

Student Experiences with Spanish Media in SPAN 299

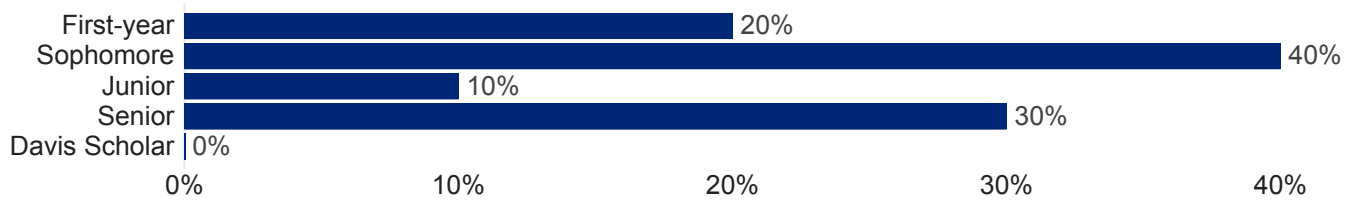
Spring 2020

Report prepared by the Wellesley College Office of Institutional Research

About Student Respondents

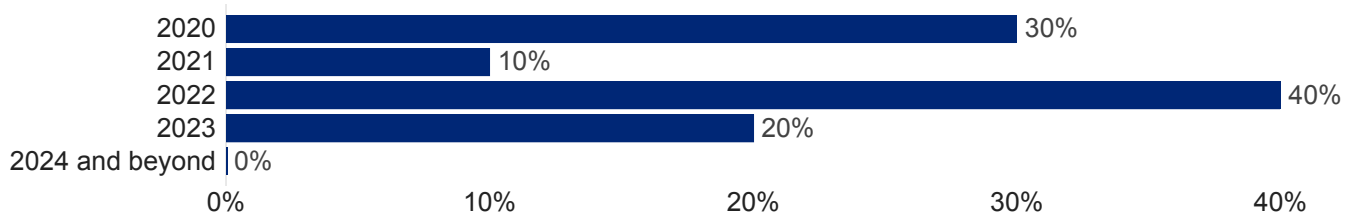
What is your class year?

10 Responses



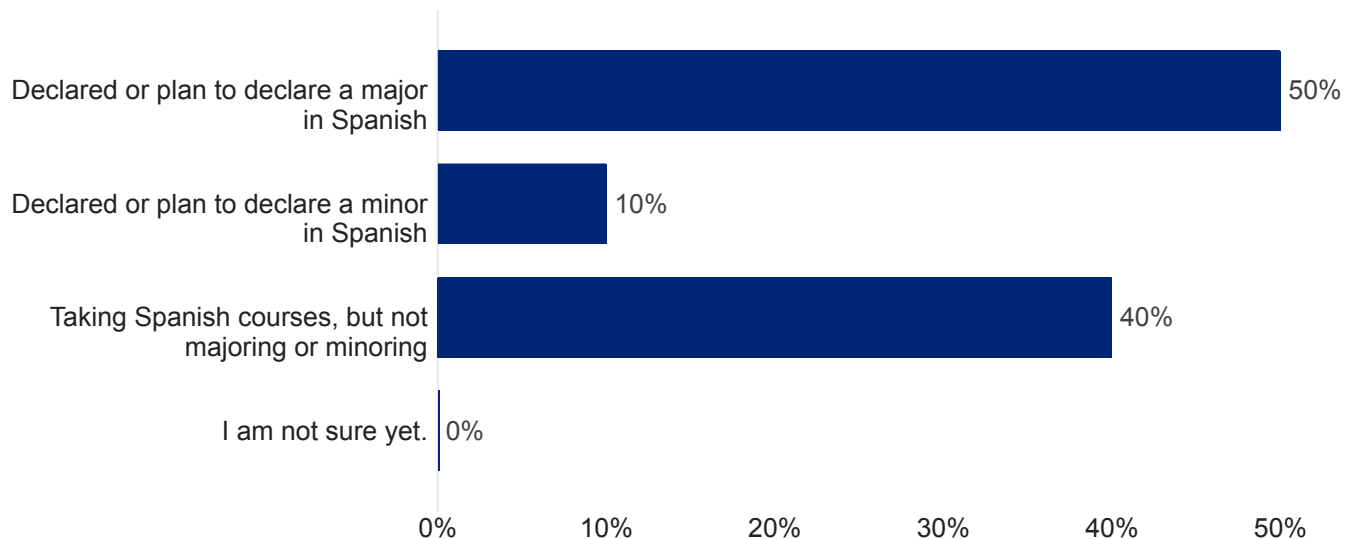
What year do you expect to graduate from Wellesley?

10 Responses



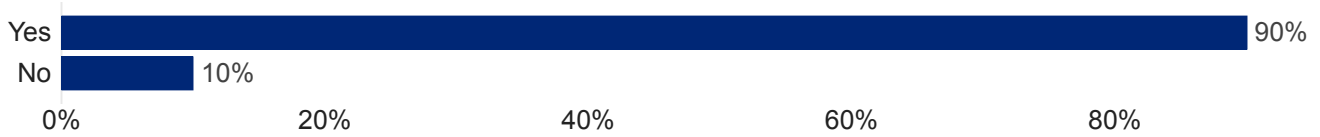
Which of the following describes your academic plans with Spanish at Wellesley?

10 Responses



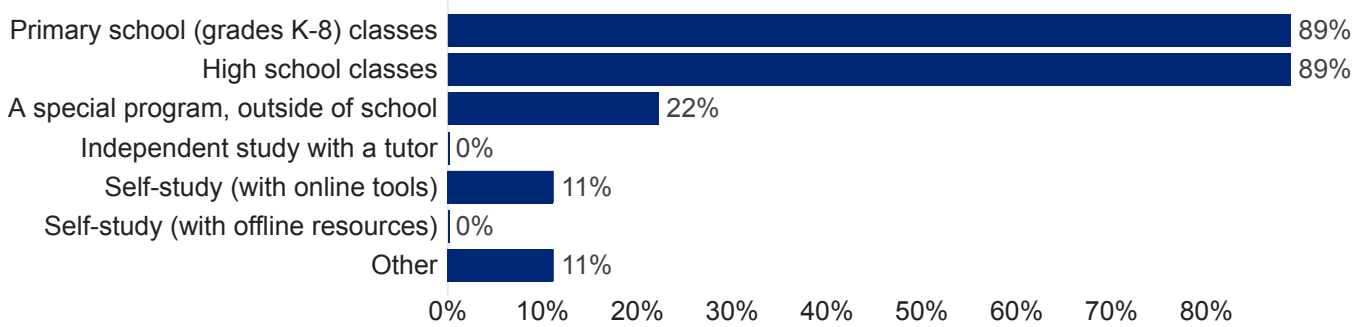
Did you study Spanish before starting at Wellesley?

10 Responses



How did you study Spanish before starting at Wellesley?

9 Responses

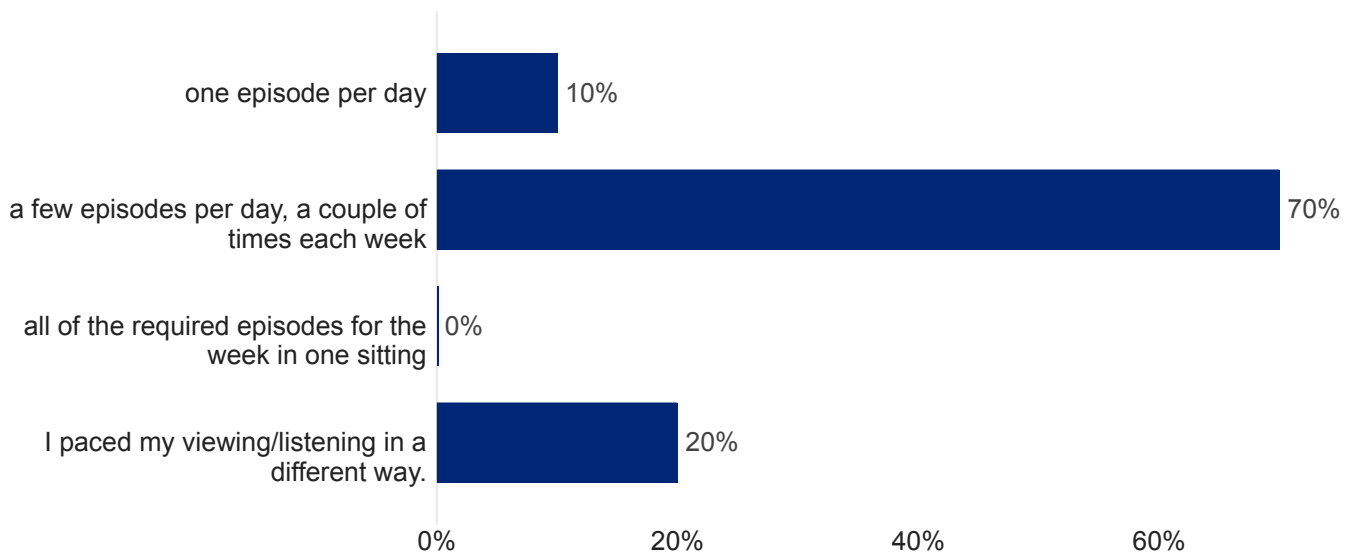


Experiences with and Opinions about Spanish Media and TV Productions+

In general, thinking about your habits, which of the following describes how you chose to engage with the Spanish media and TV Productions+?

I watched/listened to...

10 Responses

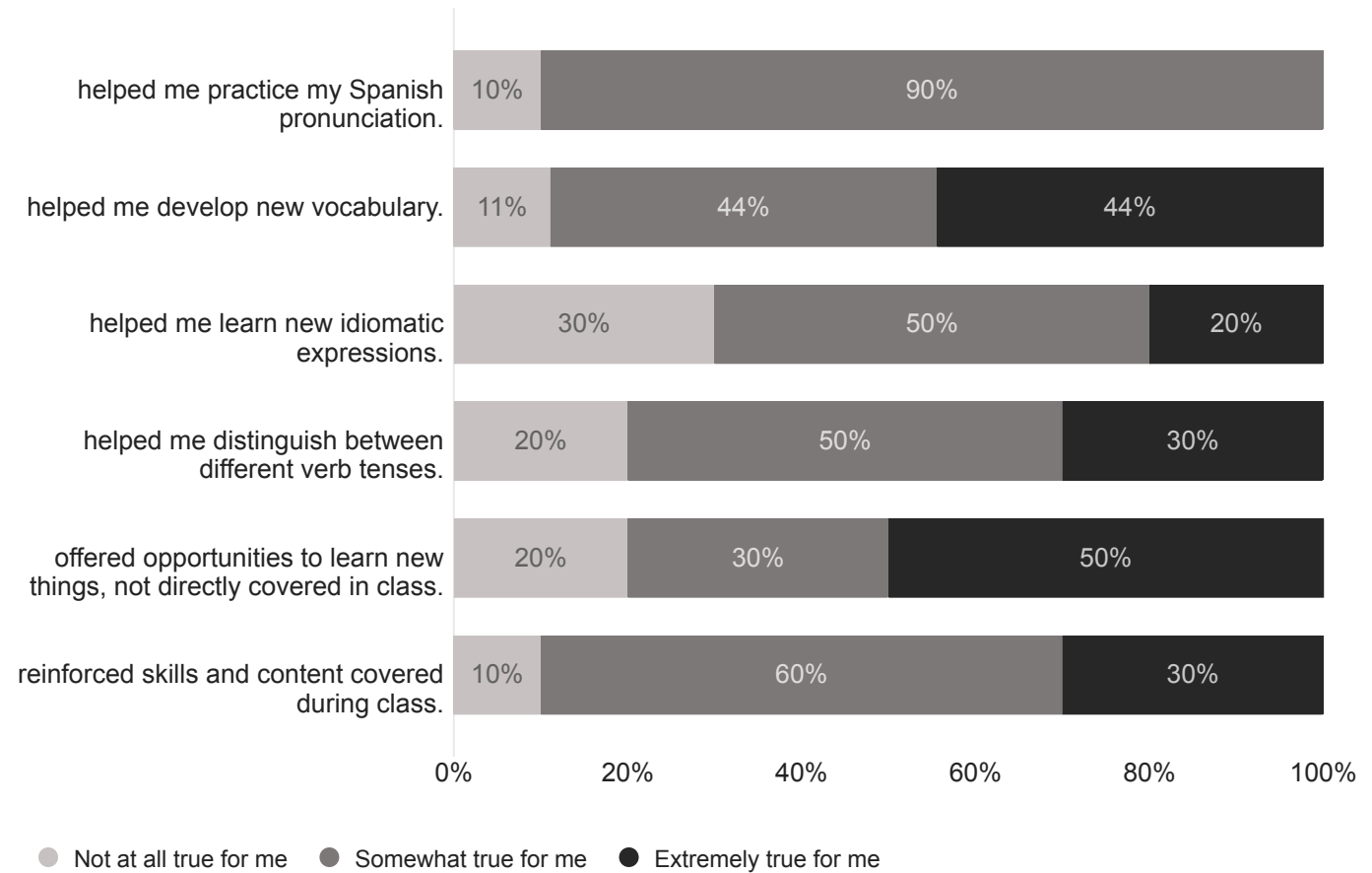


Other ways of pacing viewing - explanations/descriptions:

- "I binge watched the first series in a month and then took a break from doing Spanish at all times of the day, and then we were sent home and lost all motivation."
- "I watched a lot of Netflix and I listened to a lot of Spanish music."

Engaging with Spanish Media and TV productions+ each week...

10 Responses

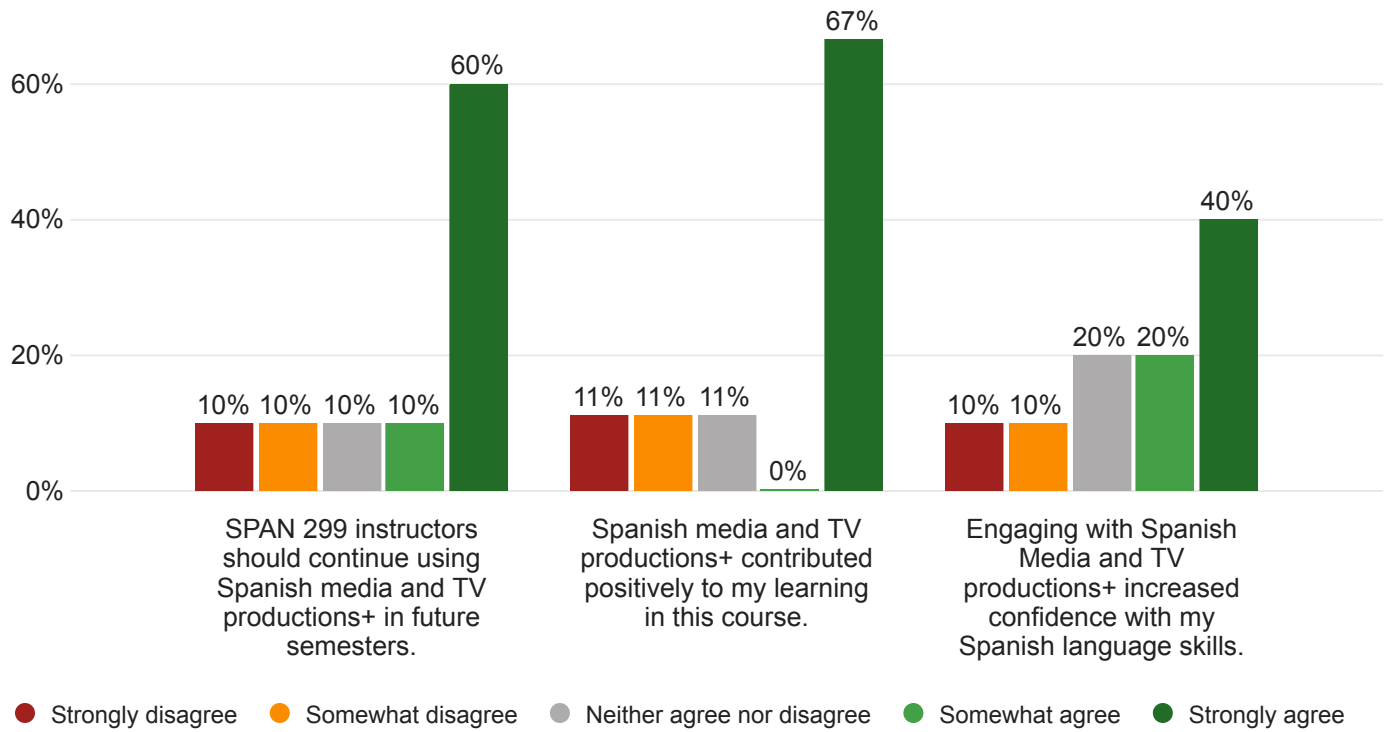


Comments:

- "Watching different shows from different regions really helped me listen and understand how Spanish speakers actually speak"
- " I listened to a lot of music, sometimes the lyrics used regional slang or incorrect grammar so I felt like I learned more through tv shows that had a more formal vocabulary and dialogue between characters."
- "It felt like a very big assignment with no accountability or schedule, I felt it stressed me out more than it helped"

Opinions on the use of Spanish media and TV productions+ as a teaching tool

10 Responses



How did engaging with Spanish media and TV productions+ support your learning in this course?

Summary:

- Most commonly students reported improvements with listening comprehension (5 students) and new vocabulary (4 students).
- Students also reported that Spanish media engagement supported their speaking skills, verb tense practice, reading skills, maintaining language skills, cultural understanding, and generally, thinking about Spanish.

Student comments:

- *It helped me listen to the pronunciation and way sentences were formed. It also showed me more slang or what Spanish and words were being used outside of formal Spanish. For music, Spotify has a lot of options which was nice*
- *It helped by reminding me of the correct verb tenses. I think hearing people speak to one another did influence my speaking skills in a positive way.*
- *It trained my Spanish listening skills*
- *Watching YouTube videos and TV shows and listening to podcasts helped improve my listening comprehension.*
- *They didn't really, it felt like a very separate thing from class, I think the only way it could've helped is that it made me think about Spanish more*
- *Engaging with Spanish media helped me become more comfortable with listening to the language and acquire more vocabulary. I found that over time I had a little less trouble reading assigned texts, and could more easily process what my professor and peers were saying.*
- *It exposed me to Spanish vocabulary from different regions (e.g. Spain, Mexico) and improved my Spanish listening skills.*
- *It was helpful with maintaining the language skill*
- *It helped me to focus on listening and improving my ability to understand different Spanish accents.*
- *It gave a cultural understanding of a Spanish speaking country that otherwise would not be comfortable in class and I learned new vocabulary specific to that Spanish-speaking country.*

How might the Spanish media and TV productions+ component of the course be changed to better support your learning?

Summary:

- Include more show options or different show options for students to watch
- Require fewer hours of engagement (100 hours is too much)
- Provide more guidance for how to engage with the media - e.g. suggested schedule or media.

Student comments:

- *Different suggestions of TV shows. I did not like Grand Hotel. I think that Casa del papel, Casa de las flores, Las chicas del cable, Elite, or El barco are shows that are easier to engage with.*
- *I don't think 100 hours is attainable for every student. This semester was especially hard because of COVID 19 and sometimes I struggled to keep up with my school work. 100 hours of work on top of the readings and movies we were assigned to watch for the lectures seemed unreasonable.*
- *We could have more discussions in class about the media and TV we chose to consume/listen to.*
- *I think if there was more accountability and/or a schedule to what and how we were supposed to be consuming this media it would have been easier to stick to*
- *I think it may be helpful for professors to generate a list of recommendations for shows, music, and podcasts in Spanish to start with.*
- *Shorten the number of hours, I found the 100 hours to be overwhelming on top of the other coursework. Additionally, this class requirement should be advertised on the course browser so that students know about it when selecting their Spanish courses.*
- *I think the component definitely added on the work but it was helpful for some*
- *It would be helpful to include more options in media viewing to maintain engagement.*

What suggestion(s) would you have for a future student in this course to get the most benefit out of the Spanish media and TV productions+?

Pace yourself/plan ahead:

- *Plan ahead and stay on top of the number of hours you engage with media outside of class.*
- *Start early and space out the tasks*
- *Follow a consistent viewing schedule and write down any words or phrases that you don't know.*
- *more accountability, more structure*
- *I found it helpful to spread out my listening over time, so that I was getting exposure to the language every day or every other day.*

Other suggestions:

- *Look through Netflix and see what you can find. There is a lot out there. Spotify has a lot of great music that you can find, so go down the rabbit hole*
- *It is a time commitment but you will definitely see results if you stick with it!*
- *Do not view it as homework. The Gran Hotel was an amazing show and without it being part of the coursework I would have never been exposed to such an interesting show to watch on my free time.*

Additional Comments

- *I had a good time in this class and felt like my Spanish did improve. I did get some confidence in this class and found that I was more volunteering more and more*
- *I appreciated the fact that we were allowed to pick what media we engaged with. I found new shows I really enjoy. However, I think 100 hours is a lot of time outside of class*

Results from the ACTFL Listening Proficiency Tests

The figures below depict the changes in student scores on the ACTFL Listening Proficiency Test across the Spring 2020 semester. In Figure 1, each line represents a student, and looking at the slopes of the lines, all students either maintained their language level or improved one or more levels from February to April. At the beginning of the semester there was a range in proficiency levels, from “Intermediate Low” to “Advanced Mid.” Strikingly, all students ended the semester at some level in the “Advanced” category. In Figure 2, each bar represents an average of all students at each time point. Again, Figure 2 depicts the general trend of growth throughout the term, from “Intermediate” toward the “Advanced” category of listening proficiency.

Figure 1. SPAN 299 Listening Proficiency Test Results in Spring 2020 by Student

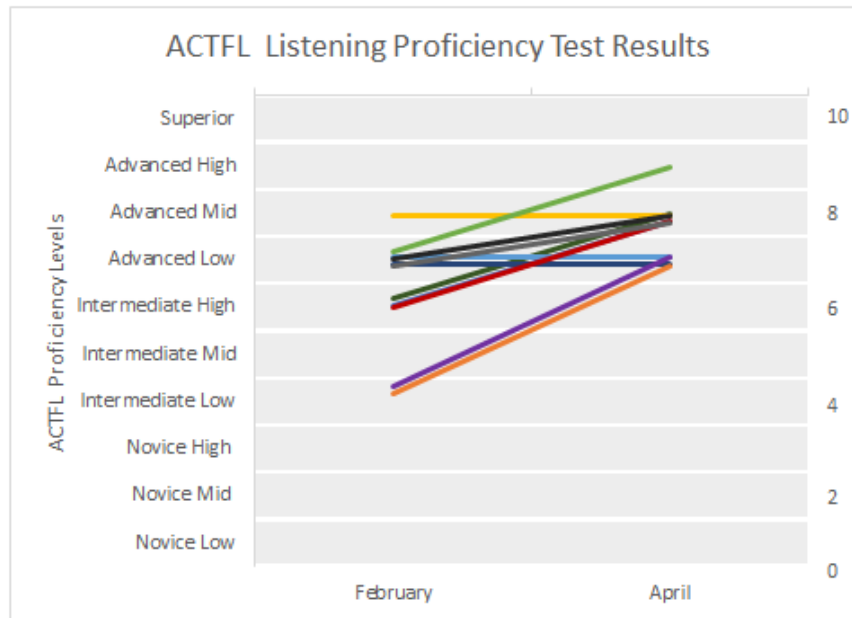


Figure 2. Average SPAN 299 Listening Proficiency Test Results in Spring 2020

