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Course 5305
Disruptive Innovation in Tech
Implementation Outline
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Proposal

[Blended Learning in the Foreign Language Classroom](#)

Target Audience

The administration of St. Anne Catholic School.

Description

The Spanish Language program at St. Anne Catholic school needs a major overhaul. After assessing the needs of the students, I proposed adding a digital component to the Spanish language classroom creating a blended learning environment. When I interviewed for the position, it was made clear that there was an interest in upgrading the program from its present state. The idea I proposed was to make the Spanish Language classroom a blended learning environment. To do this, I have proposed adding more digital components to the curriculum such as Google Classroom, Quizziz, Kahoot, and DuoLingo and eventually moving to an online



curriculum. Making this change will allow for the students to shift their thinking from a grade focused mentality to an effort rewarded mentality; thereby shifting students from a fixed mindset to a growth mindset.

Research.

A [Literature Review](#) was conducted to research the benefits of shifting from a traditional classroom to a blended classroom. In that research, it was concluded that adding a digital component or an online component to the foreign language classroom creates an enhanced learning experience for L2 learners. The literature supports the advantages of a blended learning environment for the purpose of teaching a foreign language. The research authors all agree that there are many benefits from adding an online component including the development of a growth mindset in students who see instant progress and learn to believe that they are capable of learning a second language through effort expended. The instant gratification seen in content gamification helps in the training of students into the growth mindset and delivers increased participation, motivation, and self confidence. A copy of the Literature Review is available upon request.

Objectives.

The objective of this project is to add a digital component to the Spanish curriculum creating a blended classroom environment to enhance the student learning experience. It will also allow for creating an easier method to provide differentiation in the classroom. In addition, the project will move students from a grade focused mentality to an effort rewarded mentality and shift students from a fixed mindset to a growth mindset.

Timeline.

The timeline is loosely set up with goals to implement a new program for the Spanish classroom. The purpose of the timeline is to ensure that students are moved toward learning in a blended classroom within a short period by utilizing educational digital applications in partnership with lessons presented directly by the teacher. There are currently 9 phases identified to execute a successful transition to a blended classroom. Adjustments will be made as the program progresses.

Phase 1: August 2023 - January 2024 Google Classroom

Middle School:

Introduce Google Classroom as the main source to access assignments and resource materials. Create content using a blend of materials found in textbooks and online sources and adapt lessons to fit Google Slides. Allow time for students to become familiar with the new online format. Observe student skill in navigating the site. Eventually, all links to new technology being introduced to students will be located in a post under assignments in Google Classroom.

Elementary:

Students will continue to use the online language learning curriculum, QTalk as their main source of learning Spanish. Students will receive supplemental activities created by the teacher to enhance the QTalk lessons.

Phase 2: December 2023 - February 2024 Content Gamification

Middle school:



Students will be introduced to several online content gamification applications. The teacher will create content specific to lessons being taught in the classwork and pair the lessons with the online applications. Students will work through lessons presented in Kahoot, Nearpod and EdPuzzle as well as take tests using Quizziz. Quizziz will reward students for effort since they will have the opportunity to take the tests as many times as they want until they get the grade they desire. Repetition and effort will be rewarded using this application.

Elementary:

Students receive language instruction 3 times a week every other week. On the 3rd day of instruction, students will log onto QTalk and play the online games associated with each lesson.

Phase 3: February 2024 - May 2024 COVA Approach

Middle School

Students will be introduced to an online language learning application to continue the content gamification learning process. Students will log on to DuoLingo for schools via Google Classroom. Students will take the COVA approach to learning Spanish using this application. They will take ownership of their language learning by choosing how often, when and the level in which they engage the learning. Students will also learn at their own pace using this application.

Phase 4: April 2024 - May 2024 New Curriculum Research

The teacher will research and engage in trial use of various online Spanish curriculums geared toward the foreign language education of middle school students. The teacher will present data gathered for each curriculum reviewed and meet with the Administration to decide which program will work best at St. Anne school.

Phase 5: June 2024 - July 2025 Teacher Training

The teacher will participate in online training for the new middle school curriculum and will begin creating content to pair with the new curriculum. The goal is a blended classroom where the teacher presents part of the lesson and the online curriculum continues the lesson with activities relevant to the lesson. The teacher will also review materials for the elementary curriculum and enhance the online curriculum with a station rotation model.

Phase 6: August 2024 - November 2024 Introduce New Curriculum

Middle School:

Students will be introduced to the new online curriculum and the new format for the class. The teacher will incorporate a blended learning classroom format to present lessons.

Elementary :

Students will continue using QTalk online along with a workbook. The teacher will present the lessons on the ViewSonic asking for student oral participation in each lesson. The teacher will also include a station rotation format in the classroom to cover all of the elements of the lesson since students will only have Spanish class once a week.

Phase 7: December 2024 Gather data, review effectiveness and gather data

Assess the effectiveness of the Middle School Curriculum and take note of what worked and what didn't. Create a report for the Administration remarking on plans for any adjustments to the curriculum if necessary.

Phase 8: January 2025 - December 2025 Continue making adjustments and gathering data

At this point in the process, the teacher will continue using the online curriculums for all grades and make adjustments as needed. The teacher will continue to gather data from the new curriculum, DuoLingo, and QTalk to determine effectiveness of the program.

Milestones for each phase.

I. Phase 1: August 2023 - January 2024 Google Classroom

MS Students successfully navigate Google Classroom to access their assignments.

Elementary students will successfully navigate station rotation of QTalk.

II. Phase 2 Content Gamification

Students show language mastery through effort expended when taking tests on Quizziz or QTalk.

III. Phase 3 COVA Approach

MS Students: Data will show student progress, length of time in use and the level achieved in Duolingo. The teacher will look for evidence of learning in student interaction while in play.

Elementary students will show ease in rotating through stations when they have time for independent play with QTalk cards. The teacher will gauge how much they have learned by observing how students play with the cards and other materials in each station.

IV. Phase 4 New Curriculum Research

The teacher will conduct research and find a new online curriculum to present to students



in the next term.

V. Phase 5 Teacher Training

The teacher will successfully engage in training to learn how to use the new curriculum effectively in the classroom. The teacher will also set up station rotations in the classroom for the elementary students.

VI. Phase 6 Introduce New Curriculum

Students will successfully navigate through the new curriculum.

VII. Phase 7: Gather data, review effectiveness and gather data

The teacher creates a comprehensive report detailing the successes and failures of the new programs put in place for the semester.

Outcome.

The outcome of the project will be recorded after all the data is gathered. The data will show either the effectiveness or not of the online curriculum and the blended classroom project. A report will be created and presented to the Administration for review and comment.