

Reimagining the World Language Classroom through Open Educational Resources (OER)

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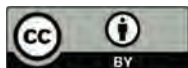
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Abstract

This study provides a research-based approach to reimagining the world language classroom through open educational resources (OER), primarily in higher education. Using quantitative and qualitative analyses, we provide insight into students' perceptions of OER in world language education classrooms, with a specific focus on conversation courses. The results of the current investigation suggest that OER, and digital platforms in general, align with the values, behaviors, and learning styles observed in Generation Z students: environmental awareness (Falc, 2013), financial consciousness, and organic interconnectedness via social media. Most participants recruited for the study ($n = 84$) had used some type of online platform or digital resource while in college and said they were (or would be) comfortable using such resources in the world language classroom. To that end, most participants considered such materials to be more practical, engaging, entertaining, and relevant to everyday life than traditional textbooks. In fact, the survey items addressing the use of digital materials in world language courses were among the most highly ranked items in the survey. Consequently, the pedagogical implications of this study suggest that instructors consider using open educational resources that meet the interests, principles, and learning styles of Generation Z students, especially as they relate to world language learning.

Keywords: OER, Spanish, world language, technology

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Introduction

Current research suggests that open educational resources (OER) are gaining momentum in higher education in an attempt to address challenges facing colleges and universities (Colvard et al., 2018). The use of OER at the post-secondary level targets issues of affordability, learning challenges, and economic equity (Colvard et al., 2018). Such platforms also take into account the social and technological preferences displayed by the current university population (Düzenli, 2021). With rising costs of tuition, some educators and researchers are actively promoting low or no-cost resources for students (Colvard et al., 2018; Thoms & Thoms, 2014). Saving money for students is not only good for the pocketbook, but providing students with OER aligns with the general values and behaviors shared by Generation Z learners: environmental and financial awareness and natural interconnectedness via social media and digital platforms.

Even with the increasing use of technology in the classroom, there are a limited number of articles that center on world language learning and OER, including interactive digital materials and OER (Pikhart & Klimová, 2020; Thoms & Thoms, 2014). Therefore, our goal is to contribute to this area of inquiry by providing insight into students' perceptions of OER in world language conversation classrooms. In doing so, we review characteristics and learning needs of Generation Z students and align them with the quantitative and qualitative data analyses we collected for our study. Combined, the results of the data suggest that the use of OER and digital textbooks in the world language classroom may contribute to increased motivation, better note-taking, and stronger engagement with world language resources.

Generation Z Learning Characteristics

It is certainly no secret that Generation Z language learners (Gen-Z_{1,2}), those born between 1997 and 2012 (approximately 7-22 yrs. old) acquire information differently from their Baby-Boomer (1946-1964), Generation X (1965-1980), and Millennial (1981-1996) predecessors.¹ Gen-Z_{1,2} process information through ever-changing and evolving technologies, anticipate rapid feedback, favor hands-on, collaborative application to teacher-centered classrooms; and prefer visual learning (Cilliers, 2017; Düzenli, 2021; Rothman, 2016). Even more notable is their interest in choosing and producing their own material and sharing the responsibility of learning with their teachers. In other words, students want to be a part of the learning process, actively assessing the exercises used in class along with their individual performance (Coyle, 2014; Pikhart & Klimová, 2020). To that end, Generation Z learners are known to place more value on pragmatism (Fuentes, 2014) and practice than theoretical frameworks. Therefore, the use of OER in higher education is impactful and effective because it promotes collaboration, skill-building, and creativity. Thoms and Thoms (2014) point out that this trend was already

1. Michael Dimock (2019) from the Pew Research Center divides each of these generations into roughly 15-to-19-year time spans, pointing out specific characteristics for each group. Baby Boomers, for example, grew up in the post-World War II era, while Generation X members were the first to use computers regularly. Millennials are known for having grown up within a difficult political climate, along with a growing internet presence, and Generation Z is highly diverse and completely immersed in technology (see pp. 2-4).

happening and available, albeit in its nascent stages of development, prior to 2014; the pandemic has only exacerbated this generation's use of digital platforms (Chen, 2020) and increased students' socioeconomic awareness.

Similar to Thoms and Thoms, Chen (2020) affirms that post COVID-19, instructors across the world and among disciplines have been tasked with finding new ways to meet the academic needs and expectations of their students. And while OER is increasing in popularity, finding high-quality OER platforms for students is not an easy undertaking for the already over-worked professor or administrator;² creating an OER platform is even more daunting. Consequently, even though the need for OER is palpable, with so little time and even fewer resources, attempts at designing a high quality OER may result in a substandard product. The question becomes then, is it worth the time and effort to search for or build OER platforms? In order to answer this question, we need to understand what motivates GenZ_{L2} and determine exactly where and how OER fits into the equation. In the paragraphs that follow, we review recent investigations that provide insight into GenZ_{L2}ers' characteristics in order to build a stronger understanding of their collective learning needs and preferences, especially as they relate to world language education.

Motivating GenZ_{L2}

Fuentes (2014) points out that "GenZ, for better or worse, is a platform generation whose system of meaning is in constant flux precisely because it is both grounded pragmatically in the world (socially, physically, economically, etc.) and digitally filtered" (p. 675). In terms of pedagogy, Fuentes's affirmation suggests that students are coming to college with the assumption that their courses will reflect their reality via techno-centric learning environments. Consequently, world language instructors in higher education are expected to design their classes around some technological tool or tools that may range from highly collaborative platforms to more rigid digital textbooks. Unlike traditional textbooks, interactive platforms, such as those available with OER, allow students to be much more involved with the process of assessing, writing, and selecting materials. Instructors may include students in the creative process by asking them what they wish to read about and choose materials based on their (e.g., students') preferences. Some studies also link the use of OER with higher grades, stronger retention, and overall performance (Colvard et al., 2018). Furthermore, OER has been known to encourage reading (Burrows et al., 2022), which is important considering that fewer students, in comparison to previous generations, are interested in literature courses or reading in general (Hardy, 2013).

In a college classroom, students are highly capable of learning about and discussing difficult topics, often with remarkable grace and sophistication. Generation Z learners are especially motivated, perhaps even more so in world language courses, when readings are broken down into shorter segments that allow for "in-

2. Burrows et al., (2022, p. 4) recommend using OER databases such as OER Commons (oercommons.org), MERLOT (merlot.org) or Teaching Commons (teachingcommons.us). We also suggest VIVA Open Publishing (<https://viva.pressbooks.pub/>).

termittent comprehension checks and varied classroom use” (Burrows et al., 2022, p. 7). Consequently, students in higher education should be given opportunities to polish their reading and oral communication skills by examining challenging, sensitive, and often controversial, topics that are not only meaningful to them, but also presented in a way that is more reflective of their learning behaviors. Such behaviors tend to include shorter attention spans (Düzenli, 2021; Fuentes, 2014), ability to obtain and receive information at a higher speed than previous generations (Cilliers, 2017; Düzenli, 2021; Fuentes, 2014), greater desire for collaboration (Fuentes, 2014; Pikhart & Klímová, 2020), extensive use of technology (Düzenli, 2021; Fuentes, 2014), expectations of rapid feedback (Cilliers, 2017; Düzenli, 2021), preference for visual learning (Cilliers, 2017; Rothman, 2016), and student-centered classroom design (Düzenli, 2021; Fuentes, 2021).

In an effort to capitalize on students’ techno-social (Chayko, 2021) behaviors and collaborative tendencies that thrive on peer interaction and “horizontal”³ (Fuentes, 2014, p. 677) teaching approaches, the present study evaluates students’ opinions about the use of OER in the world language classroom - and more specifically - oral production in Spanish. The students’ collective feedback served as the foundation for the OER platform we created for Spanish conversation courses, *Conversaciones Corrientes: Temas de Cultura y Sociedad* [Everyday Conversations: Topics in Culture and Society]. The development and completion of this resource was made possible through a Virginia’s Academic Library Consortium Open Resource Grant, formerly known as the Course Redesign Grant. Our goal with this investigation was to provide language teachers with ideas as to how they might better engage and motivate their students using and/or building OER platforms, like that of *Conversaciones Corrientes*.

Building the OER

For years, we, world language teacher-scholars at two liberal arts institutions in Virginia, referred to here as Host Institution A and Host Institution B, were looking for ways to help students save money on textbooks. Based on what we knew about Generation Z learning preferences, we were searching for opportunities that would include students more actively in a collaborative project, providing them with hands-on learning experiences in publishing, editing, administration, content creation, and even assessment. We planned to capitalize on what we knew about Generation Z learners and use that information to develop an interactive platform that would result in pragmatic application and lively conversation. As part of our vision, we set out to create a well-organized, visually appealing, clearly formatted, and realia-based online platform that would be appropriate for a one-semester course in Spanish conversation. Such features contradict the usually dense or overly prescribed (e.g., excessively rule-based) world language conversation textbooks currently on the market. For our online resource, we carefully se-

3. Horizontal approaches are those that are student-centered, unlike vertical approaches that are teacher-centered. <https://viva.pressbooks.pub/conversacionescorrientes/front-matter/sobre-el-libro/>

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lected topics that we felt were relatable, current, and thought-provoking for students by generating content that simulated natural, day-to-day, real-life interactions among colleagues, friends, and family.

Additionally, we designed communicative exercises that addressed issues, such as the impact of social media on modern society, changes in education, culture, politics, lifestyle choices, cancel culture, reproductive rights, euthanasia, freedom of speech, and religious diversity, as they are themes that produce energetic discourse among students in the classroom. These themes were ultimately vetted by students who piloted the platform in the spring semester of 2022. Our final product resulted in *Conversaciones Corrientes: Temas de Cultura y Sociedad*, which was published by Pressbooks in July 2022. *Conversaciones Corrientes* is a completely free and open resource that was designed for, and thoroughly reviewed by, students taking Spanish as a second language. For a brief description of the OER, please go to <https://viva.pressbooks.pub/conversacionescorrientes/>

Methods

To successfully design a product that students would fully enjoy, we needed them to be a part of the project from its onset. We wanted students to routinely review and assess the readings and exercises we designed while building *Conversaciones Corrientes*. In order to gather and include student feedback consistently throughout the platform's construction, we designed two separate instruments for data collection. For the first round of data collection, we ultimately recruited a total of 84 intermediate (second year) and post-intermediate learners of Spanish across two campuses. All participants were 18 years or older (confirmed in survey item 2), and enrolled in at least one Spanish course, at the time of the study. None of the participants were native speakers, and only a few participants identified as heritage speakers. The heritage speakers involved in the study were enrolled in courses that aptly corresponded to their level of proficiency. Before participants could begin the survey, they were required to read the Informed Consent Form that had been approved by the host institutions' IRBs and agree to the terms of the investigation. Those who opted to participate in the study, typed their name in the corresponding box in survey item 1. A complete list of survey items is available in Appendix A. Prior to data collection, the vast majority of the participants had experience with, or were in the process of using, learning platforms, digital resources, and traditional textbooks.

The survey used for the first round of data collection was distributed electronically at both host institutions (A and B) and gathered using SurveyMonkey. Each semester, students received an email that included a link to the survey, which they could complete prior to the end of the semester. The survey included a series of quantitative and qualitative items and was referred to as *Conversaciones Corrientes* Feedback I (or CC-FB_I). Students enrolled in beginning level Spanish courses were not asked to participate, as they would not have had the linguistic ability to evaluate sample materials at the time of the investigation.

CC-FB_I (see Appedices A and B) was first distributed in spring 2020 and continued through spring 2022, resulting in four rounds of data collection across Host

Institution A and Host Institution B. In the rare case that a student repeated the survey twice, their second submission was not considered for analysis. Survey items 1 (I have read the Informed Consent Form and I am choosing to participate in the study) and 2 (What year were you born?), were used only to confirm students' agreement to participate in the study and verify their year of birth. All participants were born after 1997 and therefore belonged to Generation Z (see footnote 1). Students' responses to items 1 and 2 were not factored into the statistical analyses of this study. The first section of CC-FB_I was comprised of 17 affirmations, all of which were measured using the Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). By using the Likert scale, we were able to evaluate the strength, direction, and significance of the relationships among the items analyzed in the study. For the qualitative section of CC-FB_I (Appendix B), we asked participants to answer seven questions, several of which assessed specific activities that would subsequently be used by the group piloting the OER before its publication. These open-ended questions allowed us to identify common themes that existed among the participants' answers.

CC-FB_I was distributed at the end of each semester at Host Institution A and Host Institution B for two years while *Conversaciones Corrientes* was under construction. Participants' answers, all of which were based on earlier or current experiences with online and/or traditional textbooks, were consistently reviewed, examined, and subsequently incorporated into the OER platform, thereby allowing us to strengthen its content and improve corresponding activities included in the OER.

Once the data from CC-FB_I had been collected, analyzed, and used to improve *Conversaciones Corrientes*, we designed an instrument we used to gather feedback exclusively from the pilot group. We referred to this instrument as *Conversaciones Corrientes* Feedback II-Pilot (CC-FB_{II}^P), available in Appendices D and E. This instrument, similar to CC-FB_I, included a series of affirmations and open-ended questions that helped us to identify patterns and common themes within the feedback. The students who participated in the pilot study, all of whom were taking Conversation in Spanish at Host Institution A at the time the data were collected, provided highly valuable feedback on a variety of topics that ultimately contributed to the success of the published product. Participation in CC-FB_{II}^P was completely voluntary and surveys were anonymous. Additionally, the researchers did not collect the instruments themselves, and instead, instructed students to leave completed surveys with the department chair. The instruments were evaluated only after grades had officially been submitted, per the host institution's IRB regulations.

In the paragraphs that follow, we present the raw scores and correlations for the first round of data collection for which we used CC-FB_I (e.g., instrument 1). After introducing the initial correlations, we subsequently present the statistically significant interactions among the items, followed by our analyses of CC-FB_{II}^P.

Results

Raw Scores and Correlations: Data Collection Round 1 Using CC-FB_I

Table 1 displays the percentages of the total number of responses that correspond to each Likert scale point. The mean scores available in the righthand col-

umn show that the highest-ranking items in the survey (e.g., those with which students agreed or strongly agreed) were 8, 7, 4, 3, and 15. After reviewing the raw data (see Appendix C for scores), we examined them for positive and negative correlations, followed by further analyses that allowed us to identify significant relationships among the items. The results of the raw data suggest that variables such as cost, level of experience with online resources, and interaction with the material, were deemed important among the participants. As we demonstrate later, these items were not statistically significant in the model, however.

Table 1
Raw scores for survey items collected via SurveyMonkey

Upon examining the raw data, we used R Software to compute the Pearson correlation coefficients for each pair from the 15 items analyzed in the survey (see Figure 1). In doing so, and as shown in Table 2, we found that there were six correlations that stood out as the strongest (either positively or negatively) among

SD (Strongly Disagree = 1) SA (Strongly Agree = 5)	SD	D	N	A	S/A	N/A	Mean
3. I have used an online textbook for a foreign language class prior to this course.	8.42	8.42	2.11	23.16	54.74	3.16	4.1/5 (80.2%)
4. I have used a traditional textbook for a foreign language class prior to this course.	8.42	6.32	3.16	24.21	53.68	4.21	4.1/5 (80.2%)
7. I am comfortable using a digital textbook for foreign language study.	2.11	3.16	6.32	42.11	46.32	0	4.27/5 (85.4%)
8. The cost of a foreign language textbook impacts my perception of a foreign language course.	13.83	26.6	18.09	22.34	17.02	2.13	4.3/5 (8.6%)
15. I find the online foreign language textbook encourages me to interact more with the material than a traditional textbook.	1.06	12.77	18.09	36.17	31.91	0	4.00/5 (80%)

the items evaluated: 13 and 17, 14 and 15, 16 and 17, 11 and 17, 11 and 12, and 11 and 5. Item 17 (I find the online world language textbook motivates me to learn more than traditional language textbooks) correlated with three of the of the other affirmations (13, 16, and 11).

Table 2 (p. 19) and Figure 1 (next page) identify the relationships between the different items demonstrating that there were strong correlations between items 13 and 17, 11 and 5, 14 and 15, 16 and 17, 11 and 17, and 11 and 12. These correlations indicate that a relationship exists between the online platform and per-

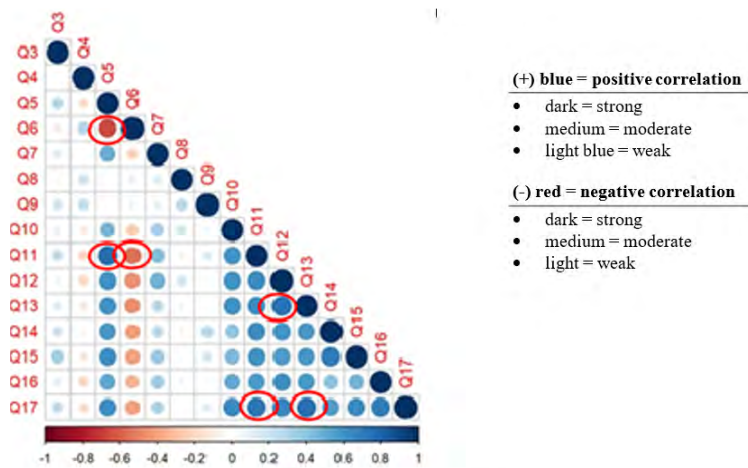


Figure 1. Correlation plots

ceived relevancy of material, increased engagement, and overall motivation to take notes, attend class, and read assigned articles. We return to these findings later.

Statistically significant correlations CC-FB₁

Although Table 2 and Figure 1 reveal the most highly ranked correlations, they do not identify the significant interfaces within the group. Consequently, we look to Table 3, where we calculated p values based on the Pearson's product moment correlation coefficients and to Figure 2, where we kept only the significant correlations (p value < 0.05) among survey items. By examining Table 3 and Figure 2, we notice that nearly all of the relationships between the items are statistically significant (p values are < 0.05), including those available in Table 2. In fact, there are so many significant relationships among the items that it is easier to first identify where there are no significant relationships. Starting with Figure 2, for example, we notice that there are Xs next to (and underneath) item 8 (The cost of a world language textbook impacts my perception of a world language course), item 9 (The format of a world language textbook impacts my perception of a world language course), and item 3 (I have used an online textbook for a world language class prior to this course). The Xs indicate that these variables are not significant in the model (see Table 4). The qualitative data do not support these results, however. We discuss these findings in greater detail in the latter sections of this investigation.

Collectively, the lack of significant interactions among these items (8, cost; 9, format; and 3, more or less experience with the online text) suggest that format (either traditional or online), textbook cost (expensive or inexpensive), and prior use of an online textbook (more or less experience), have less of an impact on learners' performance and/or perception of a course than the remaining fourteen items. Unlike items 8, 9, and 3, which show no significant interactions, item 6 (I prefer to use a traditional textbook for world language study) demonstrates significant correlations with all other items in the series, the difference being that these interactions are exclusively negative, as indicated by the red plots. The implications of these results suggest that students who prefer traditional textbooks will

Table 2
Top six correlations in the series

Item #	Item #	Strength of correlation
(13) I am more excited about coming to class if I use an online world language textbook than I am if I use a traditional textbook.	(17) I find the online world language textbook motivates me to learn more than traditional language textbooks.	0.758
(11) I enjoy class more using the online world language textbook than I do using the traditional world language textbook.	(5) I prefer using online text for world language study.	0.755
(14) I find that the online world language textbook is more relevant to everyday life than a traditional world language textbook.	(15) The online world language textbook encourages me to interact more with the material than a traditional world language textbook.	0.700
(16) I take better notes using an online world language textbook than I do using a traditional world language textbook.	(17) I find the online world language textbook motivates me to learn more than traditional language textbooks.	0.700
(11) I enjoy class more using the online world language textbook than I do using the traditional world language textbook.	(17) I find the online world language textbook motivates me to learn more than traditional language textbooks.	0.659
(11) I enjoy class more using the online world language textbook than I do using the traditional world language textbook.	(12) I find that readings in Spanish are more interesting in an online format than they are in a traditional textbook format.	0.623

tend not to enjoy classes that make use of online platforms. Conversely, students who prefer online platforms will do well when the course employs such resources. Although the top six correlations (see Table 2) do not tell us whether online formats are better or worse than their more traditional counterparts, the results of the data *do* suggest that there is consistency in students’ preference for digital platforms, which is further supported by the common and overlapping responses that emerged in the qualitative data (see Table 5). Moreover, the results of the study suggest that a good textbook, in either format (e.g., online or in print), improves the learning experience for students.

Table 3
Statistically significant correlations: CC-FB₁ (p value less than 0.05 statistically significant)

	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
Q3	0.00	0.01	0.36	0.07	0.12	0.00	0.01	0.01	0.66	0.99	0.04	0.09	0.65	0.01	0.12
Q4	0.01	0.00	0.21	0.00	0.23	0.00	0.15	0.00	0.01	0.74	0.00	0.00	0.07	0.00	0.00
Q5	0.36	0.21	0.00	0.00	0.00	0.02	0.48	0.78	0.75	0.01	0.42	0.22	0.00	0.75	0.00
Q6	0.07	0.00	0.00	0.00	0.00	0.00	0.02	0.05	0.5	0.17	0.05	0.05	0.00	0.1	0.00
Q7	0.12	0.23	0.00	0.00	0.00	0.00	0.78	0.65	0.00	0.00	0.59	0.59	0.04	0.36	0.01
Q8	0.00	0.00	0.02	0.00	0.00	0.00	0.01	0.03	0.01	0.48	0.3	0.00	0.12	0.00	0.01
Q9	0.01	0.15	0.48	0.02	0.78	0.01	0.00	0.11	0.01	0.06	0.52	0.14	0.2	0.06	0.78
Q10	0.01	0.00	0.78	0.05	0.65	0.03	0.11	0.00	0.07	0.61	0.00	0.00	0.11	0.00	0.00
Q11	0.66	0.01	0.75	0.5	0.00	0.01	0.01	0.07	0.00	0.00	0.02	0.01	0.29	0.04	0.51
Q12	0.99	0.74	0.01	0.17	0.00	0.48	0.06	0.61	0.00	0.00	0.17	0.58	0.01	0.91	0.00
Q13	0.04	0.00	0.42	0.05	0.59	0.3	0.52	0.00	0.02	0.17	0.00	0.00	0.73	0.01	0.34
Q14	0.09	0.00	0.22	0.05	0.59	0.00	0.14	0.00	0.01	0.58	0.00	0.00	0.88	0.02	0.1
Q15	0.65	0.07	0.00	0.00	0.04	0.12	0.2	0.11	0.29	0.01	0.73	0.88	0.00	0.97	0.00
Q16	0.01	0.00	0.75	0.1	0.36	0.00	0.06	0.00	0.04	0.91	0.01	0.02	0.97	0.00	0.44
Q17	0.12	0.00	0.00	0.00	0.01	0.01	0.78	0.00	0.51	0.00	0.34	0.1	0.00	0.44	0.00

Table 4
Survey Items that did not correlate significantly with any other items

- Q3** I have used an online textbook for a world language class prior to this course
- Q8** The cost of a world language textbook impacts my perception of a world language course.
- Q9** The format of a world language textbook impacts my overall perception of a world language course.

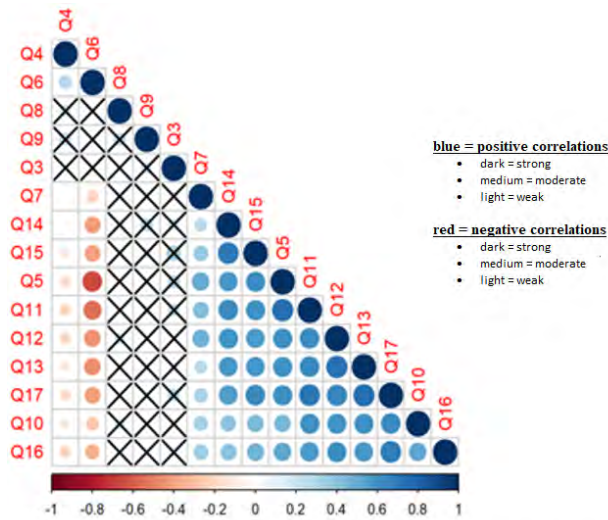


Figure 2. Statistically significant correlations

Qualitative analysis: CC-FB₁

In the previous section, we examined the results of the quantitative data collected for CC-FB₁. Recall that we demonstrated strong correlations between motivation, online textbooks, enjoyment of coming to class, and better note taking. Additionally, we discovered that cost, format, and prior experience with an online text, were not significant variables in the model. In this section of our analysis, we take a more in-depth look at the qualitative data results for CC-FB₁ (see Appendix B for open response items), which further explain these correlations and reveal additional patterns in student feedback. If we start by looking at Table 5 (next page), for example, we notice a series of both positive and negative responses to the items. The first three items asked participants to provide a definition of a traditional textbook and discuss their experiences with world language textbooks. Most participants described traditional textbooks as “heavy,” “tangible,” and “non-interactive” materials. Online textbooks, on the other hand, were described as “interactive,” “efficient,” and “easily transportable.” Several participants even stated that online textbooks made them “more accountable” for their work than tradi-

Table 5

Summary of Qualitative Data (CC=FB_p)

Item	Common themes (+)	Common themes (-)
1. What is your definition of a traditional textbook	traditional textbooks: tangible, easy to use, contain basic information	traditional textbooks: dry, heavy, lack auxiliary materials, a lot of un-used material, thick, lengthy, made of paper, expensive
2. Please discuss your experiences with world language textbooks.	online textbooks: accessible, convenient, interactive, organized	online textbooks: too much time in front of the computer
3. Please explain why you like or dislike the online textbook format more than the traditional world language textbook.	online textbooks: easier to transport, interactive, convenient, accountability of work, ample auxiliary materials, including links and videos, among others.	online textbooks: Internet access required, easy to get distracted,
4. Please explain the advantages and disadvantages to using an online textbook vs. a traditional textbook.	online textbook: less expensive, constant access to materials, easy to navigate, organized, stores course materials, interactive, better tools, and features, efficient, audio & video examples, environmentally friendly, motivating to read, up-to-date	online textbook: reliability of internet, devices (e.g., computer, phone, and tablet) are mandatory, easily distracted
5. Does the cost of a textbook impact your perception of a course?	greater preference for no or low-cost materials, renting is an option	textbooks are too expensive. students are obligated to purchase materials
6. In your opinion, what types of activities facilitate conversation among students in the target language?	enjoyable & relatable topics (e.g., careers, family life, future plans, relationships, pop culture) talking with peers, vocabulary activities, group work, access to native speakers, debates, scaffolding	
7. Please indicate which activity or activities you have recently reviewed. Do you like the activity or activities? Please explain. Note: The reviewed topics included, marriage, attending college, family life, existence of ghosts, and gender violence.	interesting & relatable topics, easy to follow, corresponding videos are helpful and support the articles, interactive, good visuals	more vocabulary lists necessary for easier reading, some activities have too many pre/post questions
8. How could the activity or activities you've recently reviewed be improved? Please be specific.	short texts, video exercises, interesting questions, relatable topics, minor changes suggested overall	more pictures, more interesting questions in some instances, break up long texts
9. Is the topic interesting and appropriate for students? Do you think the topic would facilitate conversation in Spanish among college students? Please explain.	all topics considered interesting & appropriate.	

tional textbooks. Although most participants preferred online textbooks to traditional materials, others indicated that it was more difficult to avoid distractions and take notes using online texts, which contrasts with the quantitative data results reported in Table 2. Bear in mind that we reported a strong interaction between items 16 (I take better notes using an online world language textbook than I do using a traditional world language textbook) and 17 (I find the online world language textbook motivates me to learn more than traditional language textbooks) earlier in our work.

Item 4 asked participants to list advantages and disadvantages to using an online textbook. Many participants perceived online textbooks as being less expensive, easier to navigate, better organized, more efficient and up-to-date than traditional textbooks. Moreover, some participants pointed out that online textbooks were better for the environment, included superior learning tools, and motivated them to read (supported by Rothman, 2016). Combined, the features identified here reflect the Generation Z characteristics previously outlined. The disadvantages mentioned by students included their reliance on internet access, tendency to get distracted, and general preference for reading in print.

Item 5 asked participants whether or not the cost of a textbook impacted their perception of a course. Although participants' answers varied, the majority of participants preferred no or low-cost materials. Several participants also mentioned being frustrated with trying to sell their (physical) textbooks back once the semester ended. Unlike traditional textbooks, online materials are often cheaper because they are only accessible for a limited amount of time.

Item 6 asked participants to indicate what types of activities would facilitate conversation between themselves and their peers. Common responses to item 6 included group work, access to native speakers, debates, speaking with highly proficient students in class (i.e., scaffolding), and vocabulary games. Participants further indicated that building activities around relatable and relevant topics, such as careers, family life, future plans, relationships and pop culture, would enable conversation among college-aged students.

The final three items in CC-FB₁ (Appendix B) asked participants to evaluate activities that were being considered for *Conversaciones Corrientes* at the time the data were collected. Each semester participants were presented with three different activities and asked to critique them and offer suggestions for improvement. The topics and activities were different each semester and varied in design (e.g., some included vocabulary exercises and pre/post questions, while others did not) and content, ranging from attending college and lifestyle choices, to gender violence and ghosts. The formats for these exercises included audio and video exercises, summarized academic articles, and short texts.

As shown under the 'common themes (+)' category in Table 5, participants found that the activities available for review included helpful videos, good visuals, supporting articles, and relatable topics. Many of the participants suggested that supplementary vocabulary lists were necessary for easier reading and cautioned against including too many pre and post-exercise questions. In order to improve these activities, participants suggested us-

ing more videos and pictures to break up long texts. Accordingly, participants recommended incorporating additional short texts, accompanied by more thought-provoking and concise questions that would ignite debate and conversation. Further areas of inquiry, such as animal abuse, immigration, and issues pertaining to the LGBTQ+ community, among others, were mentioned as topics that should be considered for the OER. The overwhelming majority of participants found that all of the sample topics presented to them were interesting and relevant, though many offered valuable feedback as to how they might be improved. We took participants' feedback very seriously and incorporated it into the penultimate draft of *Conversaciones Corrientes*, which was subsequently used to teach a Spanish conversation course at Institution A during the spring of 2022; the students who piloted the OER provided feedback that we ultimately incorporated into the published version of the textbook. We discuss the results of CC-FB_{II}^P (Appendices D and E) in the following section of our investigation.

Data Collection Round 2: Results for Pilot Study (CC-FB_{II}^P)

After using feedback from CC-FB_I to improve the working version of *Conversaciones Corrientes*, we piloted our OER in a Spanish conversation course at Host Institution A during the spring 2022 semester. At the end of the term, we asked the students to provide feedback using CC-FB_{II}^P. The information presented in Table 6 is based on the data collected exclusively from the pilot group ($n = 11$). CC-FB_{II}^P included a series of items that students were asked to rate, followed by open response questions that would be used to support their scores (for full list of questions see Appendices D and E). The results shown in Table 6 demonstrate that the students who piloted the OER had a positive experience with the platform overall and enjoyed using *Conversaciones Corrientes* for their Spanish conversation course (72% positive response). A total of 63% of participants either agreed or strongly agreed that the articles motivated them to read for class, while 81% said they were able to make connections between the topics discussed in class with the material being taught in other courses. The vast majority (91%) of participants said that they felt more comfortable speaking Spanish after the class, with 82% saying that their overall experience with the resource was positive.

The first open response item in the series (see Appendix E) asked students to explain their overall impression of *Conversaciones Corrientes*. The common themes that emerged among participants suggest that the textbook was easily accessible, very organized, diverse, original, highly relevant for Generation Z students, and current – both in format and in content. The answers were overwhelmingly positive with Participant 2 saying that “I am very impressed with the use of our online resource as the foundational resource of this course. I feel that it helps me keep all the information I need in one place.” Similarly, Participant 3 stated that they liked how “the resource is organized by chapters and topics. It made content easy to find.” Participant 3 goes on to say that “I think it set up a strong foundation for the course and our conversations”. Participant 10 said that they really enjoyed the textbook because “it was a different type of textbook – it wasn’t a traditional dry book. There were various topics with different types of activities, so it was al-

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ways something new every day.” Participant 11 wrote “I think having a free access book for students, and created by students, is amazing!”

The second item asked participants what they liked most about the online resource and why. The most repeated answers included the diversity of readings and topics, the array of relatable experiences, number of videos, connections to the Spanish-speaking world, accessibility, and economic benefits. Participant 1 said that “I like the diversity of topics in the book. All topics are very relevant, making them engaging and interesting. They also provided a connection to the Spanish-speaking world. I really enjoyed the articles and videos it provided.” Likewise, Participant 2 stated that they really “liked having access to this online resource because of the articles and videos that were provided, as well as the questions we had to answer. I especially liked the questions because I love being able to voice my opinion on some of the topics covered in the textbook.” Participant 7 pointed out their appreciation for the no-cost option saying they “liked that it was free, interactive, and not like traditional textbooks.” Participant 8 also noted that the book was “easy to access”, “accessible anywhere” and that “the topics felt relevant.”

Question 3 asked students to identify their favorite chapters and topics, which included four distinct sections at the time the data were collected (e.g., What is Your History, Life Decisions, Controversial Topics, and Diversity in the Spanish-Speaking World). Chapters II (Life Decisions) and III (Controversial Topics) emerged as the most popular among students, though several students mentioned chapter IV (Diversity in the Spanish-Speaking World) as their favorite. Participant 3 said that “I like the chapter on life decisions the most because it was the section I could relate to the most”. Similarly, Participant 8 stated that they preferred chapter II (Life Decisions) claiming that it was “interesting to hear other people’s points of view”, noting that “everybody [in the class] had an opinion about these topics.” Participant 9 implied that they were able to make connections to classes outside of Spanish by saying that “often today our topics are about these controversial themes [in chapter III], and now I know how to communicate effectively in Spanish about these themes.” Participant 10 said that “chapter IV (Diversity in the Spanish-Speaking world) was probably my favorite because I don’t know that much about diversity and culture in the Spanish-speaking world.”

When asked more specifically about the topics, the participants listed ghosts (chapter II), attending college or not (chapter II), getting married or not (chapter II), inclusive language (chapters II and III), linguistic diversity in Spain (chapter IV), characteristics of Generation Z (chapter II), and gender violence (chapter III), as their preferred themes. Participant 2 said that “my favorite topics were video games, ghosts, gender violence, and euthanasia because these were topics that I not only really enjoyed learning about, but [they] were also topics that really helped me to voice an opinion in a comfortable way.” Participant 5 stated that they really enjoyed discussing ghosts because “many people had encounters with ghosts, and it was cool to hear about them.” Additionally, Participant 5 said that they enjoyed learning more about Generation Z: “it was interesting to learn about the different generations, because I notice some of the traits within my family.”

Participant 10, like participants 2 and 5, cited ghosts as one their favorite topics, along globalization and linguistics: “My favorite topics were probably globalization, linguistics in Spain, and ghosts. Globalization connected with another class I’m taking, and linguistics and ghosts are just fun topics!” Participant 9 stated that they enjoyed talking about Generation Z, freedom of expression and social media. “I feel like all three have some kind of connection to the world we live in today and I think it is important to discuss these topics. They are also just fun to talk about and hear others’ opinions.” Moreover, when asked what topics should be added, students collectively identified the following subjects: mental health, cancel culture, fashion, gun control, animal abuse, the LGBTQ+ community, and immigration. Additionally, Participant 1 stated that “I personally cannot think of anything new to add. You give us the freedom with the short presentations to talk about something else” (see section on activity design for suggestions).

When asked which topics should be extracted, the majority of students said they would leave all of them. In fact, Participant 1 said “I thought all current topics were great,” while Participant 2 said that “in my personal opinion, I do not think we should remove any of the topics because I feel that they are all important, as well as interesting to talk about.” Participant 2 went on to say that “All the topics were relevant. The more topics to choose from, the better.” Similarly, Participant 11 suggested that we should especially maintain the more controversial topics, such as those addressed in chapters II and III, for example. They stated that “debate is important as long as it is civil and appropriate. It is also important to stay up-to-date with topics such as abortion and euthanasia.” Although most of the responses were positive, Participant 3, did point out that authors should be careful of overlapping themes, noting that “topics 3 and 5 in chapter III were both about gender violence, which I enjoyed, but it got repetitive.”

Participants of the pilot group were subsequently asked which topics they would like to see more of, which activities were the most helpful (or not), and how they felt about the overall layout of the book. Most participants identified the need for additional vocabulary lists and videos that would facilitate reading, listening, and comprehension. In terms of which activities were the most helpful, common responses included conversations with native speakers using TalkAbroad, peer interaction, vocabulary quizzes, and chapter reviews. Participant 1 said that they “found the in-class discussions, TalkAbroad conversations, and written homework to be the most helpful. The homework allowed me to familiarize myself with vocab and concepts. I could then practice speaking during Talkabroad conversations and during class time.” Participant 2 identified the homework questions as being the most helpful stating that “I feel that these questions helped me to gather my ideas before any conversations with my classmates. I also did not think that there were any activities that were not useful.” Likewise, Participant 3 said that they “liked the discussion questions”, but that “it would have been cool to have different ways of showing information, such as posters, presentations, playwriting or poems, for example.” Participant 6 said that they “liked the quizzes” and that “they were the only reason why I actually looked at the vocab.” Participant 4 enjoyed the chapter reviews, saying that they were “super fun”, while Participant 10 explained that they

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enjoyed both the chapter and vocabulary reviews. Conversely, Participant 9 identified less helpful activities stating that “the longer videos weren’t helpful because I would get bored and just skip them, also activities with lots of questions because I would speed through them instead of giving full answers.”

In addition to providing feedback and assessing materials for the platform, students had the unique opportunity to publish activities, short articles, and even artwork in *Conversaciones Corrientes* at the end of the semester. Several students published pieces centering on aspects of cancel culture and urban legends, while another student designed the platform cover.

Table 6
Results of CC-FB_{II}^P. Students’ overall experience with the online resource and the course in general

Affirmation	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree	Overall
I enjoyed using the online resource.	0%	0%	27% (3/11)	36% (4/11)	36% (4/11)	72% positive responses
I was motivated to read the articles.	0%	9% (1/11)	18% (2/11)	27% (3/11)	36% (4/11)	63% positive responses
I was able to make connections with topics learned in other classes.	0%	9% (1/11)	18% (2/11)	36% (3/11)	45% (5/11)	81% positive responses
I feel more comfortable speaking in Spanish now than I did when the class began.	0%	9% (1/11)	0%	27% (3/11)	64% (7/11)	91% positive responses
My overall experience using this online resource has been positive.	0%	0%	18% (2/11)	18% (2/11)	64% (7/11)	82% positive responses
My overall experience in this course has been positive.	0%	9% (1/11)	0%	18% (2/11)	73% (8/11)	91% positive responses

Discussion of CC-FB_I and CC-FB_{II}^P: Quantitative and Qualitative Analyses

The combined quantitative and qualitative results for CC-FB_I are somewhat contradictory. Although the results of the quantitative data do not present statistically significant interactions among variables such as cost, prior experience with online textbooks, or design of a world language textbook, the qualitative results tell a different story. One participant said that they would be less likely to continue with world language courses if the cost of a textbook was too high: “I think it [cost of a textbook, online or traditional] gives me more of a reason not to go into world language courses. I don’t want to pay a hundred or more dollars for a website page. I understand the costs are necessary to produce high quality materials, but it still is a factor when thinking about courses due to already high student debt.” Another participant stated that they pay for classes on their own so the cost of textbook “has a tremendous impact” on their choice to enroll in a course. This participant goes on to say that sometimes the books are not even used in a given course, which causes disappointment and frustration among students. Similarly, one participant mentioned that they experience increased anxiety when textbook costs are high saying that “yes, the cost of the textbook impacts my perception [of a course]. It [cost] will usually make me more anxious for the class or hesitant to take notes in the textbook so I can resell it.” The latter of these statements suggests that online textbooks certainly have an advantage, as students may annotate, highlight, and add comments without consequence. Higher expectations also come into play when textbooks are costly, which is demonstrated with one participant stating that “if the cost [of a text] is really high, I always have higher expectations of gaining important information out of the book. I think that the cost shouldn’t be too high because it can be unfair for people who cannot pay, and it isn’t fair that they have this disadvantage.” Responses indicating frustration with high textbook costs continued throughout the survey with another participant saying that “I tend to get annoyed with the course before it begins if the textbook is super expensive. I go in with a slightly negative view of the course because it is making me pay so much money for a textbook for one class.”

The results gathered from the first round of data collection via CC-FB_I (Appendices A and B) prepared us for the penultimate step of the project: introducing the resource to the pilot group (see Appendices D and E for survey items). The pilot group listed ghosts, attending college, and marriage as interesting topics. They also identified linguistic diversity, inclusive language movements, animal abuse, and gun control as possible areas of interest among students. The results of CC-FB_{II}^P further reinforced the results of CC-FB_I in that short texts, video exercises, relatable topics, and additional vocabulary lists were beneficial for, and attractive to, learners, and should therefore be made available throughout *Conversaciones Corrientes*. We ultimately implemented all of these features into the published version of the textbook.

In this section, we reviewed the quantitative and qualitative results of the data collected for CC-FB_I and CC-FB_{II}^P. We explained that the results of quantitative data (CC-FB_I) revealed strong interactions between the use of an online textbook, better note-taking, and overall enjoyment of world language courses. These results

suggest that online resources are the preferred mode of instruction, thereby aligning with the Generation Z characteristics highlighted in earlier sections of our work. Recall that previous research (Düzenli, 2021; Fuentes, 2014) indicates that Generation Z students are visual learners who enjoy collaborative work and interaction via technology. Accordingly, the combination of free online materials is a highly powerful one. Furthermore, participants' collective feedback demonstrates that the high cost of textbooks, whether they are online or not, may cause anxiety for students, in addition to resulting in learning inequity due to lack of finances. Expensive materials may also result in an overall negative outlook toward a course that would not exist if the cost of the selected resource(s) were lower or free of charge. Students' anxiety, perceptions of financial inequity, and negative attitudes toward a course undoubtedly create unnecessary stress and obstacles for instructors. If providing students with no or low-cost options alleviates these adverse outcomes, then instructors and administrators should seriously consider implementing OER into their curricula. In the final sections of our work, we present the limitations of our study and offer suggestions for future research and subsequently conclude our investigation.

Limitations of study and Suggestions for Future Research

Both surveys had relatively small sample sizes. The SurveyMonkey questionnaire used to collect responses for the first round of data (e.g., CC-FB_I) included 84 participants, and the survey administered to the pilot group (e.g., CC-FB_{II}^P) had a total of 11 participants. Much of the data were gathered during the height of the COVID-19 pandemic, which may have impacted students' willingness to participate in the investigation due to technostress and Zoom fatigue (Ramachandran 2021; Verkijika 2019).

This study does not measure students' acquisition of Spanish, but rather the use of OER as it relates to Generation Z learning preferences in world language courses, and more specifically, those that center on oral production in Spanish. It would be beneficial for future studies to focus on how OER facilitates the acquisition of grammatical structures, auditory development, oral production, and writing ability, or a generally proficiency-based program in Spanish. "Furthermore, the present investigation centers on Generation Z students; no students born prior to 1997 were included in the study, and consequently, the findings our data reflect behaviors and values found in today's traditional college-aged population." Therefore, subsequent investigations may wish to consider designing a study that addresses the use of OER in world language classes that include non-traditional and non-Generation Z students.

Conclusion

The main purpose of this study was to include student feedback that would allow us to design a strong and engaging OER that was built for, and vetted by, students in Spanish. Throughout the creation and design period, student feedback was collected, reviewed, and incorporated into our OER platform in order to ensure that the final product would be well-received by GenZ_{L2}ers taking Spanish as a second language. The qualitative data suggest that students greatly support digi-

tal learning resources and OER platforms. It cannot be determined from the data in this study if digital learning resources are superior to traditional methodologies. However, with much of the results of the descriptive and qualitative data demonstrating a preference for online textbooks, the use of digital formats, especially OER, should be seriously considered for world language courses; they are more cost effective, versatile, current, easily accessible, and provide greater flexibility for learners than traditional textbooks.

Contrary to the results reported in earlier investigations (Colvard et al., 2018; Thoms & Thoms, 2014), the cost of learning materials did not significantly impact learners' experience in the classroom, though the qualitative data do demonstrate a clear preference for no-cost/low-cost materials. Finally, although the participants of this investigation may not be overly concerned with the price of classroom materials, students outside of these institutions may benefit from more inexpensive (or no-cost) options, in addition to the other benefits that align with Generation Z values and behaviors (e.g., collaboration, learning equity, technological interconnectedness, and pragmatism, among others).

Taken together, the results of the data point to an overall alignment between GenZ₁₂ learning styles, modal preferences (e.g., non-traditional vs. traditional modes of delivery), socio-economic values, and the use OER in world language courses. If GenZ₁₂ students are conscientious about money, environmentally aware, collaborative, and pragmatic, then *Conversaciones Corrientes*, as designed for Spanish conversation course, is completely compatible with today's GenZ₁₂ers. Moreover, the results of the qualitative data support the notion that GenZ₁₂ers prefer online educational resources to their more traditional counterparts (e.g., hardcover textbooks), despite there being some doubt among students taking part in the study (see Table 5).

The pedagogical implications of the present investigation indicate that GenZ₁₂ learning preferences should be taken into account in modern world language classrooms with resources that reflect students' needs, and their vision of what a college-level world language class should resemble. To that end, "instructors teaching Generation Z must be prepared to teach using software, hardware, and digital, technological, and social media. Creative classroom setups will need to form part of the education process" (Cilliers, 2017, p. 195).

Based on the results of the study, we encourage instructors to explore OER platforms that support the social learning dynamics and behaviors that have been identified in the present investigation and in the earlier research mentioned throughout our work (Chayko, 2021; Cilliers, 2017; Coyle, 2014; Falc, 2013, Pikhart & Klímová, 2020, among others). We argue that ultimately, OER has a place in world language education and the use of such resources is well worth the effort to search for and create. OER platforms, such as *Conversaciones Corrientes*, for example, facilitate student-teacher collaboration and increase student engagement during the learning process through ongoing assessment and constant techno-social interaction. Additional benefits to using OER in the world language classroom may also include better note-taking and improved reading, as suggested by the results of the data. By incorporating OER into our courses, we as

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instructors, researchers, and administrators are able to reimagine the world language classroom using platforms that largely align with the techno-centric characteristics, learning preferences, and socioeconomic values observed in Generation Z students, all at no cost to them.

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Appendix A

List of Quantitative Survey Items for CC-FB₁

- Q1 I have read the Informed Consent Form and I am choosing to participate in the study. By typing my name in the box provided here, I confirm my participation.
- Q2 What year were you born?
- Q3 I have used an online textbook for a world language class prior to this course
- Q4 I have used a traditional textbook for a world language class prior to this course.
- Q5 I prefer using an online text for world world language study.
- Q6 I prefer to use a traditional textbook for world language study.
- Q7 I am comfortable suing a digital textbook for world language study.
- Q8 The cost of a world language textbook impacts my perception of a language course.
- Q9 The format of a world language textbook impacts my overall perception of a language course.
- Q10 I am more likely to complete homework assignments if I use an online world language textbook than I would using a traditional world language textbook.
- Q11 I enjoy class more using the online world language textbook than I do using the traditional language textbook.
- Q12 I find that the readings in Spanish are more interesting in an online format than they are in a traditional textbook format.
- Q13 I am more excited about coming to class if I use an online world language textbook than I am if I use a traditional textbook.
- Q14 I find that the online world language textbook is more relevant to everyday life than a traditional language textbook.
- Q15 The online world language textbook encourages me to interact more with the material than a traditional language textbook.
- Q16 I take better notes using an online world language textbook than I do using a traditional language textbook.
- Q17 I find the online world language textbook motivates me to learn more than traditional language textbooks.

Appendix B
List of Qualitative Survey Items for CC-FB₁

1. What is your definition of a traditional textbook?
2. Please discuss your experiences with world language textbooks.
3. Please explain why you like or dislike the online textbook format more than the traditional world language textbook.
4. Please explain the advantages and disadvantages to using an online textbook vs. a traditional textbook.
5. Does the cost of a textbook impact your perception of a course?
6. In your opinion, what types of activities facilitate conversation among students in the target language?
7. Please indicate which activity or activities you have recently reviewed. Do you like the activity or activities? Please explain.
8. How could the activity or activities you've recently reviewed be improved? Please be specific.
9. Is the topic interesting and appropriate for students? Do you think the topic would facilitate conversation in Spanish among college students? Please explain.

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Appendix C

Raw Data for CC-FB,

SD (Strongly Disagree = 1)

SA (Strongly Agree = 5)

SD

D

N

A

S/A

N/A

Mean

(1) I have read the Informed Consent Form and I am choosing to participate in the study. By typing my name in the box provided here, I confirm my participation.

(2) In what year were you born? [All participants born in 1997 or after]

(3) I have used an online textbook for a world language class prior to this course.	8.42	8.42	2.11	23.16	54.74	3.16	4.1/5 (82%)
(4) I have used a traditional textbook for a world language class prior to this course.	8.42	6.32	3.16	24.21	53.68	4.21	4.1/5 (82%)
(5) I prefer using an online text for world language study.	7.37	12.63	16.84	29.47	33.68	0	3.7/5 (74%)
(6) I prefer using a traditional text for world language study.	21.05	21.05	26.32	16.84	14.74	0	2.8/5 (56%)
(7) I am comfortable using a digital textbook for world language study.	2.11	3.16	6.32	42.11	46.32	0	4.2/5 (85%)
(8) The cost of a world language textbook impacts my perception of a world language course.	13.83	26.6	18.09	22.34	17.02	2.13	4.3/5 (86%)
(9) The format of a world language textbook impacts my overall perception of a world language course.	2.11	8.42	21.05	43.16	24.21	1.05	3.00/5 (60%)
(10) I am more likely to complete homework assignments if I use an online world language textbook than I would using a traditional world language textbook.	9.47	14.74	22.11	28.42	25.26	0	3.8/5 (76%)
(11) I enjoy class more using the online world language textbook than I do using the traditional world language textbook.	6.32	11.58	26.32	26.32	29.47	0	3.5/5 (70%)
(12) I find that readings in Spanish are more interesting in an online format than they are in a traditional textbook format.	7.45	12.72	26.6	32.98	20.21	0	3.6/5 (72%)
(13) I am more excited about coming to class if I use an online world language textbook than I am if I use a traditional textbook.	5.26	13.68	35.79	22.11	23.16	0	3.5/5 (70%)
(14) I find that the online world language textbook is more relevant to everyday life than a traditional world language textbook.	2.11	6.32	13.68	44.21	33.68	0	3.4/5 (68%)
(15) I find the online world language textbook encourages me to interact more with the material than a traditional textbook.	1.06	12.77	18.09	36.17	31.91	0	4.00/5 (80%)
(16) I take better notes using an online world language textbook than I do using a traditional world language textbook.	10.53	21.05	16.84	30.53	20	1.05	3.3/5 (66%)
(17) I find the online world language textbook motivates me to learn more than traditional language textbooks.	5.26	12.63	31.58	29.47	21.05	0	3.5/5 (70%)

Appendix D
List of Quantitative Survey Items for CC-FB^P_{II}

Affirmation	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree
I enjoyed using the online resource.					
I was motivated to read the articles.					
I was able to make connections with topics learned in other classes.					
I feel more comfortable speaking in Spanish now than I did when the class began.					
My overall experience using this online resource has been positive.					
My overall experience in this course has been positive.					

Appendix E

List of Quantitative Survey Items for CC-FB_{II}^P

Questions
1. Please explain your overall impression of the online resource.
2. What do you like about the online resource and why?
3. Which chapter was your favorite and why?
4. Which were your favorite topics and why?
5. Which topics do you think we should add?
6. Are there any topics you would take out?
7. What would you like to see more of?
8. Do you like the peer evaluation system? What did you think of the progress reports?
9. What other activities did you find helpful or not?
10. What other types of materials, tools or techniques could be used to facilitate conversation?
11. Did you enjoy the layout of the book and/or sequence of topics?
12. How would you compare this resource to others you have used beyond the intermediate-level sequence?
13. Do you like having your homework from the online resource linked to the Canvas course management system?
14. Do the articles chosen allow you to make connections to other courses?

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