#SemanasSociales: Using Authentic Materials to Improve Students’ Spanish Writing

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# Semanas Sociales: Using Authentic Materials to Improve Students’ Spanish Writing

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## Research Question

- How does the implementation of authentic materials in upper-level secondary Spanish courses impact student writing proficiency with regard to grammatical accuracy, voice, and structure choice?
- How does in-class writing support or hinder L2 learners of Spanish?

## Literature Review

- Teachers can raise confidence in and decrease student inhibitions of speaking in a foreign language by utilizing authentic materials (Bacon & Finneman, 1990; Garcia & DeFeo, 2014; Ortuño, 1994).
- In-class writing has potential to help or hinder students (Bangert-Drowns et al., 2004). Short, cooperative, metacognitive writing assignments aided students the most (AbdelWahab Mahmoud, 2014; Castrillo de Larreta-Azelain, 2013; Vurdien, 2013).
- Few studies address both authentic materials and writing using classroom data.

## Methodology

- Participants were 30 students in a Spanish IV class in a fringe district high school.
- The teacher exposed students to authentic materials daily and to writing weekly.
- The concept of the Zone of Proximal Development (Vygotsky, 1978) guided implementation of this study.
- Data analysis included analysis of lesson plans and pre-/post-assessment content analysis.

## Results and Data Analysis

### Holistic Ratings of Written Voice

<table>
<thead>
<tr>
<th></th>
<th>Pre-assessment</th>
<th>Post-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds expectations</td>
<td>13%</td>
<td>40%</td>
</tr>
<tr>
<td>Meets expectations</td>
<td>63%</td>
<td>47%</td>
</tr>
<tr>
<td>Does not meet</td>
<td>23%</td>
<td>13%</td>
</tr>
</tbody>
</table>

*Figure 1:* As a class, students' written voice ratings—qualitatively assessed by the astuteness of their responses, appropriate vocabulary/structure choice, and overall creativity—rose between the pre- and post-assessment.

"Apollo 13 era de esperar alunizar" [Era de esperar que Apollo 13 alunizara.]

"Sin la Selva Amazónica, el medio ambiente cambiará mucho. Habrá las sequías y más lluvia en otros sitios."

*Figure 2:* Responses to pre- and post-assessment from the same student. In the pre-assessment, the student struggles to use the advanced past subjunctive structure to communicate her idea. In the post-assessment, she appropriately employs the future tense to speculate upon consequences of present actions.

- Pre-assessment: students struggled with advanced structure incorporation (e.g., subjunctive) and tense differentiation.
- Nearly 25% of students did not present pre-assessment narratives that met expectations.
- Students are less likely to perform well on writing assignments executed over long lengths of class time or with complex directions (Bangert-Drowns et al., 2004).
- Post-assessment: students made more attempts to incorporate advanced language structures (e.g., si clauses, subjunctive) and did so with much higher accuracy.
- Subjunctive: Attempts doubled amongst students. Of those who attempted on the post-assessment, 76% were successful, as compared to 43% on the pre-assessment.
- Possible reasons for the improvement: low-stakes nature of the task, short required response length, prompt simplicity, and cooperation (AbdelWahab Mahmoud, 2014; Bangert-Drowns et al., 2004; Castrillo de Larreta-Azelain, 2013; Vurdien, 2013).
- ZPD concept: teachers adjust and modify materials to most appropriately scaffold and aid students in language acquisition.

## Conclusion

- Students demonstrated growth in grammatical accuracy, voice, and structure choice in their writing.
- Students were supported in their learning by incorporation of writing; teachers must effectively design activities according to student needs.
- Demonstrated growth in writing skills by students necessitates more research on use of authentic materials and in-class writing in Spanish.