Digital Storytelling in the Foreign Language Classroom

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Abstract

A digital story is a personal and emotional short narrative that can be set to music, can contain images and/or video footage, and is presented to an audience. University Spanish Language learners wrote multiple drafts of their stories in the target language, packaged the stories digitally, and presented their projects to their peers. In this article, we will describe a digital storytelling project and its impact on language learners. Data collected suggest that a digital storytelling project can increase technological self-efficacy, create awareness of the value of teacher feedback, and raise self-assessment of writing competence. The findings support the use of digital storytelling projects in the foreign language classroom to meet the needs of the 21st century learner.

Introduction

In order to meet the needs of the 21st century learner, today’s language curriculum requires meaningful and engaging learning tasks. The 21st century curriculum is defined as one with “core competencies such as collaboration, digital literacy, critical thinking and problem-solving” (Cator, 2010). Digital storytelling projects provide novel and effective opportunities for educators to engage the language learners through collaborative and meaningful digital literacy tasks as well as help meet best practices in the language classroom.

Digital storytelling is the practice of combining multiple modes—photographs, text, music, audio, narration, and video clips—to create a compelling, emotional, and
in-depth personal story (Lambert, 2007; Ohler, 2006). The personalized emotional story is then packaged digitally and shared with an audience (Lambert, 2007; Ohler, 2006).

General benefits of digital storytelling in the classroom include advancing cognitive development, self-authoring, and identity construction (Davis, 2004; Sadik, 2008). Moreover, the digital storytelling process can teach valuable technical skills, engage students, sharpen critical thinking skills, and expand the audience to whom students present (Ohler, 2006; Sadik, 2008). In all cases of digital storytelling, the story itself is at the forefront of the project and the technology is used to complement the narrative by adding digital effects and supports such as photographs, music, and transitions (Kajder, 2004).

Although personalized digital storytelling projects have great potential for the foreign language classroom, most digital projects in the U.S. are typically completed in English courses for native speakers (Davis, 2004; Kajder, 2004). As an extension, other researchers and authors in the English to Speakers of Other Languages (ESOL) field have implemented digital storytelling projects with adolescents learning English (Cloud, Lakin & Leininger, 2011; Vinogradova, Linville & Bickel, 2011) and in content areas with students learning subjects such as science (Sadik, 2008). Few manuscripts have been published that discuss or investigate digital storytelling in the foreign language classroom (Castañeda, 2013; Rainders, 2010).

A best practice of writing in the foreign language classroom entails the use of the multiple-draft approach (Paulus, 1999). A digital storytelling project necessitates using a multiple-draft approach as well as obtaining feedback from teacher and peers. Teacher feedback in digital storytelling is comprised of formative yet substantive, content and language feedback whereas peer feedback involves general, holistic, and affective comments. When teacher and peer feedback are compared, research has found that teacher feedback is more valued (Hyland, 2003; Miao, Badger, & Zhen, 2006; Saito, 1994). Accordingly, one aspect of this project and study focused on providing and examining perceptions of teacher feedback.

An additional potential benefit to introducing a digital storytelling project into a language classroom is the development of self-efficacy. According to Bandura (1997), there are four sources of self-efficacy: mastery experience; vicarious experience; social persuasion; and physiological and affective states. Mastery experience refers to success in previous personal performances and accomplishments, whereas vicarious experience involves observing and imitating someone else perform a task or handle a situation. Social persuasion is the encouragement and evaluative feedback that one receives when performing a task. Finally, physiological and affective states refer to the feelings a person typically experiences when in front of a crowd. An example is the feeling often described as “butterflies in the stomach.” When examining the impact of digital storytelling on pre-service teachers’ self-efficacy, Heo (2009) found that creating a digital story positively impacted participants’ self-efficacy with regard to technology competence.

Related to self-efficacy and the writing process, LinguaFolio “I-Can” self-assessment statements can provide insights into learners’ own evaluation of their language (Ziegler & Moeller, 2012; Ziegler, 2014). In the traditional use of LinguaFolio,
students document their language performance and individual cultural interactions, and manage their own language learning through goal setting (Moeller, Scow & Van Houten, 2005). LinguaFolio “I-Can” Statements can additionally provide a self-assessment opportunity from which students can better understand the language-learning process, and the statements serve as a way to document what students can do with the language (Moeller and Yu, 2015; Van Houten, 2007).

**Methodology**

**Participant Population**

The participants in this mixed-methods study consisted of eleven university students enrolled in an Intermediate Spanish Conversation course taught by one of the authors at a medium-size public university in the Midwest region of the United States. Descriptive and quantitative data were collected from: freshman (n=2), sophomores (n=3), juniors (n=3), seniors (n=2), and a non-traditional (n=1) student. No two students shared a major and their areas of specialization varied greatly: accountancy; creative writing; exercise science; finance; general studies; kinesiology and health; microbiology; psychology; sociology; Spanish Education; and zoology. Ten participants were native English speakers and one participant was a Spanish heritage speaker. The majority of the participants (n=7) had studied between five and six years of Spanish at the time of the study. Three participants had studied Spanish between seven and ten years and one participant reported studying Spanish 15 years at the time of the data collection. In general, students were able to successfully perform functions associated with the Intermediate-Mid level of proficiency based on the ACTFL proficiency guidelines (ACTFL Proficiency Guidelines, 2012).

**Integrating Digital Storytelling Process into the Classroom**

The two-credit class met face to face twice a week for sixty minutes each day. Throughout the semester, students completed several units on familiar topics for Intermediate level speakers including family traditions, musical folklore, and food cultures. The course relied solely on authentic materials found online rather than a textbook. Units were centered around performance-based activities practicing Intermediate-High and Advanced-Low level functions (ACTFL Proficiency Guidelines, 2012). The functions included, but were not limited to, obtaining and giving information by asking and answering questions; satisfying personal needs; sustaining and bringing to a close a number of basic uncomplicated exchanges; and narrating a story in the past (ACTFL Proficiency Guidelines, 2012). Furthermore, classroom activities were used as both practice and assessment in the three modes of communication (The National Standards Collaborative Board, 2015).

For the culminating unit, students completed a personalized digital story as their presentational performance summative assessment. For research purposes, a researcher and the instructor, who is also a co-author of this paper, administered the pre-survey. Then, the instructor and researcher introduced the project to the students and showed sample digital stories. Although most digital stories available online are in English, the instructor and researcher purposefully identified and used a website containing stories in Spanish produced by heritage speakers (Digital Stories @ UMBC, 2009). The stories provided additional Spanish language input to the students. After
showing the sample digital stories, the instructor and researcher presented the students with the project’s prompt “¿Quién eres?/Who are you?”

Students were given instructions their narrative between 250-375 words in order to keep the digital story video within the recommended length. The instructor and researcher provided space and time in class for students to brainstorm possible content for their stories. One week later, students brought two hard copies of the first draft of their digital story. One copy was given to the instructor and she provided content feedback on this first draft. The second copy was used in story circles. For the story circle activity, the class was divided into two groups, one of five and one of six students. In each group, students took turns reading their story out loud and receiving feedback from peers. Peers were instructed to provide feedback using the expression “si fuera mi historia, yo.../if it were my story, I would...”

Students incorporated peer and teacher feedback and wrote a second draft of their stories. The second draft was only submitted to the instructor and she provided content as well as grammatical feedback. Students were instructed to incorporate the feedback and write a final draft. The final polished draft became the narration of the digital story. Finally, to facilitate the digital aspect of the project, students attended a library workshop where they were guided through the process of making a digital video. Students were given one week to use the library resources and/or home computer to create their final digital story. The digital stories were presented in class. Following the digital story presentations, students completed the post-survey.

Data Collection and Analysis

The purpose of the current study is to examine the impact of digital storytelling in the foreign language classroom and the benefits to the language learner as measured by a survey. A one semester mixed-methods study was conducted in one Spanish Intermediate conversation class. Descriptive and quantitative data for this study were gathered from multiple sources, including pre- and post-surveys as well as short-answer questions expanding on the surveys’ Likert items. The pre-survey contained 35 total items (See Appendix 1). Questions 1-10 gathered demographic information. Questions 11-35 were Likert scale items divided into three sections: technology experience and efficacy, value of teacher feedback, and writing competence self-assessment. The post-survey asked the same questions with the exception of the demographic questions.

The questions addressed in this article include:

1. How do students describe their experience in creating a digital story as regards technology efficacy?
2. How do students perceive teacher feedback received during the digital storytelling process?
3. How do students describe and self-assess their writing competency as a result of crafting multiple drafts for a digital story?

Results

As mentioned earlier, the pre- and post- surveys both contained three sections focusing on technology, teacher feedback, and writing. The pre-survey also collected
demographic and experiential information. The Likert scale items on the pre- and post-surveys were matched using unique identifiers. A t-test using a significance level of 0.05 was used to analyze the data for possible differences in perception found after the students completed the digital storytelling project. One limitation of this study is the small sample size of participants and that may indicate non-generalizable attributes. As such, the results need to be interpreted with caution.

The technology background experience questions revealed that eight of the eleven students had previously created digital videos using editing software. Topics of the videos included: preterite vs. imperfect, a tutorial instructing the audience how to complete a task, and a silent movie. Previously created projects were completed in theatre and language courses. Also, the open-ended question showed that none of the students had ever created a personalized digital story as operationalized in this article. The technology section of the survey, questions 1-9 (see Table 1 on the next page), contained Likert scale items and one open-ended question where students could describe specific experiences with technology. The Likert scale items examined self-perception of technological skills specific to digital storytelling: finding, downloading and uploading photos and music as well as using editing software. The analysis of these items showed that self-efficacy improved on most items when comparing pre- to post-survey; however, there were only two items that were statistically significant: uploading downloaded music to a new place and creating an audio recording of oneself using audio recording software such as Audacity.

The teacher feedback section of the survey, questions 10-12, contained Likert scale items focusing on beliefs about changes in accuracy, complexity, and lexical variation in response to teacher feedback (See Table 2 on page 137). The mean score for all three items decreased on the post-survey, but no statistically significant differences were found.

Using the NCSSFL-ACTFL writing competency self-assessment statements as a guide, the last section of the survey, questions 13-25, contained Likert scale items with “I can” statements from the Intermediate and Advanced writing level functions. The mean score for most items on this writing section improved from pre- to post-survey (See Table 3 on page 137). Two items showed a statistically significant change. Students reported that after the class, when writing in Spanish, they were better able to state their opinions and give supporting reasons using connected sentences. They also reported a better ability to state their viewpoints and give supporting reasons using connected, detailed paragraphs. Two items in this section revealed a decrease in self-assessment of writing competency from pre- to post-survey, although this change was not statistically significant.
Table 1. Self-perception of Technological Skills Specific to Digital Storytelling

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
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<th>D (POST-PRE)</th>
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<tr>
<td></td>
<td>n</td>
<td>PRE</td>
<td>POST</td>
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<tr>
<td>1. I am able to find photos online and download them to my computer.</td>
<td>11</td>
<td>5.00</td>
<td>5.00</td>
<td>0.00</td>
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<tr>
<td>2. I am able to upload downloaded photos to a new place.</td>
<td>11</td>
<td>4.55</td>
<td>4.73</td>
<td>0.18</td>
</tr>
<tr>
<td>3. I am able to find music online and download it to my computer.</td>
<td>11</td>
<td>4.27</td>
<td>4.55</td>
<td>0.27</td>
</tr>
<tr>
<td>4. I am able to upload downloaded music to a new place.</td>
<td>11</td>
<td>3.82</td>
<td>4.45</td>
<td>0.64</td>
</tr>
<tr>
<td>5. I am able to create an audio recording of myself using audio recording software such as Audacity.</td>
<td>11</td>
<td>3.73</td>
<td>4.64</td>
<td>0.91</td>
</tr>
<tr>
<td>6. I am able to use video editing software such as Photo Story and iMovie.</td>
<td>11</td>
<td>3.73</td>
<td>4.00</td>
<td>0.27</td>
</tr>
<tr>
<td>7. I am able to insert audio-recorded files to video editing software.</td>
<td>11</td>
<td>3.45</td>
<td>4.09</td>
<td>0.64</td>
</tr>
<tr>
<td>8. I am able to add title pages to video projects.</td>
<td>11</td>
<td>3.45</td>
<td>4.27</td>
<td>0.82</td>
</tr>
<tr>
<td>9. I am able to vary the sound level of the music within a video project.</td>
<td>11</td>
<td>3.36</td>
<td>4.00</td>
<td>0.64</td>
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### Table 2. Beliefs on Teacher Feedback

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<td></td>
<td><strong>n</strong></td>
<td><strong>PRE</strong></td>
<td><strong>POST</strong></td>
<td><strong>D (POST-PRE)</strong></td>
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<tr>
<td>10. I find that my teacher’s feedback improves the accuracy of my writing in Spanish (NA if you have not received feedback on your writing in Spanish)</td>
<td>11</td>
<td>4.64</td>
<td>4.55</td>
<td>-0.09</td>
<td>0.341</td>
</tr>
<tr>
<td>11. I find my teacher’s feedback improves the complexity of my writing in Spanish (NA if you have not received feedback on your writing in Spanish)</td>
<td>11</td>
<td>4.09</td>
<td>4.00</td>
<td>-0.09</td>
<td>0.779</td>
</tr>
<tr>
<td>12. I find my teacher’s feedback improves the variety of words I use in my writing in Spanish (NA if you have not received feedback on your writing in Spanish)</td>
<td>11</td>
<td>4.36</td>
<td>4.18</td>
<td>-0.18</td>
<td>0.588</td>
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### Table 3. Writing Competency Self-Assessment

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<td></td>
<td></td>
<td><strong>n</strong></td>
<td><strong>PRE</strong></td>
<td><strong>POST</strong></td>
<td><strong>D (POST-PRE)</strong></td>
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<tr>
<td>13. When writing in Spanish, I can describe something I know using a series of sentences with some details.</td>
<td>11</td>
<td>4.55</td>
<td>4.73</td>
<td>0.18</td>
<td>0.167</td>
</tr>
<tr>
<td>14. When writing in Spanish, I can express my opinion on familiar topics using a series of sentences with some details.</td>
<td>11</td>
<td>4.36</td>
<td>4.64</td>
<td>0.27</td>
<td>0.082</td>
</tr>
<tr>
<td>15. When writing in Spanish, I can compare things using a series of sentences.</td>
<td>11</td>
<td>4.09</td>
<td>4.45</td>
<td>0.36</td>
<td>0.104</td>
</tr>
<tr>
<td>16. When writing in Spanish, I can write questions to obtain and clarify information.</td>
<td>11</td>
<td>4.27</td>
<td>4.55</td>
<td>0.27</td>
<td>0.277</td>
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<tr>
<td>17. When writing in Spanish, I can write personal communications on familiar topics using connected sentences with many details.</td>
<td>11</td>
<td>4.18</td>
<td>4.45</td>
<td>0.27</td>
<td>0.192</td>
</tr>
</tbody>
</table>
18. When writing in Spanish, I can state my opinion and give supporting reasons using connected sentences.

19. When writing in Spanish, I can write a short report on a familiar topic using connected sentences with many details.

20. When writing in Spanish, I can write a description or explanation of a familiar topic using connected sentences with many details.

21. When writing in Spanish, I can write about personal experiences and give my reaction to them using connected sentences with many details.

22. When writing in Spanish, I can write personal communications on familiar topics and some new topics using connected, detailed paragraphs.

23. When writing in Spanish, I can state my viewpoint and give supporting reasons using connected, detailed paragraphs.

24. When writing in Spanish, I can write a report using connected, detailed paragraphs.

25. When writing in Spanish, I can write descriptions or narratives in the present, past, and future, using connected, detailed paragraphs.

Discussion

The purpose of this study is to examine the impact of digital storytelling in the foreign language classroom and the benefits to the language learner. This current project offers insights into the implementation of digital storytelling as a means of enabling students with technological self-efficacy, creating awareness of the value of teacher feedback, as well as raising self-assessment of writing competence.

Although the survey does not explicitly tie to Bandura’s (1997) four sources of self-efficacy, the digital storytelling project inherently enacts three of the four sources of self-efficacy: mastery experience, vicarious experience, and verbal persuasion. All students in the study completed a substantial project that provided them with evidence of mastery experience and in turn reinforced the learner’s
self-efficacy. Another source of self-efficacy, vicarious experience, may have been facilitated as students read peers’ written submissions and watched their digital stories in class. Finally, a third source of self-efficacy, verbal persuasion, might have been enacted when the instructor and researcher purposefully provided positive comments to all learners throughout the project. Therefore, we can conclude that completing specific technology tasks during the course of the project can facilitate enacting three sources of self-efficacy, potentially increasing students’ perception of self-efficacy (Bandura, 1997).

The one source of self-efficacy that was not impacted in this project was the physiological and affective state. Typically, when presenting to an audience, learners are nervous. During the presentation of their digital stories, students did not stand up in front of the class to present, but rather the teacher played the finalized products. The researcher and instructor provided a comfortable environment by sitting the students in a circle, turning down the lights, and presenting the videos using a volunteer order. There was little room for students to become nervous. On the contrary, students seemed comfortable as they eagerly volunteered to show their story, held their head high, and smiled as their video was played to the audience.

Learners perceived an increase in their abilities to use technology. Eight of the nine Likert items in the technology section of the survey increased from pre-to post-evaluation. Moreover, two of the items examined were statistically significant. The findings suggest that the digital storytelling project helped raise self-efficacy particularly for “upload[ing] and download[ing] music to a new place” as well as “creat[ing] an audio recording of [one]self using audio recording software such as Audacity.” We can speculate that prior to this project, students were mostly passive consumers and superficial users of music and audio technology, as items related to music and audio files were statistically significant when compared to items related to photos and editing software. This project provided students with the opportunity to record themselves, work closely with an audio file and in turn become active creators of a meaningful digital literacy task. Students were hybridizing – that is, articulating the established practice of telling a story in a new way using 21st-century technology products and processes (The New London Group, 1996).

With regard to teacher feedback, it has been established that teacher feedback is valued, especially over peer feedback, in second language writing (Hyland, 2003; Miao, Badger, & Zhen, 2006; Saito, 1994). In this present study, however, the responses on this section of the survey revealed a minor overall decline in the value of teacher feedback to improve accuracy, complexity and lexical variation. Although the difference is not significant, it is important we address the drop in mean scores from the pre- to the post-survey. One student’s comment seems to provide insights regarding the value of teacher feedback within the writing process to improve accuracy, complexity and lexical variation. The student suggests this project was too brief to have an impact on his/her writing: “I think it was too small/short of a project with only two weeks of preparation.”
For self-assessment of writing competence, we can conclude that for two skills, stating opinions and viewpoints, the digital story had a significant effect. We can speculate that the reason for the statistically significant change in these two items is connected in part to self-efficacy. According to (Ziegler & Moeller, 2012) accuracy in self-assessment can be positively linked to motivational and affective measures. It appears that completing a digital storytelling project impacted student perceptions of their own abilities to complete the task similarly to how vicarious experience increases self-efficacy.

Conclusion

Because the present study involved a very small sample, interpretations of data and findings need to be taken with caution. Still, this study supports the idea that using a digital storytelling project can afford multiple benefits to the learner as well as enhance a foreign language curriculum. These benefits include: technological self-efficacy, awareness of the value of teacher feedback, and an increase in self-assessment of writing competence.

As a benefits to learners, this study suggests that completing a digital storytelling project can facilitate the overall development of self-efficacy (Bandura, 1997). Especially in language classrooms, students need to feel successful (Pajares, 1996), as well as confident and willing to experiment (Clement, Dornyei, Noels, 1994). We can also conclude that digital storytelling on its own is not a panacea but rather a means to provide students with a project to create meaningfully with language while practicing 21st-century skills. The value of this project lies in its ability to give learners confidence to succeed in foreign language classrooms. The steps required to complete the project, namely writing multiple drafts, receiving peer and teacher feedback, working with digital media and presenting to an audience, can specifically help foster literacy and 21st-century skills.

For enhancing the language curriculum, a digital storytelling project can meet best practices in the classroom by providing a natural space for learners to practice writing using a multiple draft approach (Paulus, 1999). Because digital stories are personal, they create a context to practice using language meaningfully. Learners practice Intermediate and Advanced level language functions by narrating stories in a second language and engaging in the presentational mode of communication as their project is presented to an audience of peers. Moreover, with the use of technology to create a final product, digital storytelling gives learners the opportunity to advance in what Davis (2004) and Sadik (2008) term self-authoring and identity construction while at the same time practicing second-language and 21st-century skills.

References


**Appendix 1**: Spanish Learners’ Technology, Feedback and Writing Efficacy Belief Pre-Survey

**Demographics**: Please take a moment to answer the following questions.

1. What is your name? _____________________________________________
2. What is your age (in) years? ___________________________________
3. What is your gender? Female ____________  Male ________________
4. What year are you at the university? _____________________________
5. What is/are your major(s)? _____________________________________
6. What is your native language? __________________________________
7. How many years have you studied Spanish? ______________________
8. Have you created videos using video editing software such as Photo Story and IMovie before?  If yes, why did you make such a video? ____________________________

_____________________________________________________________

_____________________________________________________________
9. Have you created digital stories about yourself using video editing software such as Photo Story and iMovie before? If yes, why did you make such a video?


10. Have you ever turned in multiple drafts of a composition in a Spanish language class?


Technology: Please indicate the degree to which you agree or disagree with each statement below by circling the appropriate letters to the right of each statement.

SA = Strongly Agree  A = Agree  UN = Uncertain  D = Disagree  SD = Strongly Disagree

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<tr>
<td>11. I am able to find photos online and download them to my computer.</td>
<td>SA</td>
<td>A</td>
<td>UN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>12. I am able to upload downloaded photos to a new place.</td>
<td>SA</td>
<td>A</td>
<td>UN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>13. I am able to find music online and download it to my computer.</td>
<td>SA</td>
<td>A</td>
<td>UN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>14. I am able to upload downloaded music to a new place.</td>
<td>SA</td>
<td>A</td>
<td>UN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>15. I am able to create an audio recording of myself using audio recording software such as Audacity.</td>
<td>SA</td>
<td>A</td>
<td>UN</td>
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<td>SD</td>
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<tr>
<td>16. I am able to use video editing software such as Photo Story and iMovie.</td>
<td>SA</td>
<td>A</td>
<td>UN</td>
<td>D</td>
<td>SD</td>
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<tr>
<td>17. I am able to insert audio-recorded files to video editing software.</td>
<td>SA</td>
<td>A</td>
<td>UN</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>18. I am able to add title pages to video projects.</td>
<td>SA</td>
<td>A</td>
<td>UN</td>
<td>D</td>
<td>SD</td>
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<tr>
<td>19. I am able to vary the sound level of the music within a video project.</td>
<td>SA</td>
<td>A</td>
<td>UN</td>
<td>D</td>
<td>SD</td>
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Please describe your experiences with the tasks above: _____________________

________________________________________________________________
________________________________________________________________
________________________________________________________________
Teacher Feedback: Please indicate the degree to which you agree or disagree with each statement below by circling the appropriate letters to the right of each statement.

SA = Strongly Agree  A = Agree  UN = Uncertain  D = Disagree  SD = Strongly Disagree

20. I find that my teacher’s feedback improves the accuracy of my writing in Spanish (NA if you have not received feedback on your writing in Spanish)
SA A UN D SD NA

21. I find my teacher’s feedback improves the complexity of my writing in Spanish (NA if you have not received feedback on your writing in Spanish)
SA A UN D SD NA

22. I find my teacher’s feedback improves the variety of words I use in my writing in Spanish (NA if you have not received feedback on your writing in Spanish)
SA A UN D SD NA

Please describe your experiences with the tasks above: ____________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Writing: Please indicate the degree to which you agree or disagree with each statement below by circling the appropriate letters to the right of each statement. (Modified from National Council on State Supervisors of Languages (200). Linguafolio Retrieved from: http://www.ncssfl.org/LinguaFolio/index.php?linguafolio_index on December 13, 2012.)

SA = Strongly Agree  A = Agree  UN = Uncertain  D = Disagree  SD = Strongly Disagree

23. I can describe something I know using a series of sentences with some details.
SA A UN D SD

24. I can express my opinion on familiar topics using a series of sentences with some details.
SA A UN D SD

25. I can compare things using a series of sentences.
SA A UN D SD

26. I can write questions to obtain and clarify information.
SA A UN D SD

27. I can write personal communications on familiar topics using connected sentences with many details.
SA A UN D SD

28. I can state my opinion and give supporting reasons using connected sentences.
SA A UN D SD
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<tr>
<td>29.</td>
<td>I can write a short report on a familiar topic using connected sentences with many details.</td>
<td>SA A UN D SD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>I can write a description or explanation of a familiar topic using connected sentences with many details.</td>
<td>SA A UN D SD</td>
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<td>31.</td>
<td>I can write about personal experiences and give my reaction to them using connected sentences with many details.</td>
<td>SA A UN D SD</td>
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<tr>
<td>32.</td>
<td>I can write personal communications on familiar topics and some new topics using connected, detailed paragraphs.</td>
<td>SA A UN D SD</td>
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<td>33.</td>
<td>I can state my viewpoint and give supporting reasons using connected, detailed paragraphs.</td>
<td>SA A UN D SD</td>
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<td>34.</td>
<td>I can write a report using connected, detailed paragraphs.</td>
<td>SA A UN D SD</td>
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<td>35.</td>
<td>I can write descriptions or narratives in the present, past, and future, using connected, detailed paragraphs.</td>
<td>SA A UN D SD</td>
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</table>

Please describe your experiences with the tasks above: _____________________
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