connect topics, vocabulary, culture, and grammar, but a drawback also noted was that it often lacks authentic language and the depth of culture because it becomes a forced scenario and dialogue. If an instructor's resistance to OERs was not concern about picking and organizing the materials together, their opposition was connected to the belief that OERs would require more time and potentially added stress for instructors. One instructor participant questioned why one would put in extra time for OERs when a textbook does so much for an instructor, while another further extended how much a published textbook especially helps new instructors or graduate assistants assigned to teach the course. Others pointed out the support system a textbook provides if something goes wrong and how the published textbook gave them confidence on what to teach and how to teach it. Indeed, instructors' belief and appreciation for how it was "easier to plan" a course with the traditional textbook resources was the only factor that all four on-campus instructors teaching with the *Tu mundo* textbook mentioned as impacting their choice. These results extended the findings from Koutselini (2012) that when presented with the idea of not using a textbook, teachers responded negatively, almost in fear of the unknown. When asked to voice their concerns, instructors in the Koutselini study discussed the value and reliability of the

textbook as well as ease of use for teachers, and this was followed by the belief that the textbook is necessary for students. These findings were almost identical findings in the current study.

Despite instructors in the current study claiming the OERs were essentially equal to the textbook, certain logistical factors with implementing a new system were more likely to deter them from implementing OERs in the future. For instructors who ultimately decide what course materials to use, the confidence in content and ease of using a traditional published textbook seemed to outweigh OERs that are more cost effective and, as revealed in previous studies (Bliss et al., 2013; Burrows, 2022) and confirmed in the current study, equally effective and possibly better in achieving course outcomes.

Despite a clear reliance on the textbook, on-campus instructors using the published textbook all noted having to include their own communicative and cultural activities. This extended the findings from Fougrouse (2001) who surveyed French foreign language teachers in France. Many teachers in the Fougrouse study utilized their own activities or materials to connect grammar instruction to communicative tasks that were meaningful. Instructors in both the Fougrouse and current study were aware of a need to create their own activities connecting content to applicable use. However, instructors in both studies again reiterated their reliance on the traditional textbook as an essential resource and guide.

In the current study, one instructor believed a published textbook was resourceful in helping her to properly teach her native language. In addition, two non-native instructors expressed insecurity about teaching a culture that was not their own and therefore relied on the book to guide them. Although for different reasons, these findings revealed that textbooks gave instructors confidence in areas they felt less adequate teaching. These findings again extended numerous assertions that the textbook guides teaching topics and objectives (Lent, 2012), that

instructors rely on the textbooks for teaching (Gedik Bal, 2020; Vold, 2020), and that the textbook steers and decides the outcomes of the class often more than the instructor (Giordano, 2003; Littlejohn, 2011). Because of the overwhelming number of resources and amount of direction a textbook provides, some experts claimed that instructors using published textbooks likely follow the pacing guides and struggle to depart from getting through the required textbook content (Lent, 2012; Littlejohn, 2011). One instructor in particular complained that the OER textbook did not have the instructor commentary for how to carry out activities that was included in the *Tu mundo* textbook. Typically, publishers provide such a vast number of materials to instructors from lesson plans to videos to PowerPoints that they could “be forgiven for thinking that there is simply no need—and indeed no time—for them to supplement with anything at all” (Littlejohn, 2011, p. 180). Koutselini (2012) pointed out the negative effects of reliance on a textbook because of the overload of content it typically implies.

Furthermore, the current study confirmed the findings that teachers will likely be apprehensive to address certain current and critical but controversial cultural topics because of their fear of how to handle unpredictable responses (Fournier-Sylvester, 2013), thus sticking mainly to the content presented for general audiences and typically in the textbook. In addition, students and instructors alike will often find there is little time to explore aspects and topics outside of the content projected to cover in the textbook (Littlejohn, 2011). These aspects demonstrated where the textbook can get in the way of the application of theory to practice when covering content becomes the objective over communicative and cultural competence. Difficulty of transfer of theory to practice has been discussed by experts for decades (Duran & Ramaut, 2006; Koutselini, 2012; Kumaravadivelu, 1993; Nunan, 1987; Schubert, 1993; Wong & VanPatten, 2003). Results from the current study add to arguments of foreign language experts

who believe textbooks, particularly ones piecing orders of grammatical content with mechanical grammatical drills—for example giving a verb and a subject and having students conjugate without having to understand meaning—can compromise communicative objectives because they do not require the learner to connect form with meaning and real comprehension input beyond memorization (Aski, 2005; Koutselini, 2012; VanPatten, 2015; Wong & VanPatten, 2003).

Research Question 3

The third research question evaluated achievement scores of all on-campus students to compare any potential differences in test scores among groups using OERs or the *Tu mundo* textbook. Evaluation of test scores prior to any intervention revealed no significant difference between the groups. For TS2 and TS3, exam scores revealed no significant difference between the groups using the *Tu mundo* textbook and the groups using OERs for the curricular intervention. Results from the cumulative final exam also found no significant difference among groups. These results revealed that regardless of differing course materials, students had similar achievement outcomes further equating OERs and the traditional published textbook. Whereas in the Gilmore (2011) study the experimental group using authentic materials for 10 months in a Japanese university ESL course surpassed the control group with the traditional textbook in five of the eight tests, the current study using OERs in the experimental groups found each group to be similar in achievement scores for the final cumulative exam and two of four chapter exams potentially implementing an OER curricular intervention for TS2 or TS3. Further research of achievement scores of OERs compared to the traditional published textbook for the length of the course in the first-year foreign language classroom is needed to confirm, extend, or refute the findings of the current study.

Research Question 4

The fourth research question was designed to further explore student perceptions in a focus group. However, due to the pandemic paired with the lack of an incentive to participate, the absence of student participation left this research question unanswered. Further research is needed to incentivize students to participate and provide more detailed perspectives than what a quantitative questionnaire can provide.

Research Question 5

The fifth research question further explored instructor perspectives through a final written interview. Overall, of the four instructors who completed the interview, two found little difference between OERs and the *Tu mundo* textbook, and the other two were on opposite ends either strongly supporting the textbook or strongly supporting OERs. The instructor from the control group did not contribute her perspective in the final interview. Consistent with previous questionnaires addressed in the second research question, all instructors saw the main benefits of a traditional textbook being the go-to resource for students and instructors to rely on with the added benefits of a published textbook. Using a published textbook typically includes lesson plans, PowerPoints, activities, assessments, integration with the university's learning management system, and a technical and implementation support resource. Overall, these aspects were reiterated as most important in easing stress and guiding instructors in planning their courses and easing their workload. These findings aligned with the perceptions found in the Bliss et al. (2013) study connecting most negative perceptions of OERs to technology issues or the belief that OERs were more time-consuming. Considering OERs include textbooks, further research could explore what specific aspects of OER textbooks would increase instructor

workload, and what specific aspects of the traditional textbook help ease it to explore both the perceptions and realities of the instructor beliefs expressed in the current study.

Half of the on-campus instructors believed students viewed the published textbook as boring, traditional, and tedious and that, compared to OERs, it was less motivating and appealing to students. Despite being the strongest proponents of the need for a published textbook package as a resource for all, the other half of on-campus instructors still attributed more aspects outside of the textbook to give the authentic practice and cultural depth they both deemed essential. Several instructors in the current study were convinced that the published textbook was the necessary, trusted, reliable, and physical resource for students that points out and reviews important areas to help students succeed in the course without putting extra work on the instructors. However, these pathways to success refute both second language acquisition research and instructors' own beliefs. Several instructors firmly believed the textbook to be essential to teaching. However, when asked what tools were effective in practice, responses from the same instructors were mostly if not all aspects outside of the textbook. Instead of connecting the textbook with effective practice, all instructors pointed to more authentic materials and activities as most effective for communication and culture. These repeated findings from both instructors and students lists added to the body of research supporting materials promoting real-world communication and exchange of authentic information (Bahrani & Sims, 2012; Huang et al., 2011; Hubert, 2011; Iaccarino, 2012; MacKinnon & Pasfield-Neofitou, 2016; Montgomery et al., 2014; Morofushi & Pasfield-Neofitou, 2014; Oakes, 2013; Rahman, 2014; Reinders, 2010) and make a compelling argument to how resources outside of a published textbook can come closer to providing authentic communication practice. However, the contrast of instructor belief to implementation of a textbook in the current study also produced an example in the foreign

language classroom thus extending general findings of how difficult transfer of theory to practice can be (Duran & Ramaut, 2006; Koutselini, 2012; Kumaravadivelu, 1993; Nunan, 1987; Schubert, 1993; Wong & VanPatten, 2003) and how the content and format of textbooks can be a hindrance to essential communicative and cultural course objectives (Gedik Bal, 2020; VanPatten, 2015; Vold, 2020). Koutselini (2012) declared that the overload of content in textbooks tends to outweigh care for student learning. Furthermore, Koutselini (2012) affirmed that textbooks “have replaced curricula and have become a bad translation of them” (p. 3). The current study supported OERs as quality educational resources allowing the flexibility for integration of authentic activities without a financial burden for students.

The current study and previous research have repeated the importance of authentic usage, experience, interactions, and connections to increasing communication skills and cultural awareness, but published textbooks seem to be failing to provide these necessary opportunities and instead are dictating time spent on memorizing vocabulary lists and practicing mechanics of the language. In the current study, the Connect homework consisted overwhelmingly of automatically graded work such as fill in the blanks with the conjugated verb or missing vocabulary despite accumulating evidence rejecting these types of exercises, but textbooks are still producing them (Aski, 2005; Koutselini, 2012; Wong & VanPatten, 2003). This may help explain why both students and instructors mentioned few if any aspects of the textbook providing opportunities for applicable use of the language and connection with the culture. Most instructors talked about their own activities or the OER Libro Libre source, where students provided personalized responses and answered more authentic conversational questions. Instructors included these aspects on their lists and discussed the impact on student motivation. In contrast to associations around the textbook work being described by instructors as tedious and boring,

activities delivering production that seems real and applicable was what instructors and students more often voiced to help students feel they were improving their communicative abilities instead of simply perfecting a grammatical point. These results aligned with the claims of Huang et al. (2011) that adult language learners experience more success with authentic materials and activities.

Based on the study sample, most student participants were taking the course as a requirement to graduate. A required general education course will likely negatively impact student motivation (Humphreys & Davenport, 2005; King & Kotrlik, 1995; Thompson et al., 2015; Warner & Koeppel, 2010). On several occasions instructors noted that many students were not motivated to complete the Connect homework. Some failed to purchase the materials and others just failed to do it. This connected with the findings from Redden (2011) surveying almost 2,000 university students in the United States. Results from the Redden study revealed 70% of respondents reported having failed to purchase the textbook for at least one of their classes due to the high cost. Even if a textbook is a high-quality source, it is essentially ineffective if its learners do not have access. The materials required in the current study were not just a textbook but a package that included a code that could not be resold, confirming the findings from Senack (2014) addressing publisher tactics. Senack expressed in a study of over 2,000 students in over 150 universities that aspects such as new editions and semester lab codes negatively affect university students in the United States despite being marketed to instructors as a cost-savings to students. In addition, Redden specified almost 60% of the near 2,000 university student respondents claimed they had been negatively affected by bundling of packages and editions published exclusively for their university, thus eliminating their chances of buying and reselling in the used-textbook market. Whereas all instructors noted an added responsibility and stress

with OER implementation, only Dinah, the distance instructor using OERs exclusively, mentioned how the cost of the published materials fell on the shoulders of the students. The topic of cost was absent in the final written interview from instructors using the traditional published textbook.

In addition to the burden of the cost of the textbook is whether or not students find their purchase to be worth the price. All but one of the on-campus instructors in the current study expressed disappointment in the number of students who did not have the textbook and/or did not complete the work. Using OERs exclusively—although only one person—Dinah the distance instructor did not similarly discuss these issues. However, despite admitting students feeling overwhelmed with the amount of work in the distance sections using OERs and Dinah suspecting it impacted student motivation, she repeatedly reported that its varied and personalized content and accessibility kept students from being bored, and the diverse resources resulted in a notable number of students mentioning using the tools to practice and learn with family members and/or friends. These aspects that OERs provided were consistently noted by Dinah as motivating to students. Most on-campus instructors in the current study using the *Tu mundo* textbook with the online Connect textbook/workbook talked about the struggle for students to buy the package. However, even students who purchased it, at least one instructor expressed how students complained about the cost. Particularly for language courses that students are taking as a graduation requirement, the current study suggested how alternatives such as OERs and authentic materials to a published textbook can be a better fit for a population of students that may need extra motivation and a more affordable resource. This affirms the findings from Burrows et al. (2022) and Redden (2011).

Even though instructors were willing to express that resources outside of a traditional published textbook could be better for students and course objectives, they were not as inclined to accept it as something they felt willing and equipped to pursue and implement themselves. Coincidentally, it was the instructors with less experience that were more receptive to implementing OERs whereas the more experienced instructors in the current study held fast to the belief in the efficacy and efficiency of a published textbook, even though it was mentioned that a published textbook would likely be better for less experienced instructors. Similar findings of more experienced teachers responding more negatively to not using the traditional textbook were also presented in the Koutselini (2012) study.

As VanPatten (2015) explained, most non-ESL foreign language instructors implement a published textbook with similar content and sequence of grammar and vocabulary followed by similar practice and then assessment of the knowledge acquired of the language. However, as the current study confirms, even beyond the tradition of utilizing these types of traditional language materials is a general consensus that they are necessary and effective. Unfortunately, despite the instructor beliefs in the traditional textbooks as what Koutselini (2012) labeled the “holy books” (p. 3), some experts believe the content and activities of the textbooks are not backed by what we know about second language acquisition (Aski, 2005; Koutselini, 2012; VanPatten, 2015). Despite these negative aspects of textbooks from some foreign language experts, instructors put trust in textbooks as a necessary tool for the foreign language classroom. VanPatten believed that in most university departments in the United States, foreign language instructors are not language or language teaching experts. Most have degrees in literary or cultural studies connected to their language. VanPatten attributed instructor attachment to the same content presented in most foreign language textbooks to the carrying on of tradition. The Koutselini and

current study also confirmed a connection to the ease of use for instructors all the content included in a published textbook provides.

The current study suggests that the ease of use for instructors using a published textbook may compromise student motivation as well as course communicative and cultural objectives. Nevertheless, both students and instructors often perceive them to be necessary resources. This extended the findings from Luke (2006) that connected a student's desire for a traditional textbook to instructor preference. The current study confirmed the findings that student choice of OERs versus textbook closely paralleled their instructor preference. Despite results indicating the most effective tools for communicative and cultural competence were from outside of the textbook, the likelihood that most instructors would stop implementing a published textbook was not conclusive.

Research Question 6

The final research question examined how student perspectives compared to instructor. Both instructor and student participants suggested that either the traditional textbook or OERs could be used and essentially achieve similar results in the areas of motivation, communication, and culture. As previously stated, these results extended the findings from Bliss et al. (2013) that the majority of over 80 instructors and 5,000 students across various subjects in eight different community colleges in the United States using OERs in their classrooms at a minimum found OERs to be equal to traditional textbooks. The current study extended the Bliss et al. findings by adding both foreign language instructors and students.

Before any interventions, when both students and instructors in the current study were questioned in general what they felt effectively improved communication in the language, a traditional, published textbook was non-existent in either of their lists. These findings backed up

Lewis (2016) and Ferriss (2018) who declared language is best learned without a traditional textbook and instead utilizing resources online and pursuing authentic sources and connection with native speakers. In the current study, the lack of either students or instructors connecting the textbook to effectively increasing communication persisted throughout the course of the study even when prompted to focus on what helped during a specific test section. The lack of course materials mentioned was found particularly in on-campus groups that used the *Tu mundo* textbook throughout with a possible OER intervention during one test section. Overall, instructors and students alike more often expressed aspects outside of the traditional textbook to provide those opportunities. However, the distance participants using OERs overwhelmingly listed them to improve their communication skills and cultural knowledge. These findings suggest that if the goal is for students to use the language in communication and increase meaningful cultural knowledge, a traditional published textbook may not be the most effective pathway for learners to progress toward that goal. Further research is needed to help confirm, extend, or refute these findings.

Regardless of delivery format or type of materials implemented, authentic usage and experience with the language and culture was clearly identified by both instructors and students in the current study to be most motivating and beneficial to increasing communication and culture. These results aligned with the claims of Huang et al. (2011) that adult language learners experience more success with authentic materials and activities further agreeing with foreign language experts who argue the importance of authentic materials and usage to connect to real culture and language (MacKinnon & Pasfield-Neofitou, 2016; Morofushi & Pasfield-Neofitou, 2014; Oakes, 2013; Rahman, 2014). Instead of a textbook, similar to results in the current study

from both instructors and students, language experts point to authentic sources and situations as the pathway to communicative and cultural competence.

In terms of OERs versus textbook preference, student and instructor responses were similarly divided. Generally, student preference often aligned with materials implemented. If the section of Spanish 101 used the traditional textbook, more students preferred it. If the section used OERs, more students preferred OERs. Furthermore, for all instructors in the current study, what they expressed students to prefer aligned with their own personal preference of OERs versus the traditional published textbook.

Student and particularly instructor perspectives confirmed the importance Rogers (2003) placed on perceptions in innovation implementation because one's own perspectives often hold even greater weight than objective attributes provided by experts. Perceptions were an important aspect explored in the current study because of the acknowledged importance they play in implementing any type of innovation and the factors impacting how they are received and likely to continue to implement in the future. Despite repeated fair acknowledgement of textbook faults and concluding she herself could design lessons more interesting than textbooks, Candice was a proponent of the traditional textbook and requested to be in the control group that would not implement an OER intervention. Even though Trisha listed more OERs than textbook positives for communication, motivation, and culture, she held fast to the belief that the textbook was not the main influencing factor for student learning but was necessary for students and instructors to have an organized resource. Furthermore, this may have influenced how she perceived students and expressed herself to be dissatisfied and confused with the numerous OERs.

Student and instructor preference was connected and particularly instructor preference tended to influence student preference in the current study. For student participants, the most

common singular response (6 out of 21) indicating why student participants previously chose overall preference for the traditional textbook was “I prefer a printed, physical text.” In addition, another five marked that as one of two or more responses. This highlighted how for some their choice may have been less about the connection of the resource to learning, and more how their perceptions impacted their decision. Preference for OERs or those who indicated no preference gave various reasons for their choice, and most focused on aspects of learning. Further research is needed to confirm, extend, or refute findings of the impact of perspective on preferences of course materials. In the end, even though students and instructors will have strong preferences toward certain course materials, based on the results of the current study, most will not find one or the other more meaningfully impacting motivation, communication, and culture and are likely to accept instructor choice.

Data Collection during COVID

Before the COVID pandemic, with a few exceptions including distances courses, the university expectation was for instructors and students to attend all on-campus courses in person. Few if any university regulations were in place regarding masks, vaccinations, health protocols, and social distancing. When the pandemic started March of 2020, everyone was sent home at first for a week, then several, and finally for the remainder of the semester. There was no contact among students and instructors. Students and instructors ended the last half of the semester with stress from the pandemic and adapting to remote learning. For some universities particularly in the Midwest, the return to live classes after a summer break was ushered in without the typical reunions and back to school celebrations and instead with limitations and regulations including sanitizing routines, masks, and daily health assessment reports to be filled out prior to coming to campus or leaving one’s dorm room. In addition, social distancing measures were in place to

keep students at least six feet apart, decrease the number of students in each class on average by half, and limit contact and facilitate contact reporting by implementing assigned seating.

Relatively unknown are the effects of the return of students to in-person mainly hybrid learning at this stage of the pandemic. Everyone on campus was masked, with an assigned seat, socially distanced, and sometimes splitting class members in groups for hybrid learning in the Fall 2020 semester. The pandemic may have affected on-campus sections more than distance due to quarantining, social-distancing, and hybrid aspects affecting the in-person experience of on-campus sections. Information on the changes in data collection as a result of the in-person restrictions and university announcements regarding changes related to the pandemic were unavailable. Consequently, results of the current study may be less generalizable. However, both the financial and logistical consequences of the pandemic may have increased the trend toward more affordable course materials with increased accessibility that OERs inherently provide. In addition, the influence of this study occurring during the pandemic is important not only for curriculum and instruction in times of duress, but also because of the changes in class presentation formats and increase in online programs and distance delivery course offerings that have and will come about due to the pandemic.

Implications for Practice

In the current study, the majority of both students and instructors indicated numerous aspects outside of the required course materials to be more critical in improving communication and increasing cultural awareness. Arguing that most foreign language textbooks are grammar heavy, Hubert (2011) warned of the lack of opportunity for students to apply concepts in communication. Previous research and findings in the current study underlined the importance of assessing course materials and their role in promoting or hindering course communicative and

cultural objectives. An evaluation of how much content and particularly grammar is covered in class time, assigned for homework, and presented in exams can evaluate whether the curriculum sends the message to students that the priorities of the course are communication and cultural knowledge or application of grammar rules and memorization of corresponding sets of vocabulary. Despite the research supporting OERs and/or using authentic materials, instructors tend to hesitate pursuing implementation and parting with the traditional teaching materials, guidance, and support system provided with requiring a published textbook.

Evaluation and Analysis of Course Materials

Considering claims from foreign language experts that teachers rely on textbooks to teach, guide, and ultimately decide the outcomes of the class often more than the instructor (Gedik Bal, 2020; Giordano, 2003; Lent, 2012; Vold, 2020), evaluating any course material implemented can help assess if the course material and how it is set to be taught is based on research of second language acquisition and allows sufficient focus on cultural and communicative objectives. Because publishers offer an abundance of materials, Littlejohn (2011) reiterated the increased need to analyze materials because of how current publisher course materials provide everything from content to practice in and out of class to overall assessment. Whether those aspects allow instructors to teach language effectively depends on each set of materials and how they align with course objectives and meeting their learners. Publishers and authors make claims for their materials, but Tomlinson (2013) and Littlejohn (2011) advise those claims be tested. If OERs are to be considered, they should also receive the same scrutiny and analysis as any textbook choice.

Researchers of materials evaluation, Tomlinson (2013) and Littlejohn (2011) warned of bias and hidden agendas, encouraged separation of evaluation and analysis, and provided a

framework to do so. Most foreign language instructors in the United States can agree in theory that analysis and evaluation of course materials should include how they facilitate incorporation of the national standards of proficiency guidelines and the “5 Cs” of *Communication, Cultures, Connections, Comparisons, and Communities* in the United States or the *Common European Framework of Reference for Languages (CEFR)* its equivalent in Europe, which also focuses on interaction and authentic application of language (Vold, 2020).

Despite the standards focusing on what learners can do with the language instead of testing rules, VanPatten (2015) has found the mission of the proficiency standards unsuccessful in large part due to the content of language teaching materials paired with instructor belief that grammar and vocabulary presented in such materials should all be covered and learners tested on their knowledge of it. Garcia and DeFeo (2014) also highlighted in their project the two areas foreign language teaching had fallen short: culture and communication. Thus, an honest, critical look at comparing what Nassaji and Fotos (2010) discussed as the perpetual controversy of grammar taught through formal rule presentation declared ineffective since Krashen (1982) versus natural and meaningful language use is essential. Reviewing how implementation of any textbook or OER fills class time with grammar and factual content compared to how much it allows for experience, comparisons, and connections with current cultures including ample opportunity to use the language is essential to complying with national standards and achieving core objectives of the course that the students themselves seem to want. These standards for foreign language include communication and culture at the forefront, but the gap between theory and implementation may be connected to the very tools that are designed to teach the language.

Based on previous research and the results of the current study, language instructors should be encouraged to evaluate course materials and the opportunities they provide for

authenticity and usage. Students are often not involved in the textbook decision-making process and were not involved in the determination of the textbook used by the on-campus sections in the current study. All of these factors go against the research stressing importance of including the needs and interests of learners and the effectiveness of materials promoting real-world communication (Bahrani & Sim 2012; Chen & Yang, 2016; Gilmore, 2011; Huang et al., 2011; Hubert, 2011; Iaccarino, 2012; MacKinnon & Pasfield-Neofitou, 2016; Montgomery & Pasfield-Neofitou, 2014; Rahman, 2014; Tomlinson & Masuhara, 2009). After the data collection of the current study, a study and creation of instructor and student questionnaires for assessment focusing on communication and cultural competence emerged (Red'ko et al., 2021). The questionnaires assessed student and instructor perceptions of textbooks for purposes of competence-based outcomes that could also serve for analysis of individual courses as well as provide instrumentation for future research.

Recommendations for Content Evaluation and Inclusion

In addition to evaluating overall content of the textbook or OERs, the amount of content chosen to cover in a course can be assessed for how much grammar and vocabulary is covered that can potentially take away time and brainpower from application/use of the language and cultural depth, something experts argue is a negative aspect of traditional textbooks (Aski, 2005; Koutselini, 2012; Wong & VanPatten, 2003). Even though further research is needed and there may be other factors impacting the result, in the current study few students using the traditional textbook associated it to improving their ability to communicate in the language and even less to gaining cultural knowledge. This resounded the statement from Rahman (2014) that if learners are not given enough opportunities to put the tools they gain to use, they will be left with expensive instruments that are unable to be used. In preparing curriculum and instruction, more

important than covering content is how many opportunities learners have to apply it in conversation, and student assessments can examine their proficiency in the language instead of their knowledge of it. In fact, Lewis (2016) argued that if the main goal of a learner is trying to communicate in a language, traditional textbooks are to be avoided. VanPatten (2015) highlighted some of the pitfalls of the wealth of content expected to be covered in first- and second-year language courses. Covering the suggested amount of content can result in insufficient time to use the language. That paired with standardized assessments focusing on factual information and application of grammatical rules sometimes without comprehension of the words may distract learners from the true communicative and cultural course objectives. These aspects are likely to contribute to students feeling similar frustrations as expressed in the Hains and Smith (2012) study that they are memorizing material to regurgitate and then forget once outside the classroom. From this same study, students expressed that they preferred to learn something applicable outside of the classroom, and the current study alluded to their vision of usage and experience in the language and culture. Evaluation and analysis of course materials can question if a textbook or OERs deter or contribute to achieving those goals.

From the increasing body of research on second language acquisition, mechanical drills and practice of patterns in the beginning levels of language acquisition are not effective (Aski, 2005; Wong & VanPatten, 2003) especially in learners with low motivation. A required language course is likely to negatively impact student motivation (Humphreys & Davenport, 2005; King & Kotrlik, 1995; Thompson et al., 2015; Warner & Koeppel, 2010). Whereas several positive aspects of published foreign language materials can lighten the load for instructors, previous research and results from the current study suggested they can also have a negative impact on student motivation. Unfortunately, traditional exercises such as fill-in the-blanks with the correct

conjugation or matching the vocabulary item tend to dominate foreign language textbooks (Aski, 2005; Koutselini, 2012; Vold, 2020). This would also be an aspect to evaluate if implementing OERs.

Non-controversial and more superficial cultural topics in addition to grammar and communicative activities with a ‘correct’ response particularly that are automatically graded can be a plus for instructor workload and decrease instructor anxiety. However, they can lack a personal, authentic, and applicable impression often motivating for students. In addition, these types of exercises may ultimately distract learners from gaining sufficient authentic practice or assessment of application and proficiency in the language because of their tendency to focus on covering content about the language. In addition, both instructors and students can passively but seemingly successfully utilize the content. For example, students may choose to simply focus on getting the right answer disregarding real-world application while instructors may disconnect from both the content and student/instructor interaction due to the lack of need for review or feedback. Regardless of course materials chosen, these curricular aspects should be areas of evaluation particularly in first- and second-year language courses. Analysis of authentic, personalized responses versus one correct answer fill-in-the-blanks may increase instructor workload and involvement but may have a greater chance of increasing motivation over time.

In review of the cultural content used in the current study, of all the cultural topics addressed in the textbook of which OERs or supplementary materials were found for the curricular intervention, the most noteworthy topic mentioned by instructors was Paraguay. Instructors noted how the topic was particularly unique to the current first-year language textbook and that the country was widely unknown by most if not all of the students. Hearing about a country most students were unaware existed was described as motivating by instructors

and a plus for the textbook. Instructors seemed surprised and unexpecting of Paraguay to be one of the countries of focus in an introductory Spanish course. These findings suggested the potential value in presenting content that led students to discover uncharted territory. The inclusion of Paraguay in the textbook refuted the tendency of foreign language textbooks to typically be more Eurocentric which can fail to connect students to the people that live in or share a border with the United States (Chapelle, 2009; DeFeo, 2015). Nevertheless, there was little evidence in the current study that—despite the novelty of the small section on Paraguay—the content covered in the textbook resulted in personal cultural connections and increased cultural awareness.

In addition to the issue of students not having the required materials, several instructors also expressed how students even with access stopped doing the homework. One instructor pointed out that students did not value the homework because even though it was a high percentage of the course grade, there were so many assignments that the time spent was not worth it compared to some other course components. Half of the on-campus instructor participants felt that students preferred and were more motivated with the shorter assignments provided through the OERs. Regardless of the source, instructors may want to consider that less may be more and how much time students have to spend on daily assignments compared to other aspects of the course for which they can receive more points but spend less time completing.

OERs and Authentic Sources as Conductors of Communication and Culture

As researchers of the communicative environment in school textbooks, Red'ko et al. (2021) argued one important aspect of a textbook is its quality to be “flexible” for the instructor to be able to guide learning and vary its components for the needs of the individual students. In the current study in the area of communication, lists of effective tools of both instructors and

students demonstrated their awareness and focus on the importance of hearing and more importantly using the language. Although the emphasis on usage may seem obvious, practice presented in many foreign language textbooks can lack authentic application of language and instead focus on the mechanics of it. Although not sufficient to make any claims, the current study shed light on the greater number of OERs and materials outside of the traditional textbook that students perceived to provide opportunities to communicate. These findings align with MacKinnon and Pasfield-Neofitou (2016) and their model of using OERs to incorporate authentic materials that provide opportunities to put the language to use in authentic conversation versus memorization of grammatical structures common in traditional textbooks (Aski, 2005; Koutselini, 2012; Vold, 2020).

Although more research is needed to give a stronger argument for foreign language implementation of OERs, research presents specific authentic sources with positive results in the language learning classroom. Bahrani and Sim (2012) discussed using sources in the target language that have not been produced for the purpose of teaching the language and culture. Researchers specifically identified authentic “films, songs, stories, games, and play” and “TV and radio broadcasts, recorded conversations, meetings, and newspapers” (p. 56) as materials to be considered for the foreign language classroom. Oakes (2013) added how university students in the United Kingdom wanted to communicate with people and utilize materials such as “magazines,” “movies,” “literature,” “poetry,” and “books” (p. 188). Montgomery et al. (2014) connected foreign language learners with English language learners whose first language is what they are learning. The English language learners exchanged authentic photos and stories making real connections and increasing cultural value awareness. Huang et al. (2011) incorporated playing games to replace formal evaluations. The flexibility of OERs could provide a textbook

but still allow for more inclusion of authentic resources thus potentially increasing opportunities for authentic usage and connection with the language and culture.

More than any specific course material, in the area of culture students and instructors alike expressed the importance of experiencing, visiting, connecting, and interacting with the culture. This connected with research from Yuen (2011) emphasizing the importance of connecting learners to the culture of the people where the language is spoken. For some languages, this can imply connection with speakers of the foreign language in their own country particularly in certain professions and even within their own family, friends, and neighbors and/or outside of their country through travel experiences. Course assignments, discussion, and/or projects should be designed to allow for such important connections (Chapelle, 2009; DeFeo, 2015).

Due to the content and time constraints of a traditional, published textbook, challenging students to pursue development of potential connections to the culture and digging into controversial, in-depth topics may be more challenging to implement. Many instructors can be reluctant to delve into these aspects and instead tend to maintain focus on positive cultural snippets they can feel confident and comfortable teaching within the timeframe of the set pacing of the course. Considering how diverse and complex culture is, the constraints of a traditional textbook could make some instructors feel less apt to share their own experiences and beliefs because they do not match or connect with what is covered in the textbook. When choosing and requiring students to purchase a set of published course materials, as the current study suggested, an instructor is likely to feel compelled to follow and include the textbook topics and objectives, especially when possessing insecurities about what or how to teach. Unfortunately, the prescribed content can often fail to meet the interests and needs of the students and prevent

instructors from digging into cultural aspects both they and students are passionate about and interested in. Instead of having topics dictated by a textbook, allowing instructors to choose their own topics with student input and based on what they know about their group of students could help them to convey relevance to learners—a point instructors noted was lacking in the textbook—and be passionate in the discussion and presentation of the topics which will likely translate to students. The current study underlined the importance of instructor input in cultural learning particularly, and all instructors noted the need for adding depth and relevance to textbook cultural content. Whether a traditional textbook or OERs, what the instructor adds to the cultural discussion and what the learner can contribute to their own analysis is of paramount importance.

Also suggested in the current study, a need for students' own investigation and contribution was expressed by students as also important to increasing cultural competence, and regardless of course delivery format the instructor's contributions and discussion with classmates was valued. A published textbook can give ideas for culture that connect with vocabulary and other content from each chapter, but as several instructors pointed out, it can lack the depth and currency that most foreign language cultural objectives hope to achieve. These findings were another example of where foreign language curriculum in most published textbooks can fall short and adds to the need for pursuit of more flexible curriculum to allow for connections to the individual needs of learners.

Resistance to Eliminating the Textbook

The findings in the current study suggested that if course materials are to be required in a foreign language course, OERs may be a more cost-effective but at least equal in quality resource allowing for more flexibility and less pressure on instructors to cover a certain amount of content from the required published textbook materials that place a financial burden on

students. Nevertheless, as the current study also revealed, teachers will likely turn to a published textbook for guidance because not having an instructor guide with a set plan and content to cover that a published textbook provides organized in one place puts an unwanted stress on a foreign language instructor to make decisions on the content and direction of the course (Vold, 2020). As found in the Koutselini (2012) study and demonstrated in the current study, instructors were convinced of the “value, reliability, and ease” (p. 6) of published textbooks and that they are necessary for students too.

Even despite all instructor responses noting areas the textbook lacked and their own work and pursuit of resources to make up for it, the concern for not having a traditional published textbook resource for both students and instructors was an aspect most instructors in Koutselini (2012) and the current study felt uneasy implementing. When considering OERs, the main fear expressed by instructors was not having that support system and resource that guided them on what to include and cover but instead the added responsibility, time, and stress of having to decide and find the resources on their own without the technical and instructional support system a publishing company provides.

Changes in traditional published textbook content would also affect any assessment materials that would need altering, potentially deterring instructors from making significant changes. Content modifications/additions to the published textbook could detract from the positive aspect of connective content that instructors overwhelmingly noted. Significant time spent outside of the textbook could dissuade reliance on the validity and importance of the textbook potentially resulting in more confusion for students and increased issues with them purchasing the textbook and completing the assigned work. These aspects suggested how some positives of the textbook identified by instructors can restrict them and impact student learning

outcomes resulting in potential negatives for student motivation, communicative competence, and cultural depth. As presented in the examples of authentic sources, OERs or no text can provide this flexibility and freedom to explore cultural aspects and connections most relevant to its particular learners. The distance instructor using OERs exclusively in the current study pointed to this assertion in practice that OERs allowed for her to provide more depth into the topics chosen for both instructor knowledge and student interest.

For the foreign language classroom, OERs break tradition and as Hains and Smith (2012) asserted, the transition process of getting out of traditional classroom experiences is challenging and instructors can expect issues to arise. VanPatten (2015) wondered if foreign language departments are truly equipped to make “real advances in language teaching materials” (p. 11) considering most know about the language or literature in the language, but few are experts in second language acquisition and language learning and in many universities in the United States graduate students are teaching some of the courses. This may help explain why instructors saw benefits to OERs or getting out of the textbook but were reluctant to not have a traditional textbook as a resource that has been trusted and supported by foreign language instructors across the world for decades. Foreign language departments can connect with the experts in second language acquisition and language teaching to assess current materials and explore potential alternatives that will not just help instructors teach content but also help them provide more opportunities for learners to dig into the culture and put the language to use in authentic situations. Even though more cost effective, if the same critiques of textbooks are not analyzed with OERs, the same pitfalls could occur of the content of the OER textbook impeding the communicative and cultural objectives.

Recommendations for OER Implementation

Previous research and the current study suggested OERs could be a positive alternative to textbooks for the foreign language classroom. However, as instructors in previous research and the current study also pointed out, implementation can be a challenge. A less overwhelming approach to OERs and/or authentic materials implementation could be to collaborate both with other foreign language instructors and instructors of the same language as the goals, tasks, and assessments will likely be similar. Furthermore, even though several instructors expressed feeling ill-equipped to take on the task of finding the appropriate course materials, they had spent time reviewing several textbooks and choosing the current one. Instead of using the time to choose a publisher and then review several textbooks and online textbook/workbook programs, instructors could use the time to review OERs and pull resources together considering any content can be updated and edited without having to purchase an entirely new edition to the textbook thus creating negative financial consequences for students. In addition, instructors could work together for common proficiency projects and authentic assessments that demonstrate application of the language instead of just knowledge of its structure. One instructor participant in the current study believed that at first this would be a lot of work, but over time it could be a more useful tool in achieving the communicative and cultural objectives and increasing accessibility to students with financial burdens that struggle to purchase a published textbook package.

Considering the amount of money that a student invests in a published language textbook often with an online code that can be used for only one semester, to not see how that investment connects to achieving core course objectives is all the more unfortunate. The current study suggested that OERs and especially authentic materials and apps that are available and intended

for use outside of the classroom setting may better help achieve the practice and repetition learners need along with an increased accessibility and ease of use for students. Implemented as part of the curricular intervention for the current study, along with the OER Libro Libre textbook, Duolingo and Mango were apps used for homework. Programs like SoftChalk were also used to help combine several OERs and create comprehension checks. Participants frequently identified these sources and in particular the Duolingo and Mango apps as effective and applicable beyond the classroom, something they could share and practice with family and friends and easily continue after the course ended. Even though their creation was not intended for classroom use, screenshots of completed work or use of tools similar to Duolingo Schools can help students get credit for their work without an excessive workload for the instructor while helping students focus on practice of the language instead of grammatical accuracy. Furthermore, the current study supported OERs as quality educational resources comparative to a published textbook that can serve as that reference without a financial burden for students. Additionally, the wealth and flexibility of resources can give the instructor confidence while allowing time to share their knowledge and experience. Instructors can exercise their academic freedom instead of feeling tied to the pacing and content of the textbook. This aspect was also put forward by the distance instructor implementing OERs exclusively in the current study.

In the final written instructor interview, a strong proponent of the published textbook expressed wanting to “participate in the instructional design” for the study. Tomlinson (2013) believed materials development is an important benefit for instructors. Working on materials can help instructors to better understand and apply language learning theories in combination with their own development both personally and professionally. Another proponent of the traditional, published textbook who taught with *Tu mundo* exclusively in the current study concluded that

she could likely gather and create materials better than the current textbook. Burrows et al. (2022) found the process of reshaping and repackaging OERs to be more exciting than what they found with the traditional textbook market.

Furthermore, implementation can be achieved continuing with what Arendt and Shelton (2009) described as “trialability” (p. 100). This concept of Roger’s attributes of innovation was the foundation for the current study to try the OER curricular intervention for one test section. As the researchers stated, “New ideas that can be used on a trial basis are generally more accepted and adopted partly because they help dispel uncertainty” (Arendt & Shelton, 2009, p. 104–105). Instructors could start with small changes by using and modifying the resources utilized in the current study. Instructors could continue to implement and modify during one test section getting student feedback, collaborating, dividing work, and making improvements that include student input, needs, and interests until they have created materials for all test sections and eliminated the need to purchase a traditional, published textbook. Furthermore, similar to an instructor or group of instructors reviewing several textbooks to decide which one they will implement, if directed to the right area, instructors can do the same for various OERs available. In the Bliss et al. (2013) study, instructors across eight community colleges worked to put together OERs to replace the traditional textbooks for 10 subjects.

Not requiring students to pay for certain materials, instructors within a language, department, or several universities could pick and choose from several or to make it simple, just choose one of the OER textbooks available for the language taught and collaborate on instruction and assessments and any additional supplementary materials or assignments needed. Over time OERs could be even more helpful because instead of having to choose an entirely new textbook in the future, they could just modify, add, or delete any of the components. Even though likely

done with any textbook choice, instructors may feel more inclined to work together to fill in areas that are missing or with materials, resources, and activities that have been successful for them regardless of the main course material used because—as the Burrows et al. (2022) pointed out—they are working to create something unique for them and their students at a financial benefit to the students and university.

Summary of Implications for Curriculum and Instruction

The most important implications for teaching presented in the current study are the importance of objective evaluation and analysis of curriculum's impact on teaching. Repeatedly students and instructors identified the need for practice, usage, exposure, connections, application, and authentic content. If instructors perceive students to find work from course materials tedious and boring, and a good number of students are not purchasing or utilizing the published textbook materials in class or for homework, instructors may consider a change. OERs can be a more cost-effective option for students that opens curriculum to focus on content connected to its communicative and cultural objectives which can increase effective teaching and student morale. However, an OER textbook could also have the same pitfalls of a traditional textbook but with less additional support for the instructor. Any change in curriculum will likely need the objectives to be the guide to choosing what course materials can best allow for optimal communicative practice and cultural depth. The fears of added stress and time are to be expected. However, as the Burrows et al. (2022) study and the current study demonstrated, a collaborative approach can help pull together information—much like textbooks do—that aligns with more opportunities for authentic practice.

Although an added stress can be felt by instructors, implementation of OERs can take the pressure away from students to put forth money and instructors to make their purchase worth it.

After the initial stress of the changes, OER implementation can possibly increase motivation for both students and instructors. OERs can give instructors flexibility to slow down the amount of content to optimize learning and retention, provide a variety of sources for diverse learners, and decrease boredom having just one resource while increasing quality because instructors can pick and choose the best aspects of each resource. A downside may be that instructors no longer have assessments that match the content of each chapter. However, this can also be an opportunity to stray from assessments that pinpoint vocabulary and grammatical points correctly mastered or not and replace with communicative assessments that test application and authentic use of the language and depth of the culture. Class conversations, projects connecting students to people in the culture, or short essays including personal research on culture could replace writing an exam and for some ease test anxiety associated with producing the right answer. OERs can potentially provide more options for optimal communicative and cultural course outcomes and increased student motivation. However, this may come at some price of ease of organization, implementation, and assessment for instructors.

Implications for Future Research

Because the questionnaires used had not been tested for validity or reliability, both an in-depth evaluation by the researcher, feedback from instructors, and expert feedback using the DELPHI method could help further modify and develop the questionnaires to increase validity. Another improvement would be to make the questionnaires more generalizable for any beginning language course that would try an OER curricular implementation for one test section and use any other published textbook they have chosen for the others, not just Spanish or *Tu mundo* used in the current study. This could also help identify if there are certain languages for which OERs are better suited and others that may require exploring a different set of materials. In addition,

instructors could be the ones to choose the OERs possibly in combination with their own resources for one test section to increase ownership. In the current study, one instructor expressed this wish, and instructors chose and adapted OERs to meet program and student needs in the Burrows et al. (2022) with overwhelmingly positive results. Almost 90% of students wanted to continue using OERs, and all faculty members did (Burrows et al., 2022).

To avoid repetition, the design excluded motivation questions in SQ Pretest TS3 because they were previously asked in SQ Posttest TS2. However, as an added check for comparison of self-reported ratings and to have the points of comparison for all three aspects of motivation, communication, and culture to be from the same questionnaire, the motivation questions should be added to SQ Pretest TS3.

An important revision to increase instrument validity and reliability would be having participants compare pre- to posttest ratings and evaluate any increase or not. Another area to potentially revise as an insightful follow-up were the open-ended questions asked of both students and instructors regarding most effective communication and cultural tools. When both instructors and students were asked on the first questionnaire to list what was most useful for improving communication and cultural skills based on personal preference, neither mentioned a textbook, course materials or activities, nor a specific tool to particularly be helpful even though they already had one test section of experience with at least one. On the posttest after TS2, specific tools emerged. It would be insightful to re-design the questionnaires asking participants to compare if there was a difference between what was most useful for the course and their personal preference, and then evaluate why. This would help investigate whether any changes had to do with the wording of the question being “at this point in the semester” instead of “personal preference,” or if the new items mentioned were indeed useful tools that students

became newly aware of and why. The goal would be to explore if their original beliefs had changed, if the content of the course allowed or not for their personal preferences to be explored, or if they had to be pushed aside. Essentially the objective would be to investigate how personal preferences and certain tools were seen as more applicable or important for achieving the outcomes of the course and whether or not that connected to their own personal ones.

Other possible additions to the themes that emerged from the open-ended questions would be making connections to specific course materials and rating how helpful they were. Because of nested data, some student response could have been connected to various aspects of the course or materials, but the instrument design lacked a chance for clarification. For example, the response of videos was often mentioned, but the source was unclear. If the instrument was modified to link the item mentioned to specific course materials or activities (e.g., textbook, OERs, class activity, instructor), then each could further be evaluated for what specific activities or resources provided in and out of the course were perceived most helpful in a quantifiable manner. Another example is how both students and instructors talked about practicing and speaking in the language and real-world experiences. Designing the instrument to inquire what specific aspects or materials in the course effectively assisted and having students rate how helpful they were could provide further insights into which specific materials and activities are meeting instructor and student needs and preferences and expose areas where the materials may fall short.

Another area for further research would be taking the themes and examples of course materials that emerged from the current study and having future students rate how often they used certain resources. Students could rate each item in terms of influence on communication, motivation, and culture. This would give more specific insight into how much certain course

materials impacted students. These changes could also be added to modify the original questionnaires as previously stated. A similar approach could be used with instructors asking them if and how they plan to use them in the future. Additionally, a post-course element for students would explore what resources or materials students continued to use after the course was over. For students who progressed to the next course in the language sequence, a survey could inquire if they continued to use any of the OERs and their thoughts on how they previously answered the student questionnaires as a type of retrospective pretest.

To gain further insight into how the textbook and OERs influence test scores, the same exam could be used for both on-campus and distance sections. For RQ3, on-campus and distance exam scores were not compared because they were different exams. The on-campus sections used an adapted exam from the publisher, which due to copyright could not be used outside of the course from which the textbooks were purchased. To have a comparison of outcomes, future research could seek permission from the publisher's university representative to use the same exam as the on-campus sections and compare exam scores for assessment in future semesters. Other than adding the exam in a distance format, this would be little work for instructors outside of reporting scores. However, a benefit would be a similar assessment for all sections potentially providing insightful data. An additional assessment modification for potential research would be evaluations that focus solely on communicative proficiency and cultural awareness or the assessments used in the OER sections implemented in the textbook sections.

Because the instrumentation was used for the first time in the current study, there were several areas already mentioned that could be improved for further research. Another limitation to the instrumentation was that student demographics were only asked on the first questionnaire. There were four student questionnaires, resulting in demographic information missing for anyone

who did not respond to the demographic questions in the first questionnaire. Because the background information was short, it may not be too cumbersome to include it on all of the student questionnaires or at least all of the pretests to catch demographic information for participants who did not fill out the first one. Another option to provide more extensive demographic information would be to request the information from the instructor or registrar as part of the study. This would have been particularly helpful for RQ3 evaluating test scores of all students but lacking demographic information other than from the small sample of students that filled out the first questionnaire and in comparing distance to on-campus populations.

From each questionnaire, particularly for pre- to posttests, participants did not always complete both and even those who did, the accuracy of the ratings could have been skewed due to several other factors outside the course materials. The current study lacked a check for students to see their previous responses and evaluate if they really believed they were improving or getting worse in that area, or if maybe they initially falsely evaluated their skills. If they did not answer the pretest, for the posttest they could evaluate whether they believed their skills increased, decreased, or stayed the same and give a rating how much. Without the check, numerous other factors could be attributed to the ratings and any change noted. Furthermore, to help connect changes to course materials, the specific ones that emerged from the tools list could be offered to rate in what areas and how much each helped for each test section.

This type of check and follow-up would also assist interpreting open-ended responses asked of both students and instructors regarding most effective communication and cultural tools. The original design was to address some of the emerging study questions for students in the focus groups, but there was no attendance. Another limitation was that in accordance with

instructor confidentiality, any dialogue and follow-up questioning were limited to written instead of simultaneous video or audio.

The fourth research question was unable to be addressed because no student participants attended the student focus groups. Even though in the questionnaires students indicated their time preference and provided e-mails, no one attended any of the three possible Zoom meetings. The pandemic and Zoom fatigue were already wearing down students. Originally, an international food tasting for participants was planned, but due to the pandemic it was not possible. Some sort of course or monetary incentive was needed for students to participate. Participation responding to the four SQs, particularly for the on-campus sections was another limitation that an incentive could have increased. If the researcher or even research assistant could visit the classroom during questionnaire times to help facilitate and encourage participation, a greater response could have been achieved.

Another limitation was the use of the dial provided in Qualtrics. The default was set to 0. Some respondents may have wanted to answer 0, but if they did not touch the dial, it appeared unanswered. Either instructions communicated in person and on the questionnaire needed to clearly state that students must touch each dial for the number to be considered a valid response, or use of a different tool would help eliminate some of the potential lack of response, particularly in the pretests.

Conclusion

Given that OERs are free and the current study along with previous research suggested that using them had a similar impact as the textbook, implementing OERs in first-year foreign language courses could help save students money without negatively impacting their learning or assessment scores. Furthermore, OERs are accessible from the start. In the current study, on-

campus instructors using a required published textbook and online access code repeatedly complained about students not purchasing the package, and one believed several students who did purchase were resentful about the money spent. The distance instructor using OERs exclusively attested to how OERs allowed students to save money but get “the same, if not better information,” and that students appreciated the cost savings, which likely also impacted motivation. With the wealth of OERs available, it may be unnecessary for students to spend hundreds of dollars each semester on textbooks.

Instructors demonstrated how they were able to make either set of course materials work, and the majority of students were on board with instructor decisions. The distance instructor strongly supported OERs, and the majority of distance students preferred OERs or were neutral. Similarly, the majority of on-campus students and instructors preferred the traditional textbook used or were neutral. This suggested that instructors were able to effectively utilize either OERs or a traditional textbook with most students supporting their decision.

Even strong instructor supporters of the traditional textbook were also able to list numerous positives of the OERs and repeated several times in various questionnaires that the course materials were not most notable in affecting the areas of motivation, communication, and culture addressed in the current study and connected to the most significant course objectives. These results could advocate that a more cost-effective option may be pursued to allow more time to focus on authentic language and cultural interactions.

However, a barrier to OER implementation can be the fear of not having the published textbook as a guide and resource and the instructor perception that OERs may create an increased instructor workload. The main concern of implementing OERs by most instructors was the somewhat unknown workload of having to navigate, find, and gather resources compared to

the ease of use they felt with the published textbook containing everything they needed for teaching all in one place. However, the task of replacing the textbook with OERs and/or authentic sources can be a collaborative effort so that the workload does not have to be left to one or each individual instructor nor achieved in one semester.

Ultimately, what the previous research and the current study suggested was that essentially a textbook was not fundamental to conversing in the language and digging into the culture, and in fact research argues that at times a traditional, formal approach can impede language and cultural learning. However, a published textbook is a resource often expected by both instructor and student in a foreign language classroom. Although there is need for further research, the overwhelming consensus from students and instructors in the current study regarding what helped them increase communication and cultural awareness was not connected to a textbook but rather the opportunities allowed for authentic practice including real-world connections with the language and culture. Because a resource is likely wanted and preferred by students and instructors, OERs may be a more cost-effective option allowing more flexibility to focus on the communicative and cultural objectives essential to the integrity of a foreign language course.

REFERENCES

- American Council of Trustees and Alumni. (2009). What will they learn? A report on general education requirements at 100 of the nation's leading colleges and universities. (ED535761). ERIC. <https://files.eric.ed.gov/fulltext/ED535761.pdf>
- American Council on the Teaching of Foreign Languages. (n.d.). *Foreign language enrollments in K–12 public schools*. <https://www.ced.org/pdf/actfl-k12-foreign-language-for-global-society.pdf>
- Andrade, M., Cabrera Puche, M. J., Egasse, J., & Muñoz, E. M.. (2019). *Tu mundo: Español sin fronteras* (2nd). McGraw-Hill Education.
- Arendt, A. M., & Shelton, B. E. (2009). Incentives and disincentives for the use of OpenCourseWare. *The International Review of Research in Open and Distance Learning*, 10(5), 100–124. <https://files.eric.ed.gov/fulltext/EJ869415.pdf>
- Asher, J. (1977). *Learning another language through actions*. Sky Oaks.
- Aski, J. (2005). Alternatives to mechanical drills for the early stages of language practice in foreign language textbooks. *Foreign Language Annals*, 38(3), 333–343.
- Bahrani, T., & Sim, T. S. (2012). Audiovisual news, cartoons, and films as sources of authentic language input and language proficiency enhancement. *TOJET: The Turkish Online Journal of Educational Technology*, 11(4), 56–64. <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1071.583&rep=rep1&type=pdf>

- Barekat, B., & Nobakhti, H. (2014). The effect of authentic and inauthentic materials in cultural awareness training on EFL learners/listening comprehension ability. *Theory and Practice in Language Studies*, 4(5), 1058–1065. <https://pdfs.semanticscholar.org/1f7e/b0a9f89cbee78a4419b5700ba0900b8e835c.pdf>
- Barrera, B. J. (2004). The 1969 Edcouch–Elsa High School Walkout: Chicano Student Activism in a South Texas Community. *Aztlan: A Journal of Chicano Studies*, 29(2), 93–122.
- Bateman, P., Lane, A., & Moon, B. (2012, April 16–18). *An emerging typology for analyzing OER initiatives* [Paper presentation]. Cambridge 2012: Innovation and Impact—Openly Collaborating to Enhance Education, Cambridge, United Kingdom.
- Bell, S. M., & McCallum, R. S. (2013). Do foreign language learning, cognitive, and affective variables differ as a function of exceptionality status and gender? *International Education*, 42(1), 85–105.
- Bliss, T., Robinson, T. J., Hilton, J., & Wiley, D. A. (2013). An OER coup: College teacher and student perceptions of open educational resources. *Journal of Interactive Media in Education*, 1(4), 1–25. <https://jime.open.ac.uk/articles/10.5334/2013-04/>
- Boeree, G. C. (2006). Jean Piaget. Personality theories. <http://webspace.ship.edu/cgboer/piaget.html>
- Brown, A. V. (2006). *Students' and teachers' perceptions of effective teaching in the foreign language classroom: A comparison of ideals and ratings* [Doctoral dissertation, The University of Arizona]. <https://repository.arizona.edu/handle/10150/195302>

- Burrows, K. M., Staley, K., & Burrows, M. (2022). The potential of Open Educational Resources for English Language Teaching and Learning: From selection to adaptation. *English Teaching Forum*, 60(2), 2–9.
- Canadian Association of Second Language Teachers. (2016, May). *Economic Advantages of Bilingualism: Literature Review*. <https://www.caslt.org/files/learn-languages/pch-bilingualism-lit-review-final-en.pdf>
- Chapelle, C. (2009). A hidden curriculum in language textbooks: Are beginning learners of French at U.S. universities taught about Canada? *The Modern Language Journal*, 93(2), 139–152. <https://www.jstor.org/stable/40264047>
- Chau, L. (2014, January 29). Why you should learn another language. *U.S. News & World Report*. <https://www.usnews.com/opinion/blogs/economic-intelligence/2014/01/29/the-business-benefits-of-learning-a-foreign-language>
- Chen, D., & Yang, X. (2016). Culture as the core: Challenges and possible solutions in integrating culture into foreign language teaching. *Journal of Language Teaching and Research*, 7(1), 168–177. <http://dx.doi.org/10.17507/jltr.0701.19>
- Cortes, C. (1986). The education of language minority students: A contextual interaction model. In California State Department of Education (Ed.), *Beyond language: Social and cultural factors in schooling language minority students* (304241). ERIC. <https://eric.ed.gov/?id=ED304241>
- Costa, M. J. (2013). Student centered education commentary: What does “student-centered” mean and how can it be implemented? A systematic perspective. *Biochemistry and Molecular Biology Education*, 41(4), 267–268. <https://doi.org/10.1002/bmb.20709>

- Culicover, P. W., & Hume, H. (2013). Teaching about how language works to diverse populations. *Language and Linguistics Compass*, 7/10, 523–533. <https://doi.org/10.1111/Inc3.12042>
- DeFeo, D. J. (2015). Spanish is foreign: Heritage speakers' interpretations of the introductory Spanish language curriculum. *International Multilingual Research Journal*, 9(2), 108–124. <https://doi.org/10.1080/19313152.2015.1016828>
- Department of Languages, Literatures, and Linguistics. (n.d.). *Mission statement*. Indiana State University. <https://www.indstate.edu/cas/lll/departments/mission-statement>
- Dörnyei, Z. (1990). Conceptualizing motivation in foreign-language learning. *Language Learning*, 40, 45–78. <https://doi.org/10.1111/j.1467-1770.1990.tb00954.x>
- Dörnyei, Z. (2002). The motivational basis of language learning tasks. In P. Robinson (Ed.), *Individual differences and instructed language learning* (pp. 137–158). John Benjamins.
- Duran, G., & Ramaut, G. (2006). Tasks for absolute beginners and beyond: Developing and sequencing tasks at basic proficiency levels. In K. V. den Branden (Ed.), *Task-based language education: From theory to practice* (pp. 47–75). Cambridge University Press.
- Ellis, R. (2003). *Task-based learning and teaching*. Oxford University Press.
- Eurobarometer. (2006, February). *Europeans and their languages*. <https://europa.eu/eurobarometer/surveys/detail/518>
- Ferriss, T. (2018, April 19). 12 rules for learning foreign languages in record time: The only post you'll ever need. Medium. <https://medium.com/@timferriss/12-rules-for-learning-foreign-languages-in-record-time-the-only-post-youll-ever-need-d98e8f4d7a2d>
- Fougerouse, M. C. (2001). L'enseignement de la grammaire en classe de français langue étrangère. *Etudes de Linguistique Appliquée*, 2(122), 165–178.

- Fournier-Sylvester, N. (2013). Daring to debate: Strategies for teaching controversial issues in the classroom. *College Quarterly*, 16(3). <https://files.eric.ed.gov/fulltext/EJ1018000.pdf>
- Freire, P. (1970). *Pedagogy of the oppressed*. Continuum.
- Garcia, R. M., & DeFeo, D. J. (2014). Finding your “Spanish voice” through popular media: Improving students’ confidence and fluency. *Journal of the Scholarship of Teaching and Learning*, 14(3), 110–131. <https://files.eric.ed.gov/fulltext/EJ1035074.pdf>
- Gardner, R. C. (1988). Attitudes and motivation. *Annual Review of Applied Linguistics*, 9, 135–148. <https://doi.org/10.1017/S0267190500000854>
- Gardner, R. C., Day, J. B., & MacIntyre, P. D. (1992). Integrative motivation, induced anxiety, and language learning in a controlled environment. *Studies in Second Language Acquisition*, 14, 197–214. <https://doi.org/10.1017/S0272263100010822>
- Gedik Bal, N. (2020). Students' and instructors' evaluation of a foreign language textbook from an intercultural perspective. *Journal of Language and Linguistic Studies*, 16(4), 2023–2038. <https://doi.org/10.17263/jlls.851032>
- Ghanbari, N., Esmaili, F., & Shamsaddini, M. R. (2015). The effect of using authentic materials on Iranian EFL learners’ vocabulary learning. *Theory and Practice in Language Studies*, 5(12), 2459–2468. <http://dx.doi.org/10.17507/tpls.0512.05>
- Gilmore, A. (2011). “I prefer not text”: Developing Japanese learners/communicative competence with authentic materials. *Language Learning*, 61(3), 786–819. <https://doi.org/10.1111/j.1467-9922.2011.00634.x>
- Giordano, G. (2003). *Twentieth-century textbook wars: A history of advocacy and opposition*. Peter Lang Inc.

- Gopang, I. B., Soomro, A. F., & Bughio, F. A. (2015). Increasing motivation at university level: A paradigm of action research. *Journal of Language Teaching and Research*, 6(1), 140–146. <http://dx.doi.org/10.17507/jltr.0601.17>
- Hains, B. J., & Smith, B. (2012). Student-centered course design: Empowering students to become self-directed learners. *Journal of Experiential Education*, 35(2), 357–374. <https://doi.org/10.1177/105382591203500206>
- Hardach, S. (2018, February 6). Speaking more than one language can boost economic growth. *World Economic Forum*. <https://www.weforum.org/agenda/2018/02/speaking-more-languages-boost-economic-growth/>
- Harrison, H., Birks, M., Franklin, R., & Mills, J. (2017). Case study research: Foundations and methodological orientations. *Forum: Qualitative Social Research*, 18(1). <https://www.qualitative-research.net/index.php/fqs/article/view/2655/4079>
- Hossain, K. I. (2014). Immigration beyond Ellis Island: Suggestions for teaching about immigration in the now. *Multicultural Education*, 22(1), 53–59. <https://files.eric.ed.gov/fulltext/EJ1065433.pdf>
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277–1288. <https://doi.org/10.1177/1049732305276687>
- Huang, J., Tindall, E., & Nisbet, D. (2011). Authentic activities and materials for adult ESL learners. *Journal of Adult Education*, 40(1), 1–10. <https://files.eric.ed.gov/fulltext/EJ961996.pdf>

- Hubert, M. D. (2011). Foreign language production and avoidance in US university Spanish-language education. *International Journal of Applied Linguistics*, 21(2), 222–243. <https://doi.org/10.1111/j.1473-4192.2010.002766.x>
- Humphreys, D., & Davenport, A. (2005). What really matters in college: How students view and value liberal education. *Liberal Education*, 91(3). <https://www.aacu.org/publications-research/periodicals/what-really-matters-college-how-students-view-and-value-liberal>
- Hurd, S. (1998). Too carefully led or too carelessly left alone? *Language Learning Journal*, 17, 70–74. <https://doi.org/10.1080/09571739885200121>
- Iaccarino, A. R. (2012). The role of motivation and controversial conceptual material in foreign language classrooms. *Journal of Language Teaching and Research*, 3(3), 430–438. <http://www.academypublication.com/issues/past/jltr/vol03/03/11.pdf>
- Indiana State University. (2020, June 16). *Class schedule listing Fall 2020*. https://prodinteract.indstate.edu/pls/prod/bwckschd.p_get_crse_unsec
- IndianaStateU [Username]. (2019, October 19). *Indiana State University Facts 2019–20* [Video]. YouTube. https://www.youtube.com/watch?time_continue=1&v=Habpq4TRTk&feature=emb_logo
- Kelly, L. G. (1969). *25 centuries of language teaching: An inquiry into the science, art, and development of language teaching methodology, 500 B.C.–1969*. Newbury House Publishers.
- Keskin, F. (2011). Using songs as audio materials in teaching Turkish as a foreign language. *TOJET: The Turkish Online Journal of Educational Technology*, 10(4), 378–383. <https://files.eric.ed.gov/fulltext/EJ946647.pdf>

- King, L. O., & Kotrlik, J. W. (1995). Relevance of the general education core curriculum to career goals of College of Agriculture students. *Journal of Agricultural Education*, 36, 26–33. <https://www.jae-online.org/attachments/article/598/36-03-26.pdf>
- Kliebard, H. M. (2004). *The struggle for the American curriculum: 1893–1958* (3rd ed.). RoutledgeFalmer.
- Koutselini, M. (2012). Textbook as mechanisms for teachers/sociopolitical and pedagogical alienation. In Hickman, H. & Portfilio, B. J. (Eds.). *The new politics of the textbook: Critical analysis in the core content areas* (pp. 3–16), Sense Publishers.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Longman.
- Kumaravadivelu, B. (1993). Maximizing learning potential in the communicative classroom. *English Language Teaching Journal*, 47, 12–21. <https://doi.org/10.1093/elt/47.1.12>
- Lent, R. (2012). *Overcoming textbook fatigue: 21st century tools to revitalize teaching and learning*. ASCD.
- Leskes, A., & Miller, R. (2005). *General education: A self-study guide for review and assessment*. Association of American Colleges and Universities.
- Lewis, B. (2016). Are textbooks a waste of time for language learners? *Fluent in Three Months*. <http://www.fluentin3months.com/textbooks/>
- Li, C. H. (2013). They made it! Enhancing university-level L2 learners' listening comprehension of authentic multimedia materials with advance organizers. *Asia-Pacific Education Researcher*, 22(2), 193–200. <https://doi.org/10.1007/s40299-012-0012-6>
- Littlejohn, A. (2011). The analysis of language teaching materials: Inside the Trojan Horse. In B. Tomlinson, (Ed.). *Materials Development in Language Teaching* (pp. 179–211). Cambridge University Press.

- Liu, R., Qiao, X., & Liu, Y. (2006). A paradigm shift of learner-centered teaching style: Reality or illusion? *Arizona Working Papers in SLAT*, 13, 77–91. <http://slat.arizona.edu/sites/default/files/page/awp13liu.pdf>
- Luke, C. L. (2006). Fostering learner autonomy in a technology-enhanced, inquiry-based foreign language classroom. *Foreign Language Annals*, 39(1), 71–86. <https://doi.org/10.1111/h.1944-9720.2006.tb02250.x>
- MacKinnon, T., & Pasfield-Neofitou, S. (2016). OER “produsage” as a model to support language teaching and learning. *Education Policy Analysis Archives*, 24(40), 1–14. <https://doi.org/10.14507/epaa.24.1825>
- McComb, C. (2001, April 6). *About one in four Americans can hold a conversation in a second language*. Gallup News Service.
- Miller, M. (2015). *Ditch the textbook: Free your teaching and revolutionize your classroom*. Dave Burgess Consulting, Inc.
- Montgomery, Z., Ugoretz, S., Montgomery, S., Vander Zander, S., Jorgensen, A., & Rudic, M. (2014). Reconsidering the American dream and U.S. Latino culture in a college Spanish service-learning course. *Journal of Community Engagement and Higher Education*, 6(1), 3–16.
- Morofushi, M. & Pasfield-Neofitou, S. E. (2014). Normalizing social networking in a beginners’ Japanese course. *The Language Learning Journal*, 42(1), 67–84. <https://doi.org/10.1080.09571736.2012.678012>
- Naiman, N., Froehlich, H., Stern, H., & Todesco, A. (1978). *The good language learner*. Ontario Institute for Studies in Education.

- Nassaji, H. & Fotos, S. S. (2010). *Teaching grammar in second language classrooms: Integration form-focused instruction in communicative context*. Taylor & Francis Group.
- Nelson Laird, T., & Garver, A. (2010). The effect of teaching general education courses on deep approaches to learning: How disciplinary context matters. *Research in Higher Education*, 51, 248–265. <https://www.jstor.org/stable/40606360>
- Nunan, D. (1987). Communicative language teaching: Making it work. *ELT Journal*, 41, 136–145. https://www.academia.edu/3124381/Communicative_language_teaching_Making_it_work
- Oakes, L. (2013). Foreign language learning in a ‘monoglot culture’: Motivational variables amongst students of French and Spanish at an English university. *System*, 41, 178–191. <https://doi.org/10.1016/j.system.2013.01.019>
- Omaggio Hadley, A. (2001). *Teaching language in context* (3rd ed.). Thomson Higher Education.
- Ossiannilsson, E., & Creelman, A. (2012). From proprietary to personalized higher education: How OER takes universities outside the comfort zone. *Journal of e-Learning and Knowledge Society*, 8(1), 9–22. <https://doi.org/10.20368/1971-8829/583>
- Pace, C. R. & Kuh, G. D. (1998). College student experiences questionnaire. Indiana University Center for Postsecondary Research and Planning, Bloomington, IN. <https://dpb.cornell.edu/documents/1000093.pdf>
- Pinar, W. F., Reynolds, W. M., Slattery, P., & Taubman, P. M. (2008). *Understanding curriculum: An introduction to the study of historical and contemporary curriculum discourses*. Peter Lang Publishing, Inc.

- Rahman, R. (2014). A case for authentic materials in language teaching. *The Dialogue*, 9(2), 205–215. https://www.qurtuba.edu.pk/thedialogue/The%20Dialogue/9_2/Dialogue_April_June2014_205-215.pdf
- Red'ko, V., Sorokina, N., & Smovzhenko, L. (2021). Academic foreign-language communication environment in school textbooks. *Journal of Language & Linguistics Studies*, 17(3), 1184–1197. <https://doi-org.ezproxy.indstate.edu/10.52462/jlls.84>
- Redden, M. (2011). 7 in 10 students have skipped buying a textbook because of its cost, survey finds. *The Chronicle of Higher Education*. <https://chronicle.com/article/7-in-10-Students-Have-Skipped/128785>
- Reinders, H. (2010). Towards a classroom pedagogy for learner autonomy: A framework of independent language learning skills. *Australian Journal of Teacher Education*, 35(5), 40–55. <http://dx.doi.org/10.14221/ajte.2010v35n5.4>
- Rider, N. A. (2019). *Spanish NNL class standing fall 2019*. Department of Languages, Literatures, and Linguistics. Indiana State University.
- Rider, N. A. (2020). *Fall 2020 only by time draft*. Department of Languages, Literatures, and Linguistics. Indiana State University.
- Rogers, E. M. (2003). *Diffusion of innovations*. Free Press.
- Schubert, W. H. (1993). Curriculum reform. In G. Cawelti (Ed.), *Challenges and achievements of American education* (pp. 80–115). (The ASCD Fiftieth Anniversary Yearbook), Association for Supervision and Curriculum Development.
- Schumann, J. H. (1986). Research on the acculturation model for second language acquisition. *Journal of Multilingual and Multicultural Development*, 7, 379–392. <https://doi.org/10.1080/01434632.1986.9994254>

- Senack, E. (2014, January). Fixing the broken market: How students respond to high textbook costs and demand alternatives. *U.S. PIRG Education Fund & The Student PIRGS*.
<http://www.uspirg.org/sites/pirg/files/reports/NATIONAL%20Fixing%20Broken%20Textbooks%20Report1.pdf>
- Sotomayor, A. [Alison Sotomayor]. (2013, April 18). Sal Castro & the 1969 East LA walkouts. [Video file]. <https://www.youtube.com/watch?v=-3TKnj0fXZs>
- Stein-Smith, K. (2015). The U.S. foreign language deficit, the language enterprise, and the campaign for foreign languages. *Journal of Language Teaching and Research*, 6(4), 705–712. <http://dx.doi.org/10.17507/jltr.0604.01>
- Thelin, J. R. (2011). *A history of American higher education* (2nd ed.). The John Hopkins University Press.
- Thompson, C., Eodice, M., & Tran, P. (2015). Student perceptions of general education requirements at a large public university: No surprises? *The Journal of General Education*, 64(4), 278–293. <https://muse.jhu.edu/article/605412>
- Thoms, J. J., & Thoms, B. L. (2014). Open educational resources in the United States: Insights from university foreign language directors. *System*, 45, 138–146. <https://doi.org/10.1016/j.system.2014.05.006>
- Tomlinson, B. (2013). Materials evaluation. In B. Tomlinson (Ed.), *Developing materials for language learning* (pp. 21–48). Bloomsbury Publishing Plc.
- Tomlinson, B., & Masuhara, H. (2009). Playing to learn: A review of physical games in second language acquisition. *Simulation & Gaming*, 40(5), 645–668. <https://doi.org/10.1177/1046878109339969>

- VanPatten, B. (1984). Processing strategies and morpheme acquisition. In E. R. Eckman, L. H. Bell, & D. Nelson (Eds.), *Universals of second language acquisition* (pp. 88–100). Newbury House.
- VanPatten, B. (1989). Can learners attend to form and content while processing input? *Hispania*, 72, 409–417.
- VanPatten, B. (1996). *Input processing and grammar instruction*. Ablex.
- VanPatten, B. (2000). Thirty years of input (or intake, the neglected sibling). In B. Swierczbin, E. Morris, M. E. Anderson, C. A. Klee, & E. Tarone (Eds.), *Social and cognitive factors in second language acquisition* (pp. 287–311). Cascadilla Press.
- VanPatten, B. (2015). Where are the experts? *Hispania*, 98(1), 2–13.
<https://www.jstor.org/stable/24368848>
- VanPatten, B., & Uludag, O. (2011). Transfer of training and processing instruction: From input to output. *System*, 39, 44–53.
- Vold, E. T. (2020). Meaningful and contextualized grammar instruction: What can foreign language textbooks offer? *The Language Learning Journal*, 48(2), 133–147.
<http://dx.doi.org/10.1080/09571736.2017.1357745>
- Warner, D., & Koeppel K. (2010). General education requirements: A comparative analysis. *The Journal of General Education*, 58(4), 241–258. <https://muse.jhu.edu/article/382274>
- Weninger, C., & Kiss, T. (2013). Culture in English as a foreign language (EFL) textbooks: A semiotic approach. *TESOL Quarterly*, 47(4), 694–716. <https://doi.org/10.1002/tesq.87>
- Westwood, G. (2012). Investigating the information needs of university students in foundational foreign language courses. *Studies in Self-Access Learning Journal*, 3(2), 149–162.
<http://sisaljournal.org/archives/jun12/westwood>

Wong, W., & VanPatten, B. (2003). The evidence is in: Drills are out. *Foreign Language Annals*, 36, 403–423.

Yuen, K. M. (2011). The representation of foreign cultures in English textbooks. *ELT Journal*, 65(4), 458–466.

APPENDIX A: INTERVENTION INFORMATION PROVIDED TO INSTRUCTORS

For either the second or third test section, a curricular intervention may be used. For all of the test sections that will use the curricular intervention, one principal OER textbook that is peer reviewed will be used (*Libro Libre*), a SoftChalk lesson with other OERs and supplementary materials such as videos will be provided, and one of two online programs (Mango or Duolingo) will be used to replace the online Connect language homework. For all other test sections, please continue to use the *Tu Mundo* textbook.

It is worth noting that *Libro Libre* and other OERs chosen were created by university instructors and students and have been edited and peer reviewed. Mango and Duolingo are popular options for language learners who are typically not learning in the classroom.

The OER *Libro Libre* textbook provided in PDF form and Word form (in case students lack access to Adobe Acrobat) will be used mostly in class and include several in-class activities and vocabulary lists. Students are encouraged to print out the pages or Edit the PDF or Word document. Recommendations for what to assign as homework and complete in class will be provided. The SoftChalk activities provide supplementary material and some homework. Either Duolingo or Mango will be used for the rest of the homework points. Along with all materials in the Blackboard site, you will find an updated calendar that changes the assignments to include the OERs for the test section you have been assigned.

Main OER text: *Libro Libre* <http://librolibre.net/>

SoftChalk Activities: includes YouTube videos, Instructor videos, and the following OER sources

- Trayectos Volume 1 <https://trayectos.coerll.utexas.edu/v1/>
- Hola a Todos Elementary Spanish 1 – <https://oer.galileo.usg.edu/languages-textbooks/3/>
- Spanish Proficiency Exercises – <http://www.laits.utexas.edu/spe/index.html>
- Language Media (cultural information) – <https://langmedia.fivecolleges.edu/>
- BBC Mi Vida Loca (interactive TV series) – http://www.bbc.co.uk/languages/spanish/mividaloca/full_details.shtml

Test Section 2: Below are the specific page numbers from *Libro Libre* that will be used in this test section. These will be made available in the Bb course as a chapter PDF and Word file:

SER and Subject Pronouns – pages 41–48
 Alphabet – pages 19–22
 Numbers and Gender of Nouns and Adjectives – pages 26–32
 Introductions and Presentations – pages 9–18
 Describe Family and Friends – pages 49–54
 How much does it cost? Numbers 50–299 – pages 55–59; part of 127
 Negation – see SoftChalk lesson
 Vocabulary List and Personalized Vocabulary Page

CULTURAL CONTENT: will be included in two folders for the two topics and include various sources on the topics

To replace Connect assignments: some Libro Libre activities, SoftChalk lessons and DUOLINGO Intro, Phrases, and Family to Crown Level 4
 Mango Unit 1 Chapter 3 Introductions and Professions

Test Section 3: Below are the specific page numbers from Libro Libre that will be used in this test section. These will be made available in the Bb course as a chapter PDF and Word file:

Classroom Vocabulary – page 29
 Parts of Body – page 208
 Days of Week (Birthday and Age) – pages 67–72
 Activities – pages 221–222; 225

 Estar verb – pages 63–66
 Tener (for age) – pages 60–62
 Gustar verb – pages 131–135
 Ser de (for origin) – pages 185–187; 47 Actividad 5
 Numbers 127–129
 Vocabulary List and Personalized Vocabulary

CULTURAL CONTENT: will be included in two folders for the two topics and include various sources on the topics. For this section instead of Paraguay being covered, Peru will be discussed.

To replace Connect assignments: some Libro Libre activities, SoftChalk lessons and DUOLINGO School, People and Schedule to Crown Level 3
 MANGO Unit 1 Chapter 4 Personal Info and Preferences

APPENDIX B: INSTRUCTOR QUESTIONNAIRE POSTTEST SECTION 3

DIRECTIONS: Reflecting on this test section, there is no right or wrong answer, but your sincere, honest responses are essential to the success of the study. Use as much space as you want to answer the questions.

A. In this test section, how would you describe your teaching experience?

For the next two questions and *based on what you have observed **this test section***, rate the top **three** tools in order of their perceived effectiveness (1 – most effective).

1. During this test section, what have you perceived as most effective in helping students improve communication skills in the language?

- 1.
- 2.
- 3.

2. During this test section, what have you perceived as most effective in helping students learn/understand the culture?

- 1.
- 2.
- 3.

Please answer from your perspective.

3. What did the course materials this test section do well in terms of student motivation, communication skills, and cultural competence?

4. In what way did the course materials this test section lack in terms of increasing student motivation, communication skills, and cultural competence? _

5. Is there anything else you'd like to mention about this test section?

6. Imagine that next semester you are deciding what materials to use for a 101 or 102 course. If you had the choice between a new textbook or using OERs, which would you prefer?

_____ I would prefer a traditional textbook

- ☐ I would prefer to use OERs or other alternative sources and not require a textbook.
☐ It would depend too much on what textbooks were available.
☐ I would have no preference
☐ Other:

7. Would teaching a distance or on-campus course influence your answer to whether you would prefer to teach the section with the textbook or OERs?

- ☐ Yes
☐ No

Please explain either answer:

8. What beliefs or factors influence your choice of textbook versus OERs? Check all that apply.

- ☐ I am teaching a distance course.
☐ I am teaching an on-campus course.
☐ Cost of textbook
☐ I like having a printed text.
☐ I like not using the textbook.
☐ It is easier to plan the course with a textbook.
☐ It is easier to plan the course without a textbook.
☐ I enjoy planning the course with a textbook.
☐ I enjoy planning the course without a textbook.
☐ Students would prefer to have a textbook.
☐ Students would prefer not to have a textbook.
☐ Students learn better with materials other than a textbook.
☐ Students learn better with a textbook.
☐ Material in the textbooks is more relevant and appropriate for my students.
☐ Material outside of the textbooks is more relevant and appropriate for my students.
☐ Other:

9. Would your answer for the question about deciding what materials to use change if you were teaching the course in a different format: (distance versus on-campus)?

- ☐ Yes
☐ No

Please explain either answer:

APPENDIX C: STUDENT QUESTIONNAIRE POSTTEST SECTION 3

COURSE MATERIALS IN THE FOREIGN LANGUAGE CLASSROOM: A STUDY OF STUDENT AND INSTRUCTOR PERCEPTIONS

This study aims to understand the influence of a curricular intervention on achievement and students' and instructors' perspectives in the most commonly taught course (Spanish 101) in the Languages, Literatures, and Linguistics Department at ISU and what implications those perspectives can have for other foreign language programs. You are being invited to share your perspectives on Spanish 101 course content.

You have been asked to participate in this research because you are a current Spanish 101 student and your instructor has agreed to participate in the research sharing their perspectives on Spanish 101 course content.

The choice to participate or not is yours; participation is entirely voluntary. You can decline any of the options or withdraw at any time. If you decide not to participate, to decline some activities, or withdraw, you will not lose any benefits which you may otherwise be entitled to receive. Any decision regarding your participation will not impact your grade. You may also stop responding at any time, or skip any questions that you do not want to answer. If you have declined to participate, your individual data will not be used and will be permanently deleted.

Every effort will be made to protect your confidentiality by a research assistant removing your name and assigning you an anonymization code that will help the researcher track your data confidentially. Your name and participation will only be known by the research assistant. Names and any specific identifying factors will be changed in the reporting of results. Beyond the potential issues of records and data confidentiality, there are no known risks that go beyond the traditional risks associated with taking a course. Every precaution has been taken to reduce the risk and protect student records and data confidentiality.

It is unlikely that you will benefit directly by participating in this study, but the insight gained should provide more general benefits for future courses and students. For example, the use of Open Educational Resources (OERs) could lower costs for students if more instructors implement them instead of textbooks and lab codes.

If you have any questions, please contact Research Assistant Caleb Carr, ccarr15@sycamores.indstate.edu, Principal Investigator Katherine Christie, Katherine.Christie@indstate.edu, and/or Faculty Sponsor Dr. Susan Kiger,

Susan.Kiger@indstate.edu. If you would like to reach Dr. Kiger by phone, call Committee Member Dr. D'Amico at (812) 237-2356.

If you have any questions about your rights as a research subject or if you feel you have been placed at risk, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN 47809, by phone at (812) 237-3088 or by email at irb@indstate.edu.

A. What is your first and last name? _____

DIRECTIONS: Reflecting on **this** third test section, please carefully rank based on the number that best describes your perspective. There is no right or wrong answer, but your sincere, honest responses are essential to the effectiveness of this course requirement.

B. At this point in the semester, how would you describe the experience with foreign language learning?

	0 – POOR		5 – NEUTRAL		10 – EXCELLENT					
0	1	2	3	4	5	6	7	8	9	10

1. At this point in the semester, what have been the most useful tools for improving COMMUNICATION skills in the language? (1 = most useful)

1. _____
2. _____
3. _____

2. At this point in the semester, what have been the most useful tools for learning/understanding the Spanish-speaking CULTURE?

1. _____
2. _____
3. _____

For the rest of the questions, rank based on the number that best describes your perspective

0 – Definitely NOT True	5 – Somewhat True	10 – Definitely TRUE
--------------------------------	-------------------	-----------------------------

- | | |
|---|------------------------|
| 3. I feel successful in language learning. | 0 1 2 3 4 5 6 7 8 9 10 |
| 4. I enjoy the language learning process. | 0 1 2 3 4 5 6 7 8 9 10 |
| 5. This class is applicable to me. | 0 1 2 3 4 5 6 7 8 9 10 |
| 6. This class is applicable to my career. | 0 1 2 3 4 5 6 7 8 9 10 |
| 7. I feel confident having a basic conversation in Spanish. | 0 1 2 3 4 5 6 7 8 9 10 |

Based on your perceived SPANISH abilities. In Spanish, I can

8. ask someone's age and birthday and say my own 0 1 2 3 4 5 6 7 8 9 10
9. talk about activities and sports 0 1 2 3 4 5 6 7 8 9 10
10. ask someone what they like to do 0 1 2 3 4 5 6 7 8 9 10
11. talk about what I and others like to do 0 1 2 3 4 5 6 7 8 9 10
12. ask and state where someone is from and their nationality 0 1 2 3 4 5 6 7 8 9 10

Considering your **perspective on what you learned** about language diversity and influences:

13. I can better understand who Spanish speakers are. 0 1 2 3 4 5 6 7 8 9 10
14. This knowledge is applicable, valuable and important. 0 1 2 3 4 5 6 7 8 9 10

Considering your **perspective on what you learned** about Paraguay or Peru:

15. I can better understand who Spanish speakers are. 0 1 2 3 4 5 6 7 8 9 10
16. This knowledge is applicable, valuable and important. 0 1 2 3 4 5 6 7 8 9 10

Considering your **perspective on what you learned** about the cultural topics presented in this test section (Languages; Paraguay or Peru):

17. On these topics, I know valuable cultural aspects that give insights into how a group of people lives, behaves and makes decisions.

0 1 2 3 4 5 6 7 8 9 10

18. Is there anything else you'd like to mention about this test section?
-

19. Considering your experience in this course, imagine a future where you have to take this class again. If two sections were offered by the same instructor at times equally accommodating to your schedule, but one used a traditional textbook and the other used Open Educational Resources (OERs), which one would you most likely enroll in?

☐ I would enroll in the section with the traditional published textbook

☐ I would enroll in the section that used OERs.

☐ I would have no preference

20. Would taking a distance or on-campus course influence your answer to whether you would prefer to take the section with the textbook or OERs?

☐ Yes

☐ No

Please explain your answer _____

21. What influenced your choice of textbook versus OERs? Check all that apply.

☐ Cost

☐ I prefer a printed, physical text.

☐ I prefer not using the textbook.

- ☐ I learn better with a traditional textbook.
- ☐ I learn more with a traditional textbook.
- ☐ I learn better with materials other than the traditional textbook.
- ☐ I learn more with materials other than the traditional textbook.
- ☐ Other: _____

22. Would taking a distance or on-campus course influence your answer to what influenced your choice of textbook versus OERs?

- ☐ Yes
- ☐ No

Please explain either answer _____

If you consent to participate in a Zoom session for a 1 – 1.5 hour student focus group, which of these dates and times work for you? List all that would work for your schedule.

- A.
- B.
- C.

Please provide your contact Information (e-mail), and you will be contacted by Research Assistant Caleb Carr with a confirmation of the date and time and the Zoom link and password.

APPENDIX D: TEST 0

Nombre: _____ Nota: ____/50

I. Sección de escuchar (10 points total)

A. Listen to the questions your instructor asks and answer with a complete sentence in Spanish. (6 pts)

1. _____
2. _____
3. _____

B. Write the phone number that your instructor dictates. Do not write as words. (2 puntos)

1. _____

C. Write the word that your instructor dictates. (2 puntos)

1. _____

II. Vocabulario y Gramática (points total)

A. EL CALENDARIO: Select the most logical answer. (6 puntos)

- | | |
|---|--|
| <p>___ 1. Un año tiene doce _____.
 a. días
 b. meses
 c. semanas
 d. jueves</p> <p>___ 2. _____ tiene siete días.
 a. Un mes
 b. Anteayer
 c. Un año
 d. Una semana</p> <p>___ 3. Los meses de _____ son marzo, abril y mayo.
 a. Invierno
 b. Primavera
 c. Otoño</p> | <p>d. Verano</p> <p>___ 4. Si hoy es jueves, ayer fue (was) _____.
 a. martes
 a. miércoles
 b. domingo
 c. viernes</p> <p>___ 5. Si Eloy tiene veintiún años y Claudia tiene diecinueve años, Eloy _____ que Claudia.
 a. es mayor
 b. tiene la misma edad
 c. es menor
 d. es más joven</p> <p>___ 6. ELOY: Hoy es veintiuno de junio.
 CLAUDIA: ¡Yo nací el veintiuno de junio!</p> |
|---|--|

ELOY: _____

- a. ¿Eres mayor que yo?
- b. ¡Feliz cumpleaños!

- c. ¡Soy menor que tú!
- d. ¿Cuándo naciste?

B. DESCRIPTIONS: Read the descriptions and write the name of the person being described. (3 puntos)



1. _____ es una chica. Lleva pantalones y tiene el pelo lacio.
2. _____ es una señora. Lleva vestido y tiene el pelo corto y rizado.
3. _____ es un hombre. Lleva camisa blanca y corbata.

C. Complete the conversations. (3 puntos)

1. —¿Cómo te llamas?
—Me llamo _____.
2. —Hola, ¿cómo estás?
—_____, ¿y tú?
—_____, gracias.
3. —Mira la foto; es mi amigo de Ecuador.
—¿Cómo se _____?
—Se _____ Omar.

D. ADJETIVOS: First, write the correct indefinite article (**un, una, unos, unas**) in the first blank. Then, write the correct ending for the adjective (**-o, -a, -os, -as**) to match the gender and number of the noun. (3 puntos).

MODELO: un carro es viejo.

1. _____ libros son nuev_____.
2. _____ mochila es roj_____.
3. _____ sillas son pequeñ_____.

E. **PRONOMBRES:** Match the correct subject pronouns in the blanks provided. (3 pts).

- | | |
|---|-------------|
| 1. ¿Cuántos años tienes _____? | A. yo |
| 2. _____ tengo dos perros. | B. tú |
| 3. Profesor Ramírez, ¿Cómo está _____? | C. ella |
| 4. Eloy y Radamés son de los Estados Unidos. _____ son estadounidenses. | D. usted |
| 5. Claudia es muy inteligente. _____ estudia todos los días. | E. ellos |
| 6. _____ somos estudiantes de español. | F. nosotros |

F. **SER for Origen:** Usa la forma correcta del verbo **ser** para completar las conversaciones. (4 puntos)

Modelo: Mi amigo es de Terre Haute.

- ELOY: ¿De dónde _____ tú, Estefanía?
- ESTEFANÍA: ¿Yo? _____ de Guatemala.
- ELOY: Camila y Antonella, ¿de dónde _____ ustedes?
- CAMILA Y ANTONELLA: Nosotras _____ de Argentina.

G. **GUSTAR:** ¿Qué actividades les gusta hacer? First, look at the drawings and the list of activities. Then, complete the sentences with the activities that people **like to do** based on the drawings.

OJO: There are extra words in the list. (3 puntos)

andar en bicicleta
mirar la televisión
comer en el restaurante

ir de compras
hacer ejercicio en el gimnasio
leer las noticias

cocinar
bailar



MODELO: A los chicos les gusta bailar.

- A Rodrigo _____
- A mi madre y a mi _____
- A ellos _____



H. OPPOSITE DESCRIPTIONS: Match each word with the opposite description (5 puntos).

- | | |
|--------------------|-------------|
| 1. ____ alto | a. perezoso |
| 2. ____ gordo | b. viejo |
| 3. ____ guapo | c. delgado |
| 4. ____ joven | d. feo |
| 5. ____ trabajador | e. bajo |

VI. Cultura (10 points total)**A. Multiple choice.** Circle the correct option that would correctly complete the sentence. (5 puntos)

- According to a Spanish saying, you shouldn't get married or start on a trip on _____.
 a. Tuesday, the 12th b. Tuesday the 13th c. Friday the 13th d. Friday the 15th
- The indigenous language of Latin America, _____, influenced the Spanish language.
 a. Arabic b. English c. German Mennonite d. Quechua
- Spring in Buenos Aires is in _____ and is similar to the weather in Indiana.
 a. April b. February c. July d. October
- The capital of Paraguay is _____.
 a. Montevideo b. Buenos Aires c. Quito d. Asunción
- People who identify themselves as "Chicanos" come from a _____ heritage.
 a. Chilean b. Cuban c. Incan d. Mexican

B. Matching. Read each sentence and write the letter of the appropriate word in the blank. (3 pts)

- | | | | |
|-------------------|------------------|-------------------|-----------------|
| a. Guaraní | b. Itaipú | c. Náhuatl | d. Salsa |
| e. Tango | f. Tú | g. Usted | h. Vos |

- If talking to your professor or a stranger you would use the word _____.
- Rather than *tú*, in Argentina and Uruguay you would hear people use _____.
- Paraguay is a bilingual country, with Spanish and _____ being official languages.

Names. Xiomara Fermín Martínez and Juan Carlos Soto de la Cruz recently married. They're expecting a baby boy that they want to name Sebastian. What will be his two last names be? **(2)**

APPENDIX E: STUDENT QUESTIONNAIRE PRETEST SECTION 2

COURSE MATERIALS IN THE FOREIGN LANGUAGE CLASSROOM: A STUDY OF STUDENT AND INSTRUCTOR PERCEPTIONS

This study aims to understand the influence of a curricular intervention on achievement and students' and instructors' perspectives in the most commonly taught course (Spanish 101) in the Languages, Literatures, and Linguistics Department at ISU and what implications those perspectives can have for other foreign language programs. You are being invited to share your perspectives on Spanish 101 course content.

You have been asked to participate in this research because you are a current Spanish 101 student and your instructor has agreed to participate in the research sharing their perspectives on Spanish 101 course content.

The choice to participate or not is yours; participation is entirely voluntary. You can decline any of the options or withdraw at any time. If you decide not to participate, to decline some activities, or withdraw, you will not lose any benefits which you may otherwise be entitled to receive. Any decision regarding your participation will not impact your grade. You may also stop responding at any time, or skip any questions that you do not want to answer. If you have declined to participate, your individual data will not be used and will be permanently deleted.

Every effort will be made to protect your confidentiality by a research assistant removing your name and assigning you an anonymization code that will help the researcher track your data confidentially. Your name and participation will only be known by the research assistant. Names and any specific identifying factors will be changed in the reporting of results. Beyond the potential issues of records and data confidentiality, there are no known risks that go beyond the traditional risks associated with taking a course. Every precaution has been taken to reduce the risk and protect student records and data confidentiality.

It is unlikely that you will benefit directly by participating in this study, but the insight gained should provide more general benefits for future courses and students. For example, the use of Open Educational Resources (OERs) could lower costs for students if more instructors implement them instead of textbooks and lab codes.

If you have any questions, please contact Research Assistant Caleb Carr, ccarr15@sycamores.indstate.edu, Principal Investigator Katherine Christie, Katherine.Christie@indstate.edu, and/or Faculty Sponsor Dr. Susan Kiger,

Susan.Kiger@indstate.edu. If you would like to reach Dr. Kiger by phone, call Committee Member Dr. D'Amico at (812) 237-2356.

If you have any questions about your rights as a research subject or if you feel you have been placed at risk, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN 47809, by phone at (812) 237-3088 or by email at irb@indstate.edu.

A. Please fill in the following background information.

First and Last Name: _____

Age: _____

Gender: _____

Race/Ethnicity: _____

Year in School (i.e. Freshman, Senior, etc.): _____

B. Why are you taking this class? Please list any reason true for you. _____

C. Do you have experience in previous foreign language classroom learning?

____ No, I have no previous foreign language classroom experience before this class

____ Yes, in junior high

____ Yes, in high school

____ Yes, at the college/university level

D. If you answered yes to the last question, please answer: How would you describe your prior experience with classroom foreign language learning?

		0 – POOR		5 – NEUTRAL		10 – EXCELLENT	
0	1	2	3	4	5	6	7 8 9 10

1. Based on your personal learning preference, what is most useful for improving COMMUNICATION skills in a foreign language (1 = most useful)?

1. _____

2. _____

3. _____

2. Based on your personal learning preference, what is most useful for learning/understanding CULTURE? (1 = most useful)

1. _____

2. _____

3. _____

For the rest of the questionnaire, rank from 0-10 based on what best describes your perspective. There is no right or wrong answer, but your sincere, honest responses are essential to the effectiveness of this course requirement.

0 – Definitely **NOT** True

5 – Somewhat True

10 – Definitely **TRUE**

- | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|
| 3. I feel successful in language learning. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4. I enjoy the language learning process. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5. This class is applicable to me. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 6. This class is applicable to my career. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 7. I feel confident having a basic conversation in Spanish. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

For 8–13, based on your perceived Spanish abilities I can:

- | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|
| 8. ask people their names in formal and informal settings. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 9. describe my and others' physical appearance and personality. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 10. spell words and write words spelled to me. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11. say numbers 50–299 and use them for amounts and prices. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 12. greet someone and say goodbye. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 13. introduce myself and others. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Considering your **perspective on what you already know** about Hispanics and Chicanos:

- | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|
| 14. I understand who Hispanics and Chicanos are and how they identify themselves. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 15. This knowledge is applicable, valuable, and important. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Considering your **perspective on what you already know** about names and last names in the Spanish-speaking culture:

- | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|
| 16. I understand how names and last names are used in Spanish speaking culture. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 17. This knowledge is applicable, valuable, and important. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Considering your **perspective on what you already know** about the cultural topics to be presented in this test section (Hispanics and Chicanos; names and last names):

- | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|
| 18. On these topics, I know valuable cultural aspects that give insights into how a group of people lives, behaves, and makes decisions. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|---|---|---|----|

APPENDIX F: INSTRUCTOR QUESTIONNAIRE PRETEST SECTION 2

DIRECTIONS: There is no right or wrong answer to any of these questions, but your sincere, honest responses are essential to the success of the study. Use as much space as you want to answer the questions.

A. Why are you teaching this class? List any reason true for you.

For the next two questions and *based on your personal teaching preference and/or language learning experience*, list the top **three** tools in order of effectiveness (1 – most effective).

1. What is most effective to improve their communication skills?

- 1.
- 2.
- 3.

2. What is most effective to learn/understand culture?

- 1.
- 2.
- 3.

Please answer from your perspective.

3. How do course materials (*Tu mundo* textbook in on-campus sections; OERs in distance sections) used for this Spanish 101 section impact student motivation, communication skills, and cultural competence?

4. How would you describe how much the current required course materials assist YOU in providing opportunities to communicate in the target language? Please explain why.

5. How would you describe how much the current required course materials assist YOU in providing applicable cultural information to students? Please explain why.

APPENDIX G: STUDENT QUESTIONNAIRE POSTTEST SECTION 2

COURSE MATERIALS IN THE FOREIGN LANGUAGE CLASSROOM: A STUDY OF STUDENT AND INSTRUCTOR PERCEPTIONS

This study aims to understand the influence of a curricular intervention on achievement and students' and instructors' perspectives in the most commonly taught course (Spanish 101) in the Languages, Literatures, and Linguistics Department at ISU and what implications those perspectives can have for other foreign language programs. You are being invited to share your perspectives on Spanish 101 course content.

You have been asked to participate in this research because you are a current Spanish 101 student and your instructor has agreed to participate in the research sharing their perspectives on Spanish 101 course content.

The choice to participate or not is yours; participation is entirely voluntary. You can decline any of the options or withdraw at any time. If you decide not to participate, to decline some activities, or withdraw, you will not lose any benefits which you may otherwise be entitled to receive. Any decision regarding your participation will not impact your grade. You may also stop responding at any time, or skip any questions that you do not want to answer. If you have declined to participate, your individual data will not be used and will be permanently deleted.

Every effort will be made to protect your confidentiality by a research assistant removing your name and assigning you an anonymization code that will help the researcher track your data confidentially. Your name and participation will only be known by the research assistant. Names and any specific identifying factors will be changed in the reporting of results. Beyond the potential issues of records and data confidentiality, there are no known risks that go beyond the traditional risks associated with taking a course. Every precaution has been taken to reduce the risk and protect student records and data confidentiality.

It is unlikely that you will benefit directly by participating in this study, but the insight gained should provide more general benefits for future courses and students. For example, the use of Open Educational Resources (OERs) could lower costs for students if more instructors implement them instead of textbooks and lab codes.

If you have any questions, please contact Research Assistant Caleb Carr, ccarr15@sycamores.indstate.edu, Principal Investigator Katherine Christie, Katherine.Christie@indstate.edu, and/or Faculty Sponsor Dr. Susan Kiger,

Susan.Kiger@indstate.edu. If you would like to reach Dr. Kiger by phone, call Committee Member Dr. D'Amico at (812) 237-2356.

If you have any questions about your rights as a research subject or if you feel you have been placed at risk, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN 47809, by phone at (812) 237-3088 or by email at irb@indstate.edu.

What is your first and last name? _____

At this point in the semester, how would you describe the experience with foreign language learning?

0 – **POOR** 5 – NEUTRAL 10 – **EXCELLENT**
 0 1 2 3 4 5 6 7 8 9 10

1. At this point in the semester, what have been most useful tools for improving COMMUNICATION skills in Spanish?

1. _____
2. _____
3. _____

2. At this point in the semester, what have been the most useful tools for learning/understanding the Spanish-speaking CULTURE?

1. _____
2. _____
3. _____

For the rest of the questions, rank based on the number that best describes your perspective.

0 – Definitely **NOT** True 5 – Somewhat True 10 – Definitely **TRUE**

- | | |
|---|------------------------|
| 3. I feel successful in language learning. | 0 1 2 3 4 5 6 7 8 9 10 |
| 4. I enjoy the language learning process. | 0 1 2 3 4 5 6 7 8 9 10 |
| 5. This class is applicable to me. | 0 1 2 3 4 5 6 7 8 9 10 |
| 6. This class is applicable to my career. | 0 1 2 3 4 5 6 7 8 9 10 |
| 7. I feel confident having a basic conversation in Spanish. | 0 1 2 3 4 5 6 7 8 9 10 |

For 8–13, based on your perceived Spanish abilities: I can

- | | |
|---|------------------------|
| 8. ask people their names in formal and informal settings. | 0 1 2 3 4 5 6 7 8 9 10 |
| 9. describe my and others' physical appearance and personality. | 0 1 2 3 4 5 6 7 8 9 10 |

10. spell words and write words spelled to me. 0 1 2 3 4 5 6 7 8 9 10
11. say numbers 50–299 and use them for amounts and prices. 0 1 2 3 4 5 6 7 8 9 10
12. greet someone and say goodbye. 0 1 2 3 4 5 6 7 8 9 10
13. introduce myself and others. 0 1 2 3 4 5 6 7 8 9 10

Considering your **perspective on what you learned** about identities of Spanish-speakers (i.e. Hispanic):

14. I understand who Spanish-speakers are and how they identify themselves 0 1 2 3 4 5 6 7 8 9 10
15. This knowledge is applicable, valuable and important. 0 1 2 3 4 5 6 7 8 9 10

Considering your **perspective on what you learned** about names and last names:

16. I understand how names and last names are used in Spanish-speaking culture. 0 1 2 3 4 5 6 7 8 9 10
17. This knowledge is applicable, valuable and important. 0 1 2 3 4 5 6 7 8 9 10

Considering your **perspective on what you learned** about the cultural topics presented in this test section (identities of Spanish-speakers; names and last names):

18. On these topics, I know valuable cultural aspects that give insights into how a group of people lives, behaves and makes decisions. 0 1 2 3 4 5 6 7 8 9 10
19. Is there anything else you'd like to mention about this test section?
-

APPENDIX H: INSTRUCTOR QUESTIONNAIRE POSTTEST SECTION 2

DIRECTIONS: Answer the questions reflecting on this test section. There is no right or wrong answer, but your sincere, honest responses are essential to the success of the study. Use as much space as you want to answer the questions.

A. In this test section, how would you describe your teaching experience?

For the next two questions and *based on what you have observed **this** test section*, rate the top **three** tools in order of their perceived effectiveness (1 – most effective).

1. During this test section, what have you perceived as most effective in helping students improve communication skills in the language?

- 1.
- 2.
- 3.

2. During this test section, what have you perceived as most effective in helping students learn/understand the culture?

- 1.
- 2.
- 3.

Please answer from your perspective.

3. What did the course materials this test section do well in terms of increasing student motivation, communication skills, and cultural competence?

4. In what way did the course materials this test section lack in terms of increasing student motivation, communication skills, and cultural competence?

5. Is there anything else you would like to mention about this test section?

APPENDIX I: STUDENT QUESTIONNAIRE PRETEST SECTION 3

COURSE MATERIALS IN THE FOREIGN LANGUAGE CLASSROOM: A STUDY OF STUDENT AND INSTRUCTOR PERCEPTIONS

This study aims to understand the influence of a curricular intervention on achievement and students' and instructors' perspectives in the most commonly taught course (Spanish 101) in the Languages, Literatures, and Linguistics Department at ISU and what implications those perspectives can have for other foreign language programs. You are being invited to share your perspectives on Spanish 101 course content.

You have been asked to participate in this research because you are a current Spanish 101 student and your instructor has agreed to participate in the research sharing their perspectives on Spanish 101 course content.

The choice to participate or not is yours; participation is entirely voluntary. You can decline any of the options or withdraw at any time. If you decide not to participate, to decline some activities, or withdraw, you will not lose any benefits which you may otherwise be entitled to receive. Any decision regarding your participation will not impact your grade. You may also stop responding at any time, or skip any questions that you do not want to answer. If you have declined to participate, your individual data will not be used and will be permanently deleted.

Every effort will be made to protect your confidentiality by a research assistant removing your name and assigning you an anonymization code that will help the researcher track your data confidentially. Your name and participation will only be known by the research assistant. Names and any specific identifying factors will be changed in the reporting of results. Beyond the potential issues of records and data confidentiality, there are no known risks that go beyond the traditional risks associated with taking a course. Every precaution has been taken to reduce the risk and protect student records and data confidentiality.

It is unlikely that you will benefit directly by participating in this study, but the insight gained should provide more general benefits for future courses and students. For example, the use of Open Educational Resources (OERs) could lower costs for students if more instructors implement them instead of textbooks and lab codes.

If you have any questions, please contact Research Assistant Caleb Carr, ccarr15@sycamores.indstate.edu, Principal Investigator Katherine Christie, Katherine.Christie@indstate.edu, and/or Faculty Sponsor Dr. Susan Kiger, Susan.Kiger@indstate.edu. If you would like to reach Dr. Kiger by phone, call Committee Member Dr. D'Amico at (812) 237-2356.

If you have any questions about your rights as a research subject or if you feel you have been placed at risk, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN 47809, by phone at (812) 237-3088 or by email at irb@indstate.edu.

What is your first and last name? _____

DIRECTIONS: For this questionnaire, rank from 0-10 based on what best describes your perspective. There is no right or wrong answer, but your sincere, honest responses are effectiveness of this course requirement.

0 – Definitely **NOT** True

5 – Somewhat True

10 – Definitely **TRUE**

For 1–6, based on your perceived Spanish abilities: In Spanish, I can

- | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|
| 1. ask someone's age and birthday and say my own | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2. talk about activities and sports | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3. ask someone what they like to do | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4. talk about what I and others like to do | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5. ask and state where someone is from and their nationality | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 6. understand and talk about dates including years | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Considering your **perspective** on **what you already know** about Spanish language diversity and influences:

- | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|
| 7. I understand language diversity and influences. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 8. This knowledge is applicable, valuable and important. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Considering your **perspective** on **what you already know** about Paraguay or Peru:

- | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|
| 9. I understand who Spanish speakers from Paraguay or Peru are. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 10. This knowledge is applicable, valuable and important. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Considering your **perspective** on **what you already know** about the cultural topics to be presented in this test section (Languages and Paraguay or Peru):

- | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|
| 11. On these topics, I know valuable cultural aspects that give insights into how a group of people lives, behaves and makes decisions. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|----|

APPENDIX J: INSTRUCTOR WRITTEN INTERVIEW QUESTIONS

1. How would you describe student learning this semester?
2. What factors contributed to increased student learning and why?
3. What factors decreased student learning and why?
4. (all) Talk about teaching with previous traditional textbooks.

(on-campus instructors only) Talk about the teaching with the current *Tu mundo* textbook.
5. Talk about teaching with OERs.
6. What would have made the curricular intervention or the experiment as a whole more successful?
7. What problems arose because of the experiment? Were there complaints/confusion?
8. (on-campus only) How would you describe the transition back and forth from OERs to textbook and vice versa?
9. How and why did course materials affect student motivation and learning? Try to be specific which materials.
10. How and why did course materials affect student communication skills? Try to be specific which materials.
11. How and why did course materials affect understanding culture? Try to be specific which materials.
12. Have you or did you use any of your own resources? Talk about that.

13. What is most challenging about working with a textbook? Most beneficial?
14. What is most challenging about working with OERs? Most beneficial?
15. How important or not is the textbook and/or OERs to your students' learning?
16. If asked to conduct an entire foreign language course with OERs what would be your greatest concerns? What would be the greatest benefits?
17. How do you think your students responded to the textbook? To OERs? To what do you attribute those responses?
18. How would you compare the workload for a course with OERs compared to a course with a traditional textbook?
19. Is there anything that should have been evaluated or discussed, that was not?

APPENDIX K: STUDENT FOCUS GROUP QUESTIONS

1. How would you describe your learning in Spanish 101 this semester?
2. What factors contributed to increased learning and why?
3. What factors decreased your learning and why?
4. (on-campus students only) Talk about the textbook. Did you purchase the textbook and Connect access code? Talk about what you liked or didn't like about it.
(all) Talk about learning language with a textbook in other courses or settings.
5. Talk about the OERs. Did you utilize the OER materials? Talk about what you liked and/or didn't like about them.
6. (on-campus only) How would you describe the transition back and forth from OERs to textbook and vice versa?
7. How and why did course materials affect your motivation and learning? Try to be specific which materials.
8. How and why did course materials affect your communication skills? Try to be specific which materials.
9. How and why did course materials affect your understanding of culture? Try to be specific which materials.
10. How important or not is the textbook and/or OERs to your learning?
11. In the questionnaire, you were asked what helps you to improve your communication skills. Can you talk about your thoughts on that?

12. In the questionnaire, you were asked what helps you to learn/understand the culture. Can you talk about your thoughts on that?
13. What do you want from the Spanish 101 experience? What helps you to get what you want from Spanish 101?
14. Talk about the experiment. Were there aspects you liked or disliked about participating in this experiment? What would have made it more successful? Would you have wanted anything to be different?
15. What do you want the content of your non–native language Foundational Studies requirement to be? What do you want more or less of?
16. (on–campus only) What was the most important thing you learned from the textbook and why?
17. What was the most important thing you learned from the OERs and why?
18. Is there anything that should have been evaluated or discussed, that was not?

APPENDIX L: INSTRUCTOR CONSENT TO PARTICIPATE

You are being invited to participate in a research study. This study aims to understand the influence of a curricular intervention on achievement and students' and instructors' perspectives in the most commonly taught course (Spanish 101) in the Languages, Literatures, and Linguistics Department at ISU and what implications those perspectives can have for other foreign language programs. This document will help you decide if you want to participate in this research by providing you information about the study and what you are asked to do. You are being invited to share your achievements and perspectives on Spanish 101 course content.

Some reasons you might want to participate in this research are that you may have the opportunity to try out OERs for Spanish 101 that have already been successfully implemented in the Spanish 101 distance sections, share your perspectives on both the current textbook and OERs that may help encourage a more successful change in the future and/or gauge whether students are content with current textbook outcomes and why. Your consent to participate will allow your opinions and perspectives to be heard which could influence future curricular developments and decisions. If you volunteer to be part of the study, you will have access to and the support of a research assistant for any questions throughout the study, and a Blackboard expert in case of any technical issues who will also help to ensure the course copy is successful. Some reasons you might not want to participate in this research are if a potential curricular intervention and the time associated is too overwhelming at this time.

This study asks you to consent to the following:

- (1) Participate in a curricular intervention or control group.
- (2) Submit test scores for all students to research assistant.
- (3) Complete three open-ended questionnaires before the second exam and after exams two and three.
- (4) Have students complete questionnaires in class. As part of the course requirements, before and after exams two and three, direct students to complete the pre- and posttest questionnaires through the Qualtrics link in the Tests button in your Blackboard course.
- (5) Share your perspectives in detail in an individual instructor written interview.

You have been asked to participate in this research because you have been assigned to teach Spanish 101 for the Fall 2020 semester. Regardless of your position at the university, you provide an important perspective on Spanish 101 course materials.

The choice to participate or not is yours; participation is entirely voluntary. You can decline any of the options or withdraw at any time. If you decide not to participate, to decline some activities, or withdraw, you will not lose any benefits which you may otherwise be entitled to receive. If you consent and later decide to not have your data used for research, you will need to e-mail the research assistant during the semester the data is collected or within four weeks after final grades are submitted. After that, all information linking the section codes to your specific data will be permanently deleted. You may also stop responding at any time, or skip any questions that you do not want to answer.

Every effort will be made to protect your confidentiality. Due to ethical concerns, you are asked to please NOT share with me whether or not you are participating in the research. A research assistant outside of the department is being used for recruitment to decrease potential coercion. A research assistant will remove your name and assign you a section code that will also help connect student data to its instructor for comparison of student with instructor perspectives. Your name and participation will only be known by the research assistants. Names and any specific identifying factors will be changed in the reporting of results. Beyond the potential issues of coercion and data confidentiality, there are no known risks that go beyond the traditional risks associated with instructing a course. Every precaution has been taken to reduce the risk and protect your confidentiality.

This research may benefit you directly by exposing you to experience teaching with Open Educational Resources (OERs) and allowing your perspectives to impact potential curricular decisions which as an instructor in the department could influence future teaching experiences.

If you have any questions, please contact Research Assistant Carly Schmitt, (217) 549-4674, Carly.Schmitt@indstate.edu, Principal Investigator Katherine Christie, (812) 841-5618, Katherine.Christie@indstate.edu, and/or Faculty Sponsor Dr. Susan Kiger, Susan.Kiger@indstate.edu. If you would like to reach Dr. Kiger by phone, call Committee Member Dr. D'Amico at (812) 237-2356.

If you have any questions about your rights as a research subject or if you feel you have been placed at risk, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN 47809, by phone at (812) 237-3088 or by email at irb@indstate.edu.

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

Signature

APPENDIX M: STUDENT CONSENT TO PARTICIPATE

You are being invited to participate in a research study. This study aims to understand the influence of a curricular intervention on achievement and students' and instructors' perspectives in the most commonly taught course (Spanish 101) in the Languages, Literatures, and Linguistics Department at ISU and what implications those perspectives can have for other foreign language programs. This document will help you decide if you want to participate in this research by providing you information about the study and what you are asked to do. You are being invited to share your achievements and perspectives on Spanish 101 course content.

Some reasons you might want to participate in this research are that most of the aspects to be evaluated in the research are already part of your course requirements. Your consent to participate will allow your opinions and perspectives to be heard which could influence future curricular developments and decisions. Some reasons you might not want to participate in this research are if you do not wish your perspectives to potentially impact future foreign language courses or consider your perspectives non-representative of the Spanish 101 population.

This study asks you to consent to the following:

- (1) For your course requirement of pre- and posttest questionnaires, allow your answers/perspectives to be used for research purposes.
- (2) Allow your exam scores to be evaluated in comparison with your perspectives for research purposes.

There is also an option if you are available and willing to additionally

- (3) share your perspectives in detail in a focus group that will meet once for 1 – 1.5 hours around week 12–13 of the semester.

You have been asked to participate in this research because you are a current Spanish 101 student and your instructor has agreed to participate in the research sharing their perspectives on Spanish 101 course content and potentially implementing new materials for both your and their feedback.

The choice to participate or not is yours; participation is entirely voluntary. You can decline any of the options or withdraw at any time. If you decide not to participate, to decline some activities, or withdraw, you will not lose any benefits which you may otherwise be entitled to receive. Any decision regarding your participation will not impact your grade. If you consent and later decide to not have your data used for research, you will need to e-mail the research assistant during the semester the data is collected or within four weeks after final grades are

submitted. After that, all information linking the anonymization codes to your specific data will be permanently deleted. You may also stop responding at any time, or skip any questions that you do not want to answer. If you decline to participate, your individual data will be permanently deleted.

Every effort will be made to protect your confidentiality by a research assistant removing your name from all components used for research. You will be assigned an anonymization code that will help the researcher track your data confidentially. Your name and participation will only be known by the research assistant. Names and any specific identifying factors will be changed in the reporting of results. Beyond the potential issues of records and data confidentiality, there are no known risks that go beyond the traditional risks associated with taking a course. Every precaution has been taken to reduce the risk and protect student records and data confidentiality.

It is unlikely that you will benefit directly by participating in this study, but the insight gained should provide more general benefits for future courses and students. For example, the use of Open Educational Resources (OERs) could lower costs for students if more instructors implement them instead of textbooks and lab codes.

If you have any questions, please contact Research Assistant Caleb Carr, ccarr15@sycamores.indstate.edu, Principal Investigator Katherine Christie, Katherine.Christie@indstate.edu, and/or Faculty Sponsor Dr. Susan Kiger, Susan.Kiger@indstate.edu. If you would like to reach Dr. Kiger by phone, call Committee Member Dr. D'Amico at (812) 237-2356.

If you have any questions about your rights as a research subject or if you feel you have been placed at risk, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN 47809, by phone at (812) 237-3088 or by email at irb@indstate.edu.

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

Signature