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# ***Designing an Intermediate Spanish for Reading Class***

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## **Abstract**

This paper discusses the design of a new intermediate-level course, Spanish for Reading, the purpose of which was to deliver language instruction in a class that enrolled 50 students. The integration of technology in this large-enrollment course was essential as it made it possible to teach the material without compromising the pedagogical soundness of the course. The design of this course provided an opportunity both to explore the use of technology to extend the students' learning experience beyond the classroom and to reflect on pedagogical issues. At the end of the semester, the students who took this technology-enhanced course provided feedback on the quality of the online materials and the combination of face-to-face and online instruction.

## **Introduction**

One obstacle that faculty often encounter in their effort to deliver pedagogically sound instruction is that administrative needs do not always align with pedagogical objectives. As of late, meeting administrative needs usually involves accomplishing tasks within the limits of overextended budgets. As budgets are shrinking year after year, we often hear about 'sustainability,' which in academic administration business-rhetoric translates into affordable instruction. There are three events that have catalyzed an unprecedented push for the course redesign (Twigg, 1999, p. 24), namely, adverse economic factors, information technology availability, and the promise of technology, frequently sold as the panacea of affordable education. The administrative body of the University of North Carolina at Charlotte (UNCC), like most administrations of state universities, has also experienced financial strains that have made it look for alternatives to traditional teaching models. Nationwide, it has been a common practice to alleviate financial stress by increasing the ratio of the number of students per instructor (Noble, 2002, p. 28). This strategy, however, has often proven impractical in those foreign language classes whose focus is the development of skills such as speaking and writing, which require time-consuming instruction. Furthermore the testing of these skills does not lend itself to automation in the form of multiple-choice tests. Nevertheless, when presented with the challenge of finding a way to deliver instruction to more students of Spanish at what the administration consid-

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ered a reasonable cost, that is, teaching more students without increasing the budget, the Department of UNCC revisited the issue of delivering instruction to larger classes. The outcome of departmental efforts to resolve the crisis was to redesign an existing third-semester Spanish for Reading class, which fulfilled a general education requirement and was in high demand. A determining factor to target this class was our perception that automating different teaching routines would be more feasible for a reading-focused class than for a class focusing on other types of skills. This conservative approach was calculated in light of the literature reporting that instructional technology integration often fails as a result of miscalculating the availability of both infrastructure needed and support (Forsblom & Silius, 2004, p. 22).

The present article describes the pedagogical objectives of an intermediate Spanish for Reading class that was designed to deliver instruction to 50 students and the use of instructional technology as the central factor in achieving the course objectives.

## **Reflections on the pedagogy underpinning Spanish for Reading**

Reading in a second language at the third-semester level is more complex than giving students something to read and having them read it. Students at this level have a very limited vocabulary, which greatly impairs their reading comprehension (Qian, 2002; Laufer, 1997). However, since these students are already literate in English, have the cognitive development to learn about how to learn, and are comfortable with computer-assisted reading materials, carefully crafted instruction can facilitate the reading process as well as vocabulary acquisition (Grabe, 2004; Kuehn, 2001; Upton & Lee-Thompson, 2001).

The structure and focus of the course were designed within the framework of pedagogical objectives that needed to be achieved while increasing class size from 20 students — the average number in Spanish second-year classes — to 50 students. As the course was taking shape, it became clear that the objectives defined for the existing Spanish for Reading course would have to be redefined in a more concrete fashion and that the testing would have to be redesigned so that instructors could expedite grading.

The existing course enrolled 20 students per section and there was virtually no coordination across the six sections that were offered at the time, nor was there a common set of objectives or a common syllabus or textbook. There was also variation across sections regarding the role of instructor-/student-use of English and Spanish in the class dynamics. The different sections did have in common that instructors would often use translation activities and global reading comprehension ques-

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tions to verify students' understanding. Another feature that all the sections had in common was that grammar topics were a substantial component of the course.

The redefinition of objectives was approached by asking the following questions:

1. What did we want learners to accomplish in terms of the type of content in the readings?
2. What role would be assigned to grammar instruction?
3. What were reasonable expectations as far as improving reading ability in general?
4. How could technology contribute to different aspects of the course?

In order to answer these questions we considered it important to determine whether a similar course had already been designed by other institutions. Equally relevant to answering these questions were both to review research findings in the area of reading in the foreign language and to review materials commercially available or developed by other educational institutions.

## Course materials

In fall 2004, the only Spanish for Reading courses offered by most universities were taught at the graduate level; since then, other universities have included this type of course at the undergraduate level.<sup>1</sup> The reading courses usually offered for graduate students who need to meet a language requirement were inadequate models for our purpose because they focused on texts that were too difficult for third-semester students and did not provide the appropriate pedagogical support to guide readers who have just completed one year of college Spanish. The work by Stack (1987), a French textbook, provided a good model for the type of materials that were needed for the redesigned intermediate Spanish for Reading course, however there was no comparable textbook in Spanish.

The most substantial body of research and curricular material on reading in a foreign language at different levels is found in English as a foreign or as a second language (ESL/EFL). Although English is a Germanic language and Spanish is a Romance language, the two languages use the same alphabet and have a corpus of some 14,000 words whose spelling is similar in both languages (Thomas et al., 2006). These similarities

between the two languages make it possible to draw inferences from ESL/EFL literature that can be applied to teaching reading in Spanish as a foreign language.

Reading courses are common in ESL/EFL (Gebhard, 2005, pp. 208) and therefore there are a variety of textbooks designed for teaching just reading (Robledo & Dolores, 2005; Kay & Gelshenen, 2004; Valcourt & Wells 1999). These textbooks, coupled with ESL/EFL research on reading and vocabulary acquisition (Peregoy & Boyle, 2005; Folse 2004; Nation, 2001; Meara, 2002; Schmitt, 2000), provide good models of types of activities that can be created around a reading passage when those activities are not provided in the textbook.

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***“Reading in a second language at the third-semester level is more complex than giving students something to read and having them read it.”***

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In the end, a low-intermediate text<sup>2</sup> was used as the main reading source for the redesigned class. In addition to reading passages, the chapters in this textbook include grammar, vocabulary, and speaking sections typically encountered in intermediate textbooks. This text features several elements that seemed attractive for the target course. One positive aspect is its thematic focus on different countries in Latin America, with each chapter dedicated to one specific country, exposing students to information that is relevant to the target language. Another positive aspect is the re-occurrence of vocabulary and structures, as every chapter features passages discussing general aspects of the country's geography, politics, and history, and biographical passages about writers, singers, and other prominent figures. The chance for students to encounter vocabulary items and structures repeatedly was important as it was likely that our students' reading rate would be far from the optimal fluent reader's rate of three-hundred words per minute (Nuttall, 1996, p. 56), therefore re-encountering vocabulary items and structures repeatedly could aid the vocabulary and structure acquisition process (Kuhn, 2005, pp. 142-143). The genre of the readings in the chosen textbook, mainly focused on historical and biographical information, had the potential to facilitate the reading since cognates appeared frequently; furthermore, neither the nature of the information nor its presentation demanded a great deal of inferencing, a top-down reading process that requires a high level of reading fluency (Bengeleil & Paribakht, 2004, p. 240; Bialystok, 1981, p. 26).

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*“...research suggests grammar explanations are more effective within the context of a communicative event”*

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## **The role of grammar instruction**

While this textbook had grammar sections, explicit grammar was seldom discussed in class and, when addressed, it was always in the context of a reading passage. The rationale behind the limited role assigned to explicit grammar instruction was that research suggests grammar explanations are more effective within the context of a communicative event (Jean, 2005, p. 18). Grammar explanations in the textbook often elaborated on details that were not relevant to the goal of the class, which was to provide reading input via cultural texts about general information and to focus only on grammar directly tied to the structures encountered in the reading materials. An example of the type of grammar details that were considered irrelevant was the information regarding the singular-/plural-*you*. The reading passages were mainly written from the third-person perspective, therefore providing explicit explanations about the singular-/plural-*you* was considered irrelevant to the reading input.

## **Learning objectives**

With regards to reading improvement, vocabulary development was at the center of instruction since research has shown that vocabulary knowledge does have an impact on reading (Hacquebord & Stellingwerf, 2007, p. 208; Dixon, LeFevre, & Twilley, 1988, p. 471). Another important piece of information regarding vocabulary and reading is that, at least in the area of receptive vocabulary acquisition — vocabulary that

learners understand when they read — we could expect students to increase their vocabulary at an average of 300 word families in one semester (Laufer, 1998, p. 265), i.e., in about 45 hours of instruction. We needed to determine the amount of reading that students could do outside of class, so these figures were considered to help estimate roughly the average reading speed after two semesters (90 contact hours). We estimated the average reading speed of third-semester non-native students to be at eight to sixteen words per minute. We arrived at this figure by considering that eighteen-year-old fluent native-readers' vocabulary size is within the range of 10,000 to 18,000 word families (Laufer, 1998, p. 265) and their reading speed when reading a non-specialized text is about 250 words per minute, whereas the vocabulary size of third-semester Spanish students is between 600 and 1,000 words (Dexter, 1928, p. 274). Regrettably, neither Laufer's 1998 longitudinal study nor Dexter's 1928 research has been replicated. P. Nation, P. Meara, and K. S. Folse (personal communication, October 29-November 2, 2008) indicated that they were not aware of recent studies of similar characteristics in ESL/EFL, and this writer has not come across similar recent studies in other languages such as French or German. Therefore, taking these two studies as points of reference, we estimated that students would need, on average, an hour to read passages of 400-500 words outside of class plus an additional half hour to complete reading comprehension activities.

In defining the type of testing and how much to test, a crucial consideration was to keep grading time under control as the enrollment in this class was 50 students, double the average number of third-semester classes. This increase in enrollment had an impact not only on grading time but also on time spent on other aspects of class management such as answering students' queries outside of class, keeping track of grades, recording attendance, and arranging for make-up tests when needed. Another important consideration was that the tests needed to be achievement tests, that is, tests that would measure how the material covered in the course was being assimilated throughout the semester, as opposed to reading proficiency tests, which measure overall reading competence independently from the contents of a specific course. These two considerations made it advisable to design multiple-choice tests that would draw closely on multiple-choice activities designed to guide daily readings and to probe students' reading comprehension. These activities were designed to reflect different levels of comprehension and reader-text interaction and to encourage vocabulary acquisition (Irwin, 1991, pp. 137, 182). The different levels were categorized as follows (see appendices A and B for sample questions):

1. **Global comprehension.** Questions in this category focused readers' attention on the main ideas communicated in the target piece.
2. **Comprehension of word endings.** This type of question was geared to raising readers' awareness of grammatical information embedded in the words, such as endings that clearly communicate that a word is semantically linked to a verb within the same sentence, for instance the adverb ending *-mente* as in *lógicamente* (logically) or *rápidamente* (rapidly).
3. **Comprehension of relationships among words.** By answering this type of question, readers were made aware of the relevance of understanding relation-

ships among words. For example, these questions would focus readers' attention on gender and number agreement as a device to bind certain lexical pieces together.

4. **Comprehension of vocabulary.** Vocabulary comprehension questions made students aware of how much vocabulary they knew and guided their vocabulary study.
5. **Vocabulary development through semantic networks.** By drawing attention to the relationship of a certain vocabulary item in the text with other vocabulary items in the language, students were made aware of the depth of their knowledge about that particular item. An example of this kind of question would be one that prompts students to circle all the items that are semantically related or to cross out the one that does not relate to the rest in the group.
6. **Vocabulary development through antonyms.** These questions had students identify the vocabulary item that was the antonym of a given word or expression.
7. **Vocabulary development through synonyms.** The format of this question was similar to the type described immediately above, but the goal was to identify a synonym among a number of options.
8. **Dictionary look-up.** With this type of question, students were able to understand the importance of using the dictionary in a logical manner as opposed to picking the first item listed for a given entry.
9. **Reading strategy.** These questions encouraged students to be more efficient readers by reminding them of basic reading procedures such as scanning, reading short passages two or three times without interruption, if possible, and using a dictionary only after the uninterrupted reading phase or when a word proved to be key to comprehending the message.

## The role of technology

In order to enhance the face-to-face teaching format of the class, the course was accompanied by a web site (see <http://www.languages.uncc.edu/cgodev/2050/>) that facilitated the management of various of its aspects, such as keeping students engaged with the material, providing timely feedback on their work, and keeping grading time within reasonable limits. One element crucial to the effectiveness of the class was the assurance of good communication between instructors and their students; this issue was a matter of concern because of the high student-instructor ratio. Research on the interaction between students and their instructor suggests that students' success is in part a function of how accessible instructors are perceived to be (Arbaugh, 2001, p. 45). With so many students in the class, many of whom were non-traditional and commuter students, instructors could not count on the time-honored practice of one-to-one interaction as the sole means for keeping students engaged. In order to ensure that students kept pace with the class even when they were absent, the instructor set up a web page (see <http://www.languages.uncc.edu/cgodev/2050/>) where students could consult the syllabus, the daily lesson plans and the homework, and where they could complete the online machine-graded reading activities.

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***“...the automated feedback built into these activities made it possible for students to process the reading and correct any comprehension errors without the intervention of the instructor.”***

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As indicated earlier, one major concern was to be able to teach this 50-student class without taxing the instructors' time. This goal was accomplished by creating online interactive activities<sup>3</sup> that guided students in their interaction with the texts while reading. These activities aided readers' comprehension by drawing their attention to different text features (see appendices A and B), thereby prompting them to become aware of vocabulary, word structure, and relationships among words. Such awareness is likely to have accounted for at least part of the students' success (Ellis, 2005, p. 306), as the automated feedback built into these activities made it possible for students to process the reading and correct any comprehension errors without the intervention of the instructor. In addition, the electronic format of the readings allowed for mouse-over vocabulary glosses that

assisted readers in minimizing dictionary look-up interruptions of their reading process, thereby facilitating comprehension (Gettys, Imhof, & Kautz, 2001, pp. 93, 98).

Moreover, the instructors' grading time was also managed by the provision of scannable multiple-choice tests and quizzes, thus leaving up to the instructor the decision to grade in-class assignments individually or to provide in-class feedback. The multiple-choice quizzes included questions and readings from the online machine-graded materials and materials discussed in class exclusively. The tests differed somewhat from the quizzes in that they included a 90% component from the online machine-graded materials, whereas the remaining 10% component was made up of questions and a corresponding reading passage that the students had never seen before.

## **Student feedback**

An important component to gauging how well the redesigned class had accomplished its goals was to have some insight on student perceptions of their experience with the computer-assisted reading activities. Therefore at the end of the semester the students were surveyed via an online questionnaire administered anonymously by the Faculty Center for Teaching and E-Learning. The survey was completed by 25 students and included 14 questions about the students' experience with the online activities (see survey and results in Appendix C). Responses to questions 1 through 4 and 9 unequivocally show that the majority of the students rated their interaction with the online course-component as positive, which may be an indication that the way technology was integrated in the course was successful in its pedagogical goals. The students' response to question 11 reiterates their perception that the online activities helped to enhance their learning experience as compared to that of a traditional face-to-face course. The majority of the students agreed that the click-on vocabulary translations in the reading passages were useful, which corroborates results from Bouvet and Close (2006).

Questions 12 and 13 aimed at gaining insight about the level of difficulty of the course as perceived by the students, as well as their overall perception of how much they learned in the redesigned Spanish for Reading course. The majority of the students agreed with the statement that they had put a good deal of effort into the course, which indicates that the course presented a certain degree of challenge. Only eight percent of the students strongly disagreed with the statement that they had put a good deal of effort into the course. As for question 13, all the students responded that they had learned a lot in the course.

An additional outcome for future consideration is the fact that responses to questions five through seven indicate a strong sentiment favorable to a class experience that involves some degree of face-to-face instruction. While students found the computer-assisted reading activities useful, many of them felt that those activities could not entirely replace the interaction with their instructor. The response of the students in this class is consistent with research results that compare students' performance and attrition in the three instruction delivery formats, namely, fully face-to-face, hybrid, and fully online. Roval and Jordan's (2004) study of the three instructional formats suggests that students in fully online courses, especially those who need periodical face-to-face reinforcement, tend to feel isolated. The lack of human interaction is also cited by the students who participated in Willging and Johnson's (2004) study as one of the reasons for withdrawing from fully online courses.

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***“While students found the computer-assisted reading activities useful, many of them felt that those activities could not entirely replace the interaction with their instructor.”***

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## **Conclusion**

The redesign of the Spanish for Reading class was triggered by the administrative need to deliver instruction within the limits of a budget that could not be increased. Not only did we find a way to economize on resources but, in trying to find a solution to a financial problem, we also found ourselves improving the pedagogy of the course. The redesign process yielded reflection on a number of pedagogical questions relevant to reading in a second language courses and to the enhancement of the teaching and learning experience through computer-assisted reading activities.

The most important outcome of the redesign of our existing Spanish for Reading course was that students were provided with improved instruction, which incorporated systematic and detailed guidance to aid comprehension for every text read. This systematic guidance was nonexistent in the former class model. Once the texts were digitized, students could check vocabulary merely by running their mouse over vocabulary items, and different areas on the text could be flagged to focus students' attention on specific segments from vocabulary to morphology, syntax, or connections among ideas in different parts of the reading text. The online questions associated with the text could also be randomized any time students wanted to review the questions. This randomization prevented the comprehension process from being biased

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foreign language currently has in the curriculum. In first year Spanish, reading skills receive only limited attention compared to the development of listening skills. This lack of attention is reinforced by the fact that, while textbooks include a listening lab in their ancillaries, they do not include a reading lab. Information technologies make it possible to provide students with a reading lab that guides them through the reading process, thereby extending in-class instruction. The role of the instructor in a reading class enhanced by the use of information technologies is complemented by the reading lab, which provides structure to the reading event. The instructor, in turn, facilitates the learning process by providing additional activities around the target reading materials either prior to or after the students' interaction with the online materials, that is, the reading lab work.

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***“while textbooks include a listening lab in their ancillaries, they do not include a reading lab.”***

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by the order of appearance of the questions and also gave students motivation to reread the texts, a practice that has been found to be beneficial to develop reading fluency (Blum & Koskinen, 1991, p. 196). The students' perception that the computer-assisted reading activities were helpful in achieving their academic goals for the class provided some measure of confirmation that the course redesign, as far as technology integration was concerned, seemed to have met student needs.

The potential of information technologies for enhancing reading input (Lai & Zhao, 2005), as showcased in the redesigned Spanish for Reading class, may inspire language programs to reevaluate the place that the development of reading skills in the

In conclusion, the process of redesigning the Spanish for Reading course and the ensuing examination of objectives and means to achieve them suggest that any course in the curriculum may be improved in its objectives and pedagogy as designers endeavor to adapt the course to a new teaching formula. Redesigning a course may also be a good approach to evaluating an entire program in order to achieve principled articulation, as the success of a program may depend on this articulation to accomplish a set of overall learning outcomes.

## Notes

1. The following universities, and there may be others, now include a reading-focused Spanish class at the intermediate level: University of North Carolina at Charlotte, Indiana State University, Ohio State University, Boston University, Vanderbilt University, Wake Forest University, University of Southern California, and University of Kentucky.
2. The text used as the main source of reading was *Spanish for Life* by M. Carol Brown and Kathleen C. Moore, published by Heinle & Heinle in 2000.

3. The software used to create the online interactive activities was Hot Potatoes Version 6.0. See [www.halfbakedsoftware.com](http://www.halfbakedsoftware.com).

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## APPENDIX A

### SAMPLE READING AND QUESTIONS

Chile y su patrimonio paleontológico

[1] El *patrimonio* paleontológico es también un patrimonio nacional que *cae* en la categoría de monumento del tipo natural, [2] en él *quedan* los restos de un organismo vivo, [3] que *ha conservado* su estructura en forma completa o parcial a través del tiempo (miles o millones de años) *por medio* de un cuerpo sólido (*pieza*).

[4] Los fósiles son las *pistas* del pasado, [5] son una la ventana a mundos extintos y a ecosistemas *desconocidos*. [6] El número de fósiles *catalogados* es *escaso* ya que los fósiles no son fáciles de encontrar. [7] La *aparición* de un fósil es una *peculiaridad* [8] y si la pieza se *pierde* y no *llega* a manos de la ciencia, es probable que *jamás* nos

enteremos de la existencia de ese *ser vivo*, [9] *perdiendo* con esto la oportunidad de reconstruir *capítulos* pasados de la historia de la vida, [10] que *nos llevarían* a entender mejor el presente, *permitiendo* una proyección al futuro.

[NOTE: Each main idea is flagged with a [number] that is later on used as a reference in the reading comprehension questions that follow.]

1. Global comprehension

Idea [1] implies that there are other national legacies in addition to the paleontological legacy.

- a) true
- b) false

2. Detailed comprehension of word endings

The words *natural* [1], *parcial* [3] convey the notion of

- a) quality or characteristic
- b) action
- c) object or abstract idea

3. Detailed comprehension of relationships among words

In idea [1] *que*

- a) refers back to *patrimonio*
- b) means “than”
- c) means “what”

4. Detailed comprehension of vocabulary

In idea [1], the key word that levels paleontological legacy with other national legacies is

- a) *también*
- b) *patrimonio*
- c) *nacional*

5. Vocabulary development through semantic networks

Indicate which of these groups are related in meaning.

- a) *patrimonio, herencia*
- b) *tiempo, monumento*
- c) *sólido, organismo*

6. Vocabulary development through antonyms

One of these words is the antonym of *escaso* in idea [7].

- a) *poco*
- b) *mucho*
- c) *insuficiente*

7. Vocabulary development through synonyms

One of these words is the synonym of *jamás* in idea [8].

- a) *siempre*
- b) *alguna vez*
- c) *nunca*

8. Dictionary look-up

Look up the word *pista*. In idea [4], the meaning of this word relates to one of the following examples.

- a) *estar sobre la pista* = to be on the scent
  - b) *dame una pista* = give me a clue
  - c) *pista de tenis* = tennis court
9. Reading strategy. Look for key words that may help you determine the genre of the text.
- 9.1. Indicate which of these words is the most frequent one in the reading.
- a) *paleontología*
  - b) *esfuerzo*
  - c) *profesionalización*
- 9.2. The general topic that best describes this reading is
- a) history
  - b) literature
  - c) science

## APPENDIX B

### TRANSLATION OF APPENDIX A

(NOTE: This translation is provided for the reader's convenience. Italics have been removed from the translation of the paragraph and the syntax does not always parallel that of the source text)

### SAMPLE READING AND QUESTIONS

Chile and Its Paleontological Patrimony

[1] Paleontological patrimony is also a national patrimony that falls in the category of monument of Nature. [2] In it there remain vestiges of a live organism, [3] which has maintained its structure in whole or in part through time (thousands of millions of years) by means of a solid body (piece).

[4] Fossils are clues to the past, [5] they are a window into many extinct worlds and into unknown ecosystems. [6] The number of cataloged fossils is scarce for they are not easy to come across. [7] Encountering a fossil is a rarity [8] and if the piece gets lost and does not reach the experts, it is likely that we will no longer find out about the existence of that particular being, [9-10] thus missing the opportunity to reconstruct past chapters of life history, to understand the present better, and to make predictions for the future.

[NOTE: Each main idea is flagged with a [number] that is later on used as a reference in the reading comprehension questions that follow.]

#### 1. Global comprehension

Idea [1] implies that there are other national legacies [1] in addition to the paleontological legacy.

- a) true
- b) false

#### 2. Detailed comprehension of word endings

The words *natural* ('natural') [1], *parcial* ('partial') [3] convey the notion of

- a) quality or characteristic
- b) action
- c) object or abstract idea

3. Detailed comprehension of relationships among words  
In idea [1] *que* ('which')
  - a) refers back to *patrimonio* ('patrimony')
  - b) means "than"
  - c) means "what"
4. Detailed comprehension of vocabulary  
In idea [1], the key word that levels paleontological legacy with other national legacies is
  - a) *también* ('also')
  - b) *patrimonio* ('patrimony')
  - c) *nacional* ('national')
5. Vocabulary development through semantic networks  
Indicate which of these groups are related in meaning.
  - a) *patrimonio* ('patrimony'), *herencia* ('heritage')
  - b) *tiempo* ('time'), *monumento* ('monument')
  - c) *sólido* ('solid'), *organismo* ('organism')
6. Vocabulary development through antonyms  
One of these words is the antonym of *escaso* ('scarce') in idea [7].
  - a) *poco* ('little')
  - b) *mucho* ('a lot')
  - c) *insuficiente* ('insufficient')
7. Vocabulary development through synonyms  
One of these words is the synonym of *jamás* ('ever') in idea [8].
  - a) *siempre* ('always')
  - b) *alguna vez* ('sometime')
  - c) *nunca* ('never')
8. Dictionary look-up  
Look up the word *pista* ('clue'). In idea [4], the meaning of this word relates to one of the following examples.
  - a) *estar sobre la pista* = *to be on the scent*
  - b) *dame una pista* = *give me a clue*
  - c) *pista de tenis* = *tennis court*
9. Reading strategy. Look for key words that may help you determine the genre of the text.
  - 9.1. Indicate which of these words is the most frequent one in the reading.
    - a) *paleontología* ('paleontology')
    - b) *esfuerzo* ('effort')
    - c) *profesionalización* ('professionalization')
  - 9.2. The general topic that best describes this reading is
    - a) history
    - b) literature
    - c) science

## APPENDIX C

### SURVEY RESULTS

n=25

	Strong Disagree %	Disagree %	Agree %	Strong Agree %
1. The way online activities were used in this course provided high quality instruction	8	4	36	52
2. The online activities helped me to understand the grammar	12	4	40	44
3. The online activities helped me to learn vocabulary	8	0	20	72
4. I would have learned the same without the online activities	12	84	4	0
5. I would have liked to take this course if it had been delivered completely online	0	28	28	44
6. I would have liked to take this course if two-thirds of it had been delivered online and the remaining third was just one class meeting (i.e., one hour) per week	0	8	56	36
7. This course does not need face-to-face contact hours with an instructor	0	40	40	20
8. I found useful the marking of the readings with the click-on vocabulary translations	4	4	32	60
9. The online format was well suited for this course	0	0	24	76
10. I would recommend this course to others	0	0	28	72
11. The online activities helped to enhance my learning experience compared to a traditional, fully on-campus course (i.e., all face to face).	0	4	64	32
12. I put a good deal of effort into this course	8	0	76	16
13. I learned a lot in this course	0	0	84	16
	crosswords %	multiple choice %	fill-in-the-blanks %	combination of all three types %
14. The type of online activity that was most helpful was	0	52	0	48