

Motivation to Prepare

Classroom Research Project in Motivation for Basic Spanish Students to
Actively Participate in the Process of Learning of a Foreign Language
at the United States Military Academy

By Marc E. “Dewey” Boberg

This paper was completed and submitted in partial fulfillment of the Master Teacher Program, a 2-year faculty professional development program conducted by the Center for Teaching Excellence, United States Military Academy, West Point, NY, 2010.

Abstract

This study explored the out of class preparation time, effort, and types of activities and how they relate to enhanced in-class participation and success in the foreign language classroom using LS203 Basic Spanish Course as a model. LS203 is a five day a week, 80 lessons per semester course focused on teaching the basic communication building blocks in Spanish in a cultural context. The study used a population of cadet / students at the United States Military Academy who are a very unique group, so the results may not be universal to all college students, but the study still is beneficial at identifying critical motivational factors among outstanding college age students. The study used quantitative and qualitative data collected by the author to analyze student behavior when compared between two semesters of teaching the same course.

The study found that there is a positive correlation between cadets completing homework when they believe it will directly impact their grade, either as graded homework or as a quiz which reflects the format and content of homework. It also indicates that the majority of students do not complete homework assignments unless they see a direct correlation towards their grade in the course. The study also shows a positive correlation between cadets preparing for class regularly and performance on more all encompassing assessments of language proficiency such as written oral partial reviews and term end examinations. Finally the study indicates students desire to learn the material for the ability to integrate it either into their current daily lives, or future is diminished by a total reliance on emphasizing grades.

Table of Contents

I. Introduction	
Overview and Literature Review	4
Statement of the Problem	9
Purpose of the Study	9
Study Questions	10
Significance of the Study	10
Limitations	11
II. Methodology	
Overview	12
Research Design	12
Sampling	12
Data Collection	14
Data Analysis	16
III. Findings and Conclusions	
Overview	17
Quantitative and Qualitative Data	17
Areas for Further Research	26
Recommendations and Conclusions	27
IV. References	30
V. Appendices	
LS203 Syllabus	TAB A
LS203 Lesson List	TAB B
LS203 Mid Course Student Assessment	TAB C
LS203 End of Course Student Assessment	TAB D

I. Introduction

Overview and literature review

In wake of the September 11th 2001 terrorist attacks and subsequent war on terror, the Department of Defense assessed a clear need to enhance the language, cultural, and regional expertise of officers in all branches of service. The document which outlined the requirements of this effort was published in January of 2005 and is known as the Defense Language Transformation Roadmap (DLTR) and it included several mandates related to enhancing the language proficiency, cultural awareness, and regional expertise of all officers (U.S. Department of Defense (DoD), 2005). The 2006 DoD Quadrennial Defense Review subsequently stated, “Developing broader linguistic capability and cultural understanding is critical to prevail in the long war and meet 21st Century challenges (DoD, 2006).” General George Casey, the former Multi-National Force Iraq Commander and current Chief of Staff of the Army stated a specific need for officers who are “at home in other cultures and can make the most of this understanding in the pursuit of their objectives (U.S. Army Training and Doctrine Command (TRADOC), 2007).”

These documents and statements have led to a transformation of our own here at the United States Military Academy (USMA) during the last several years as West Point, one of the three primary commissioning sources for new officers, seeks to meet the demands of an Expeditionary Army in a culturally diverse world. To facilitate meeting the requirements and responsibilities newly commissioned lieutenants face almost immediately following graduation, USMA seeks to develop cadets across four key domains; intellectual, military, physical, and moral-ethical. These domains are outlined and governed through the Cadet Leadership Development System or CLDS. The manual outlines the need for the Army, and hence West Point graduates to be able to respond effectively to the diverse challenges associated with changes to the international environment. One of the critical elements of the intellectual domain is the goal of graduates achieving intercultural competence (USMA, 2009).

To meet the demands of intercultural competence, USMA has developed an interdisciplinary methodology on the subject, with the role of developing the ability to communicate in a foreign language with cross-cultural competence and regional understanding a central part (USMA, 2009). USMA's Department of Foreign

Languages (DFL) seeks to develop cadet proficiency in foreign languages, cross cultural competencies, and regional knowledge in mandatory core courses, elective courses, and through regional experiences to include spring and summer immersion as well as semester abroad experiences for cadets with the expected outcome being cadets who not only can communicate in the foreign language, but who have a greater overall understanding of foreign cultures and regional expertise. To accomplish this, instruction is not limited to vocabulary and syntax, but rather focuses on the use of the language within the regional and cultural context.

To accomplish these goals, USMA and specifically DFL in recent years have expanded language instruction in a cultural context, including expanding the number of contact hours for all basic language courses (LX203/204 courses) from the traditional 2.5 weekly contact hours (every other day instruction) to 5 hours per week, daily instruction. Additional semesters of foreign language are also now required for most humanities majors with a clear goal of increasing cadet foreign language, cross-cultural and regional competence. The five days per week instruction during the basic courses provides additional repetitions in the classroom environment but also is intended to ensure that cadets are studying the material outside the classroom daily, thus establishing a solid foundation in language, cross-cultural and regional studies which can then be used as a launching pad towards real competence in these critical areas.

While the instructor can manage the time during the daily classroom attendances, one of the constant concerns is how to motivate students to continue practicing lessons learned and preparing for future lessons. While there are various definitions for motivation, Dr H. Douglas Brown defined motivation as “the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit (Brown, 1994).” How does the basic language teacher facilitate students to make choices which will ensure they pursue the objectives and put in the effort to meet the desired outcomes and outlined by the course when they are NOT physically sitting in the foreign language classroom?

During his tenure as the Superintendent of the United States Military Academy, Sylvania Thayer established many of the norms which are still commonly practiced at

West Point (USMA, 2002). Among those norms is what has become known as the “Thayer Method” of instruction. In a letter from Thayer to President James Monroe in 1828, he describes the methodology in his own words.

“Each student should demonstrate a proposition or explain an investigation at the Black-board and also be interrogated to see that he thoroughly understands the principles. This will require, as experience proves, not less than 15 minutes on an average for each student. Let the class be divided into at least four parts or sections and let each section attend 3 hours daily with an assistant professor to be examined upon the subject of the Lecture or lessons given on the preceding day. The Professor besides lecturing may either have the recitations of one Section himself or what would be the better practice, he might without taking the immediate charge, be present at the recitations, visiting each section in turn and only occasionally putting questions and giving explanations. You know that this is the system of instruction which has been practiced at West Point during the last ten years with what success I leave it for others to say. (Thayer, 1828)”

The Thayer method requires daily recitation and evaluation of every student to motivate them to learn the material. Each student knows that he will be required to answer the questions of his professor (or assistant) every day for grade, which provides the required motivation to ensure the students use their study time appropriately to pursue the goals of the professor (regardless of whether the student shares exactly the same goals or not). The intent of the Thayer Method is to place the responsibility for learning on the cadets. Prior to each class, cadets study the material and during class they must recite and or actively demonstrate their mastery of the previous lesson’s material (Gellasch, 2001).

While this is one way to solve the challenge of motivation for class preparation, it does so by forcing students to comply or else receive a punishment for their lack of preparation. He encouraged cadets to channel their competitive energies through a merit system in which cadets were ranked weekly in each course. These rankings determined the specific section that cadets would attend in each course, and the rankings were posted publicly to stimulate competition and learning while humiliating those who were less successful. At the end of the academic year, the names of the top five cadets in each subject were published in the annual Army Register. At the end of four years, cadet academic standing accounted for between 50 -70 percent of class rank upon graduation, which was used to determine, as it is today, what branch of the

Army cadets could enter, and often the unit and post where they first would be stationed (USMA, 2001).

Daily individual graded requirements are incredibly time consuming and do not allow the constant flow of progress towards additional instruction. Even in Thayer's letter he outlines the fact that it takes 3 hours per cadet to get 1 hour of instruction (lecture) and 2 hours of recitation and problem solving (Thayer, 1828). This methodology, while it forced most cadets to meet the requirements, is incredibly time consuming for not only the student, but the teacher and at the same time does not naturally lead towards a lifetime desire to learn and apply these lessons, but rather a competitive dedication to duty purely to avoid penalty and seek rewards.

While there are several studies on student motivation and many factors that contribute to student interest and behavior, this study will focus on a few ways teachers can specifically influence student motivation to prepare while they are not being directly supervised. I will also look at some variation of the "Thayer method" to include grades as a motivating factor to prepare for courses.

There are several issues regarding student motivation to complete homework assignments. Previous studies have indicated that college students do homework only as they see the relationship between its difficulty, enjoyment, and the educational value of the work that has been assigned (Baird, 1987). The amount of motivation students' show towards completing these assignments is mostly related to the educational value and how it is integrated into the classroom. Time versus value becomes a measuring stick for most students, and if assignments are perceived to be very time consuming but with little or no real value they are not completed or are not completed to the level the instructor expects.

Motivation on the part of the students to complete out of class work is the critical issue related to these activities' effectiveness. Students are faced with endless choices for the use of their time and energy. The concentration necessary to practice a foreign language requires tremendous time and energy in an undistracted environment, and the student must be able to identify the benefit he will gain should he put in the necessary

time and energy, either as it directly relates to his ability to accomplish the learning objectives or as it relates directly to something as simple as his grade (Lowman, 1995).

In March of 2009 I spent some time in the cadet barracks during evening study period to make some firsthand observations of cadet homework and class preparation behavior. I was very pleasantly pleased to see the study conditions were excellent, especially for a Sunday evening, as it was generally quiet, cadets were focused, and there was no sign of clowning around either inside the barracks or in the adjacent areas. I also observed dozens of cadets working together in small groups on various assignments including the use of company academic rooms, dayrooms, and the library for these small group meetings. The vast majority of these small groups were working on a graded math project for MA206, a physics pre-laboratory requirement, or an engineering problem set. This was exactly the type of behavior I wanted to see in cadets studying foreign languages, but the only cadets I found doing that were actually working alone using web based language programs (which are graded as well). I asked several questions of these groups to try and determine their motivation for this group work. I found that the vast majority were NOT excited about what they were doing, or even really interested in mastering the material, but rather they were driven by the fact that each was a graded requirement that allowed for group work, and they were motivated to earn as many of these “homework” points as they could since in most cases they were taking core classes that they weren’t overly interested in, but they needed to pass.

Several studies indicate the importance of de-emphasizing grades. Fuhrman and Grasha recommend avoiding stressing grades in the classroom because it will further increase student anxiety and decrease motivation to do “homework” or anything else for its own sake rather than to obtain grades (Fuhrman and Grasha, 1983).

William Rau and Ann Durand’s work indicates that there is a positive correlation between methodical, disciplined study outside the classroom and academic performance (Durand and Rau, 2000). This study looked at several other prior studies related to the correlation of study effort to performance and found many of the studies flawed due to the methodologies of collecting data. As this study concludes, students

motivated purely by grades oftentimes rely on frantic cramming before exams. While the study did find a positive correlation between systematic study and performance, it also noted that virtually all students place significant value on grades (Durand and Rau, 2000).

Statement of the Problem

What truly motivates cadets (students) to effectively learn a foreign language, cross-cultural competencies, and regional expertise and not only rely on the 80 actual attendances of the basic course to set the foundation of this learning, but rather want to actively prepare, study, and continue to learn outside the classroom during their preparation time between attendances?

Purpose of the Study

LS203 Basic Spanish is a five day a week, 80 lessons per semester course focused on teaching the basic building blocks of a foreign language (Spanish) in a cultural context. Due to the daily interface with students, there are numerous opportunities to assess student progress in second language acquisition, through quizzes, comprehension checks, written and oral partial reviews, class participation, oral presentations, group work, listening exercises, and term end examinations. As a result, there is a tendency to assign homework and class preparation activities but not grade them. It is my belief that after the first couple of attendances (maybe the first couple of weeks of attendances), students begin to rely almost entirely on the daily classroom experience to learn and the vast majority quit doing any daily preparation for class, because they know the actual homework isn't graded.

The purpose of this study is to better understand student motivation to learn beyond the specified attendances and walls of the classroom. I want to specifically study the student use of out of class preparation time, amount of effort applied to studying or preparing for class and the types of activities as they relate to enhanced in-class participation and success in the foreign language classroom. In order to identify the statistical relevance of the correlation between graded events and class preparation, research has been specifically targeted to identify if the use of graded homework,

quizzes, and modification to other graded requirements results in cadets who are better prepared to participate in the classroom and ultimately better able to communicate in a foreign language.

Study Questions

1. What rewards and punishments motivate cadets to prepare for classroom instruction?
2. How do graded requirements which match homework exercises effect student performance in language proficiency at USMA?
3. How does graded homework affect student performance in language proficiency at USMA?
4. Which homework tools are perceived as most effective in enhancing student foreign language proficiency at USMA?
5. How much study and preparation time do cadets actually put into language proficiency learning versus other courses and why do they prioritize their time the way they do?

Significance of the Study

This study is designed to help better understand the demands on cadet time and the motivating factors which lead to how they prioritize the use of this resource. It is a vital step towards understanding how to best utilize classroom time as well, since graded requirements (quizzes, tests, recitation etc) consume a great deal of time and energy in both the student and the teacher. As a result, the results of this study will not only assist the author in improving his own teaching techniques, but assist in the further development of design and presentation of Spanish instruction at West Point as well as shed additional light to all languages regarding cadet motivation to excel in development of language, cross-cultural and regional expertise. This study is also a start point towards further research in how to better motivate cadets to a lifetime of learning as opposed to meeting only short term achievement goals.

Limitations

This study has significant limitations as it is a short term study with a relatively small sample population. The study did not take into account student aptitude for

learning a foreign language which would clearly impact cadet performance. It also did not take into account cadet overall performance in other academic, physical, military or ethical-moral domains outside the Spanish classroom which impacts their ability to learn a foreign language. This study does not attempt to analyze the personality or backgrounds of the cadets before beginning language studies, nor any other outside influences such as emotional status, spirituality, age, gender, or race. This is a study of LS203 Basic Spanish students and doesn't account for students in higher placement courses within Spanish or cadets enrolled in any other foreign language courses. Finally, this study does not take into account previous foreign language experience, studies, or foreign travel.

II. Methodology

Overview

This study explored the relationship between the use of graded events and homework to motivate students to continue learning a foreign language outside of the classroom and cadet performance in foreign language acquisition. This section describes the design of the study and the context in which it took place, to include the population and sample, data sources, and data collection. It also discusses data analysis with regard to the study questions.

Research Design

This research study uses a comparison of Spanish language acquisition among LS203 Basic Spanish cadets during the 09-1 term versus Spanish language acquisition by cadets enrolled in LS203 during 10-1 term. While the course objectives were exactly the same for both samples, the graded requirements were adjusted during the 10-1 term to analyze their impact in cadet Spanish language acquisition and motivation to prepare for daily class work.

Sampling

The population for this study consists of 61 students enrolled in LS203 Basic Spanish during academic term 09-1 and 64 students enrolled in LS203 Basic Spanish during academic term 10-1 for a total of 125 students over two different terms. The Appendices contain the syllabus and lesson list for LS203. All of the students are West Point cadets.

To be considered for admission to West Point, a candidate must be at least 17 years old, but not older than 23 on July 1st of the year of admission, be unmarried and have no legal obligations to support children. Candidates must be qualified academically, medically, and physically.

These students, as do all USMA cadets, come from a selective field with higher than average scholastic aptitude test scores and high school class rankings. According

to data provided by the USMA Office of the Dean, for the class of 2012 there were 10,131 applicants of which only 1,292 were granted admission. The average Scholastic Aptitude Test (SAT) score is 1,274 and 59 members of the class were the valedictorian of their High School graduating class. Leadership is also a key factor with 118 who are the President of their HS graduating class and 732 served as the captain of an athletic or other extracurricular team before arriving at West Point. Finally the class is composed of approximately 15% women, 9% Hispanics, 6% African-American, 14 international cadets from around the world and 27 combat veterans who have transitioned from the enlisted ranks (Dean, 2009).

The academic program at USMA is a very demanding curriculum with a mix of humanities, mathematics, science, and engineering courses required of all students for each of the four years. The 30 course core curriculum requires every cadet, over the course of four years, to complete a minimum of 4 Math, 2 Information Technology, 4 History, 2 Foreign Language, 3 English, 2 Leadership, 3 Social Sciences, 1 Physical Geography, 3 Engineering Science, 1 Philosophy/Ethics, 2 Physics, 1 Law, and 2 Chemistry courses regardless of major (Dean, 2009).

LS203 Basic Spanish is part of this core curriculum (fulfills one of the required minimum 2 foreign language courses). Cadets are assigned the foreign language they will study during the summer before their freshman (plebe) year through a process based on several factors, to include their preference, language experience, and placement testing. As a result, none of the LS203 basic Spanish students have recently taken any Spanish courses prior to LS203, if they had any recent experience (within the last 3 years prior to arrival at West Point) in the language they would be required to test into a higher level course or they would be assigned to another language.

All cadets are further required to conduct training and course work related to the other domains, meaning they must complete military science courses as well as military training and duties. They must also complete mandatory physical education courses, physical fitness testing, and actively participate in sports at the intercollegiate, club and/or intramural level throughout their four year experience. Finally, there are required courses and projects within the moral-ethical domain which also must be

completed to meet the demands of the Cadet Leader Development System as well as graduation and pre-commissioning requirements. All of these programs, academic, military, physical, and moral-ethical take time, energy, and effort on the part of the individual cadet/student and compete for attention. As a result, the time available to devote to language courses is limited, and their intrinsic motivation to study the language is highly variable.

Finally, all USMA cadets live and work in a military environment. 100% of all students live in the barracks and have certain controls on their free time beyond just making personal choices as to how it is spent. Furthermore, they all know that they will be commissioned as lieutenants in the Army following graduation and serve for a minimum of five years. It can cause many cadets to focus more intently on subject matter they see as directly affecting their future military careers. The author of this paper is a military officer significantly senior to cadets and someone who has served in combat, this may have affected the data collection especially during interview and small group discussions involving perceived authority figures.

The uniqueness of the data sample is important because while there are very specific demands on cadet time, there is also a much more controlled environment than many other university programs and it does eliminate some of the detractors. By using a subject who was directly taught by the author / researcher, it also eliminates variables regarding the data collection in terms of the type of instruction that was provided, the methodology of data collection, and the instructor's age, gender, rank, personality, and previous academic and military experience.

Data Collection

This study used several instruments to collect data. The LS203 syllabus and lesson list, and lesson plans, LS203 graded events, mid-course assessments, end of course assessments, time assessment of daily class preparation, and interviews of small groups of cadets. The author also used muddiest point's papers, minute papers, and instructor collected data to assess participation and use of preparation time. The

syllabus, lesson list, lesson plans and graded requirements provide quantitative measure as they outline the requirements, objectives, and measurements used.

The graded requirements assess student understanding of the specific topics taught and are critical to the assessment of student capability to communicate in the foreign language. The time assessment of daily class preparation is also quantitative because it provides data on how much time cadets are spending on specific topics. The mid and end of course assessments consisting of short response questions as well as the small group interviews provide qualitative input to the study which includes a Likert scale rating of which types of homework exercises were perceived as being the most effective/ least effective tools for preparing for class as well as graded requirements. It is important to note that not all of the questions / data collected from the mid course and end of course assessments were for this research, some of the questions are directed at classroom activities and are not part of this report. Examples of all of these tools for data collection are attached in the appendices. Each data collection tool provided data related directly to the study questions addressed earlier.

The data collected from term 09-1 is purely the baseline data used to assess progress. The LS203 syllabus, lesson list, and graded events were used as the baseline since the syllabus and lesson list from 09-1 to 10-1 is virtually the same as are the major graded events (WOPRs and TEE). While the content changed slightly, the course and lesson objectives did not nor did the number of lessons or the homework requirements between terms.

The difference in data collection for term 10-1 are that the number of graded requirements overall increased, adding 5 point comprehension checks for each of the 8 lesson blocks. These comprehension checks are in effect, specific graded homework events. Also during the 10-1 term, the vocabulary and grammar quizzes were changed to reflect almost exactly the same format and content of select homework requirements. Finally the various assessments (mid course, end of course, and time assessments) and group interviews used in the study were only collected for the 10-1 term. None of these tools were used with the 09-1 term students. The study collected data throughout the 10-1 term. The author annotated the data collected through grades on graded

events regarding the comprehension checks and quizzes which matched directly to assigned homework.

Data Analysis

At the conclusion of data collection, the author organized it into groupings which best reflected the result of the study questions. Then using multivariate analysis sought to analyze the study questions using multiple independent variables resulting in conclusions which shed light onto the overall study problem (Babbie, 1989). Multivariate analysis was conducted since there were so many potential independent variables and factors which effect student motivation as well as student uses of preparation time. The author then used the less quantitative and more qualitative mid course and end of course assessments coupled with the comments collected from the small group interviews to attempt to better analyze what cadets (students) perceive as the best practices for preparing for class as well as graded events.

III. Findings and Conclusions

Overview

The study found that there is a positive correlation between cadets completing homework only when they believe it will directly impact their grade, either as graded homework or as a quiz which reflects the format and content of homework. The study also shows a positive correlation between cadets preparing for class regularly and performance on more all-encompassing assessments of language proficiency such as written oral partial reviews and term end examinations both written and oral. Data also indicates that the majority of cadets are motivated by graded requirements, and not by a desire to master the material for future professional use or study, but they are much more driven by a competitive nature to ensure higher marks.

This research also demonstrates that there are a tremendous number of variables (factors) which go into cadet decision making towards the prioritization of preparation time and why they are motivated to prepare for class. There is a large cadet population which on a day to day basis is motivated to achieve a middle of the road, safe, grade – meaning they plan their time to ensure they do not fail, but are not generally interested in excelling to their full potential. This section of the study will describe the results of analyzing the data from each of the tools used to collect it, offer some recommendations for further research and offer some recommendations for classroom leadership, homework policies, and graded events.

Quantitative and Qualitative Data

Pertinent data collected is outlined here in order of the guiding study questions outlined in the introduction.

1. What rewards and punishments motivate cadets to prepare for classroom instruction?

Listed below are, by precedence of response (top of list is the most important, while the bottom of the list is the least important) and reported on end of term assessment and small group interviews.

1. Graded event – if there is a graded event it takes precedence over all other homework and/or study time.
 - a. If there are multiple graded events on the same day – the one that is worth the highest % of the grade takes precedence
 - b. If there are multiple graded events on the same day – the class where I have the lowest grade / need the most work to maintain or improve my grade takes precedence.
2. Likelihood of a potential pop quiz, oral recitation or other graded event
3. Fear of STAP (fear of failure in the class overall) or the reverse – desire to ensure I at least pass the course.
4. Material is especially difficult for me
5. Desire to know enough of the material to not look “clueless” in class and be able to make a minimum participation in the discussion or class work
6. Current performance – if I already have a strong grade I generally allocate time and effort to other weaker grades
7. When I am particularly confused or feel I am behind in a class in terms of understanding the material

The importance of graded events in the cadet decision model for using valuable preparation time was shared by nearly every cadet involved in the study. There is a large population (approx 55% of those interviewed) which is motivated to ensure they do NOT fail a course, but once they get into a relatively comfortable range (B- or better) in a course they re-focus time and energy to courses where they have a lower grade. In other words they are motivated to ensure they are in the middle of the pack, with no true motivation to really master the material, as long as they do not fail and are required to repeat any classes. Furthermore there is a population (approx 20% of those interviewed) who has determined they must do a bare minimum of daily preparation to ensure they do not look “clueless” and are able to make some minor input to class discussion, but they are not compelled to do all of the assigned preparation (homework). More than 90% stated they complete all homework when it is graded or they expect it to be graded.

2. How do graded requirements which match homework exercises effect student performance in language proficiency at USMA?

Graded events. Quiz averages from the same course content and course objectives. The term 9-1 students took quizzes related to the course content, but the quizzes were NOT exactly in the same format / content as the homework, while term 10-1 students took quizzes which match nearly exactly in format and content with assigned homework.

quiz	term 9-1	term 10-1	difference
vocab 1	8.787	8.5	-0.287
grammar 1	8.516	8.359	-0.157
vocab 2	8.04	9.547	1.507
grammar 2	8.861	8.703	-0.158
vocab 3	9.574	8.734	-0.84
grammar 3	8.721	8.406	-0.315
vocab 4	7.23	7.781	0.551
grammar 4	7.33	8.484	1.154
vocab 5	9.295	9.84	0.545
grammar 5	8.09	9.461	1.371
vocab 6	7.377	8.695	1.318
grammar 6	11.31	14.09	2.78
vocab 8	9.213	9.781	0.568
grammar 8	13.73	14.078	0.348
		Average difference	0.598928571

This data indicates that there is nearly a 6% increase in grades on these quizzes when they reflect the content and format of the homework. Cadets were not told in advance the format of the quizzes would match the assigned homework. Lower grades early in the semester might indicate that cadets did not realize the quiz was a reflection of the homework, but later in the semester they did realize and as a result prepared for the graded events but doing the homework exercises.

During term 10-1 some homework was graded as a requirement to turn in or post to the web homework from a specific exercise. On the syllabus these are noted as comprehension checks. There were 8 total comprehension checks (5 points per event) for a total of 40 points (only 4% of the overall grade in the course) assigned. These

graded events were collected in blocks, so there was a deadline to turn in graded homework on four occasions during the semester. Only four cadets failed to submit a graded homework project on time (from the population of 64 – meaning 252 graded homework projects were turned in out of 256 possible for a turn in rate of 98.4%).

3. How does graded homework affect student performance in language proficiency at USMA?

The author conducted a comparison of LS203 Witten Oral Partial Reviews (WOPR) and Term End Exam (TEE) scores from 9-1 to 10-1. TEE is used in this case to measure overall achievement through the written portion and proficiency through the oral exam. It should be noted that the LS203 written TEE during BOTH semesters was conducted on THUR morning of TEE (finals) week and the majority (93%) of all students had their PH201 (Physics) TEE later in the afternoon of the same day during both semesters.

Term	WPR1	Oral 1	WPR2	Oral 2	WPR3	Oral 3	Oral Tee	Written TEE
9-1	88.1%	82.8%	83.61%	87.6%	91.3%	81.55%	87.7%	81.35%
10-1	90.8%	89.2%	89.52%	92.5%	83.23%	88.9%	90.22%	85.5%
Difference	2.7%	6.4%	5.91%	4.9%	-8.07%	7.35%	2.52%	4.15%

Cadets demonstrated positive improvement during term 10-1 over 9-1 on all of these graded events except WPR3 which cadets in term 10-1 did WORSE than 9-1 by 8%. Results of the written TEE during term 9-1 seven cadets failed (achieved less than 67%) with a low score of 52.5%, however during term 10-1 only one cadet failed with the lowest score being 65%. This shows a significant improvement in performance on major graded events during the 10-1 term.

Average time spent in daily preparation for LS203 (not including Rosetta Stone) as reported on time sheet assessments.

0	1-10 min	11-20 min	21-30 min	31-45 min	46-60 min	>60 min
4%	19%	32%	32%	3%	6%	4%

The majority of cadets did not spend a significant amount of time completing homework exercises for LS203 on a daily basis. 87% of cadets spent less than 30 minutes doing

daily homework (not including the web assisted Rosetta Stone requirements). The teacher's target amount of preparation time is a maximum of 45 minutes per night on non-Rosetta Stone requirements and exercises.

Average total time spent completing the Rosetta Stone online homework requirement for LS203 during term 10-1. Time taken to complete these exercises is recorded directly to the website and the data collected is from the Rosetta Stone language manager report. In order to gain 100% of possible points, cadets were required to complete level 1 of Rosetta Stone version 3, Latin American Spanish. 11 of the 64 enrolled or 17% of the sample population did not complete all of the assigned exercises either doing only some of the work or in the case of 2 cadets they did NONE of the work resulting in the loss of 10% of their overall grade for the course. The data below includes ALL 64 cadets. The minimum time required to accomplish all assigned exercises was 8 hours, 9 minutes and the maximum required time for a cadet to complete all required exercises was 16 hours, 34 minutes.

<= 5 hrs	5-7 hrs	7-9 hrs	9-11 hrs	11-13 hrs	13-15 hrs	>15 hrs
4%	12%	14%	33%	18%	14%	5%

The Rosetta Stone homework requirement was assigned during the first attendance week and "collected" in two sessions, the first half of the requirement was due after WOPR II, approximately mid way through the semester and the rest of it was due the last week of actual class attendance. Management of the time required was totally on the cadets to manage. Based on feedback from course assessments, cadets used the following methods to manage the time necessary to complete this requirement:

1. 41% - Last minute (completed the whole requirement less than 72 hours prior to the due date)
2. 27% - Gradually, completing a few exercises each week over the course of the semester
3. 18% - Completed during weekends only – none of the requirement was done during weekdays

4. 10% - Surged during the last 2 weekends before it was due to complete it, sitting through several hours of the exercises each of 3-4 days.
5. 4% - Completed ½ of the requirement in a 24 hour period (first suspense), and then after realizing the total amount of time required completed the rest of it gradually over several weeks (second suspense).

81% of the students completed this requirement (worth 10% of the overall grade), however over 50% waited until the last days to complete it, indicating the graded event is high motivation to do homework, however cadets, if left to manage their own time, will procrastinate rather than complete long projects a little bit each day or week over time.

Comments from follow up questions during small group interviews when asked about their time and effort that is required to complete Spanish (LS203) homework:

1. In all honesty I don't spend any time on the homework for this course except the night before the WOPR and the time required for Rosetta Stone.
2. Once I realized that studying for quizzes by doing the homework would result in easy points, I started doing the exercises... they only take about 15 minutes per night.
3. Yes, I put in the time to prepare for the oral tests and memorize the vocabulary since they are easy points if you are prepared.
4. I only do the homework for any class if I know it is worth points (graded), if it isn't worth any points, then why waste time.

Average total time spent in daily class preparation / homework / study for all classes as reported on time sheet assessments:

<= 30 min	31-60 min	61 min – 2 hrs	121 min – 3 hrs	181 min - 4 hrs	241 min -5 hrs	>5 hrs
1%	3%	14%	38%	21%	8%	15%

Most cadets prepare for classes, however since most have 5 courses per term, the norm for class preparation time should be around 4-5 hours per day assuming approximately 2 hours of preparation for each hour of classroom contact time. The

survey data indicates 56% of cadets do less than 3 hours of preparation before each class day (for all courses).

4. Which homework tools are perceived as most effective in enhancing student foreign language proficiency at USMA? Reported on mid and end of term assessments.

	Very Effective	Somewhat Effective	A little effective	Not effective	Not done
Memorize vocabulary	36%	39%	16%	3%	6%
Website Exercises	13%	40%	30%	10%	7%
Workbook Exercises	19%	53%	13%	9%	6%
Homework Handouts	28%	41%	16%	9%	6%
Group Projects	38%	34%	25%	3%	0%

Response to “which are the most effective language learning tools?” during small group interviews in order of precedence: The responses to this question have a mix of answers which relate to both in-class time and out of class time. The percentage listed in the % of the population who indicated this was an effective factor.

1. 82% - Lots of repetitions – material is presented in class and then students are given multiple opportunities to practice it on the boards, workbook, verbally, and additional practice on the website both in and out of the classroom.
2. 69% - Student / teacher oral interaction of questions and answers in Spanish “rapid response”
3. 67% - Instructor staying in the target language throughout the classroom period (always speaking Spanish)
4. 66% - Small group and/or partner oral practice exercises in Spanish
5. 62% - “Language challenges” required immersion like the mess hall activity and role playing which require students to communicate in Spanish.
6. 55% - Workbook exercises completed as homework
7. 49% - Hands on practice writing and listening exercises at boards (board-work)

8. 43% - Cultural awareness audio-visual aids – videos, food, music, native speakers, children’s songs
9. 35% - Graphic aids to build grammatical structures (power points)
10. 33% - Quizzes which require additional practice / directly reflect the homework – they force us to review regularly and boost our grade when we have done the homework
11. 29% - Additional practice exercises and flashcards on the web.
12. 13% - Rosetta Stone

The data indicates that current homework tools are useful to cadets to increase foreign language proficiency both as perceived by the cadets and as indicated by improved language performance on WOPRs and TEE (previous table). 82% indicated that repetition was critical to mastering the material and all of the forms of assigned homework (not including Rosetta Stone) was indicated to be either very effective or effective as gaining the necessary repetitions. Rosetta Stone’s poor performance is most likely due to the fact that the relationship between RS exercises and course objectives is not as obvious to the students since the various quizzes and major graded events do not resemble the RS exercises.

5. How much study and preparation time to cadets actually put into language proficiency learning versus other courses and why do they prioritize their time the way they do?

Do cadets complete homework for classes on a regular basis? Reported on mid and end of term assessment

	Always	Most of the time	Occasionally	Only when graded	Never
LS203	13%	42%	19%	19%	7%
Math	15%	19%	27%	27%	12%
Physics	36%	28%	12%	22%	2%
Geography	8%	62%	31%	0%	0%
Social Sci	46%	12%	15%	20%	7%
Military Sci	9%	14%	15%	50%	9%
English / Philosophy	16%	11%	11%	50%	12%

Time put into direct preparation for LS203 TEE in term 10-1 reported on end of term assessments:

<= 1 hr	61-120 minutes	121-180 minutes	181-240 minutes	241-300 minutes	301 or more
13%	17%	26%	26%	5%	13%

Comments regarding time and effort put into LS203 TEE preparation vs. TEE preparation for other classes from small group interviews and end of term assessment:

1. Last TEE day and there were 2 TEEs (LS203 and Physics) so I put less into Spanish to be able to focus on Physics since my grade was lower in Physics
2. LS203 got less effort than other TEEs because I had a stronger grade going into the final
3. 2 hours spent preparing for LS203 vs. 3 hours spent preparing for PH201 (Physics)
4. 1 hour preparing for LS203 vs. 4 hours preparing for Physics because I am afraid I might fail PH201
5. LS203 preparation required less time than other classes because the classroom preparation was better and more directed... also I practice Spanish daily while I do other classes only every other day.
6. Less preparation was required for LS203 because we have a lot more repetitions leading into the TEE
7. Time was prioritized relative to my grade in each class – I did a cost benefit analysis and that is how I prioritized my time and effort.
8. LS203 received the MOST preparation time and effort than any of my classes because I have a goal to raise my grade from a B+ to an A in Spanish

Only 32% of cadets always do foreign language homework or do it when they know it will be graded, compared to 42% of math homework, 58% of Physics homework, or 66% of Social Science homework. The majority of cadets ONLY do the homework in some classes when they know it will be graded. This is represented by the 50% who do Military Science and English / Philosophy homework only when they know it will be

graded. Data from Term End Examination preparation priorities indicate a greater fear of the physics final exam given later in the day, required a higher priority and more time to prepare than the LS203 examination. There are also clear indicators that the additional repetitions completed through daily classroom attendance and homework provided significantly more confidence to students leading into the LS203 term end examination.

Areas for Further Research

The research indicated multiple variables which impact cadet motivation to prepare for class. As the study followed its course, the author focused on the impact of graded homework and quizzes which reflect homework as motivating factor for cadets to prepare for class. As I tried to eliminate other factors, it became clear that there is a large group of cadets who are merely trying to graduate, they desire to meet course requirements, but do not seem motivated to exceed them by very much. Additional research into the factors which motivate cadets to prepare for all of their classes would be valuable. Furthermore the impact of the other West Point domains including physical, military and moral-ethical on the prioritization of time by cadets would be valuable. Finally, in the conclusion I will discuss the Thayer method of daily graded requirements as a motivator, since it does appear that the primary motivation for cadets to do homework / prepare for class is their grade and the impact of grades. Given additional time and resources, I believe we would find that 80 graded requirements for an 80 attendance course would be excessive and would have a point of diminishing returns since cadets also manage their priorities by how much impact a graded event has on their overall grade, and given multiple graded requirements they manage their priorities based on the weight of events. This would require additional research and assessment to determine the cost / benefit of using the full "Thayer method" to motivate cadets to prepare for class and ultimately as a means to assist them in mastery of material and meeting learning outcomes and objectives.

Conclusions and Recommendations

This study sought to identify what truly motivates cadets (students) to effectively learn a foreign language, cross-cultural competencies, and regional expertise and not only rely on the 80 actual attendances of the basic course to set the foundation of this learning, but rather want to actively prepare, study, and continue to learn outside the classroom during their preparation time between attendances.

The study found that there is a positive correlation between cadets completing homework when they believe it will directly impact their grade, either as graded homework or as a quiz which reflects the format and content of homework. The study also shows a positive correlation between cadets preparing for class regularly and performance on more all encompassing assessments of language proficiency such as written oral partial reviews and term end examinations both written and oral. Data also indicates that the majority of cadets are motivated by graded requirements, and not by a clear desire to master the material for future professional use or study, but they are much more driven in a competitive nature to ensure higher marks.

This research study demonstrates that there are a tremendous number of variables (factors) which go into cadet decision making regarding the prioritization of preparation time and their motivation to prepare for class. There is a large cadet population (55% of sampled population) which on a day to day basis is motivated to achieve a middle of the road, safe, grade – meaning they plan their time to ensure they do not fail, but are not willing to put the additional time and effort necessary to truly reach their full potential.

Students desire to learn the material for the ability to integrate it either into their current daily lives, or future is diminished by a total reliance on emphasizing grades. The Thayer method leads cadets to perform based on a reward in terms of a grade, and it diminishes their desire to master the material for future use as well as for any pleasure they might gain from learning the material (Lowman, 1995). This behavior in instructors (using grades as the only motivating factor) leads to potentially unhealthy competitiveness in the classroom, and an attitude where students ONLY do things

which they see a benefit in terms of a grade. It does not encourage a healthy learning attitude, a desire for lifetime learning, nor a quality moral-ethical environment based on respect.

The Thayer method requires graded requirements with each and every class attendance – hence relying almost entirely on motivating students to prepare for class based on grades. For an 80 attendance course, this may be excessive, but more importantly it doesn't encourage a healthy desire to learn and desire to apply those lessons outside the classroom. Other studies have determined a relationship between course structure and study habits, concluding that students develop study patterns in response to demands of their classes (Thomas, Bol, Warkentin, 1991). This study ultimately confirms this theory since it confirms a clear correlation between grades and study habits; however this does not necessarily meet the larger goal of students who seek lifelong learning and a desire to master the material for future benefits beyond a grade in a particular class.

Daily quizzes (graded requirements) were studied by Dr Connor-Greene in a 2000 study and she concluded it was an effective method for motivating students to do daily readings, however she also noted that each of these daily quizzes required approximately 20 minutes of classroom time to accomplish, which at West Point would mean approximately 37% of all contact hours would be consumed by these daily assessments. She did conclude that students came to class having completed their daily reading assignments, but her study also demonstrated a similar level of overall achievement between students who completed the daily quizzes and those who were assessed through the more traditional four larger scale tests. Her study further noted that not only is a significant amount of classroom contact hours taken up with the daily quizzes, the quizzes themselves must be constructed and graded for every class session which is extremely time consuming for the instructor, especially if the quizzes are quality enough to force critical thinking and go beyond rote memorization (Connor-Greene, 2000).

Activities which continually help the students see the benefits of learning the material well beyond some grade encourage the type of behavior we seek. In the case

of language, cross cultural competence, and regional expertise, students must consistently be able to assess their own progress through activities where they are immersed into the target cultures. In the case of Spanish this can be accomplished in the cadet mess hall where many employees are natives of other countries which speak Spanish and share the characteristics of Latin American culture, or it can be accomplished with interactive activities with foreign cadets visiting from Chile, Spain, Colombia or other places, where cadets can SEE the benefit of their hard work as they actually interact, communicate, and better understand these people and their cultures. Immersion activities such as foreign immersion during spring, summer IADs and the capstone of actual semesters conducted abroad further enhance and encourage the behavior we seek much more than simple grades. It is clearly possible to enhance the classroom experience through the use of multi-media and authentic interaction activities which demonstrate direct applicability to cadet's futures as Army officers and citizens, potentially enhancing their proficiency in the language as well as cultural understanding. This does not necessarily mean these in-class activities will translate to cadet motivation to study, prepare, and improve outside the classroom. Additional research is required to see the impact of the use of authentic artifacts, multimedia, and other similar means to motivate cadets to use their outside the classroom time and energy to improve language proficiency.

For all of that, not all cadets really want to be able to communicate in a foreign language, don't care that much about cross-cultural or regional competence, and are taking LS203 ONLY because they have to take a language in order to graduate. While the Cadet leader Development System and the Army at large clearly desires them to be able to demonstrate mastery in these areas, some cadets are resistant. The study shows that virtually ALL cadets are motivated at least to some extent by grades. In fact, the evidence is that grades are the greatest motivating factor for cadets. Furthermore through the use of graded homework and matching quizzes (graded events) to the format and content of homework has increased proficiency in foreign language. The key is to find the right mix of graded events.

During the 09-1 term there were 20 total graded events including 14 quizzes, 3 WOPRs, Rosetta Stone, oral TEE and written TEE. During the 10-1 term, there were 35 graded events including 16 quizzes, 8 comprehension checks, 3 WOPRs, Rosetta Stone, oral TEE and written TEE. The result is roughly a graded event every other attendance. These graded events take significant class time. For example, each WOPR requires 3 attendances, 1 for the written portion of the test and 2 for oral testing either of individual cadets or in groups of 2 cadets to 1 instructor. Each of the 16 quizzes require anywhere from 15 – 25 minutes out of a single classroom attendance. My research of the Thayer method, as practiced more than 150 years ago, indicated that the norm as roughly 1/3 of each attendance was a presentation or lecture from the instructor, followed by 2/3 of the time students conducting recitations, board presentations, and other daily graded events.

Based on my research, I conclude that 35 graded events are excessive for an 80 attendance course. It reinforces to cadets that grades are all important, instead taking the time required to really get the practice necessary to master the material and be able to effectively communicate in a foreign language and culture. The right mix would be to reduce the number of quizzes to roughly 8, each of which replicates the homework in format and content, coupled with 8 comprehension checks, Rosetta Stone, 3 x WOPRs, and the oral and written TEEs. This would increase classroom time for instruction and practice while still allowing enough evaluations to measure student progress. Additional immersion opportunities and small group exercises allow cadets to engage in the target language/culture and personally measure progress without an instructor evaluation which goes into the grade book. These personal assessments through immersion coupled with quizzes and comprehension checks which are directly related to the homework demonstrates to the student the benefit of additional practice outside the classroom without a daily focus on a student's grade in the course.

V. References

- Babbie, Earl, The Practice of Social Research, Fifth Edition, 1989, Wadsworth Publishing Company, Belmont, CA
- Baird, J.S. "Perceived Learning in Relation to Student Evaluation of University Instruction", 1987, *Journal of Educational Psychology*.
- Brewster, Cori and Fager, Jennifer, "Increasing Student Engagement and Motivation: From Time-on-Task to Homework", OCT 2000, Northwest Regional Education Laboratory.
- Brown, H. Douglas, Teaching by Principles: An Interactive Approach to Language Pedagogy, 1994, Prentice Hall Regents, Simon and Shuster Company, Upper Saddle River, NJ.
- Casey, George W., Remarks on maintaining quality in the U.S. Army. Published in *Brookings's Institution's 21st Century Defense Initiative*, DEC 2007, Washington D.C.
- Connor-Greene, Patricia A. *Assessing and Promoting Student Learning: Blurring the Line Between Teaching and Testing*, published in *Teaching of Psychology*.
- Dean of the Academic Board, *Academic Brief 2009*. Aug 2009, Presented by COL Caver, Vice Dean for Education, United States Military Academy, West Point, NY.
- Durand, Ann and Rau, William, *The Academic Ethic and College Grades*. Published in *Sociology of Education* 2000, vol 73 (January).
- Fuhrman, B.S. and Grasha, A.F., *A Practical Handbook for College Teachers*. 1983, Boston: Little and Brown.
- GELLASCH, Christopher A., Article regarding the use of the Thayer Method in the Dept. of Geography and Environmental Engineering, U.S. Military Academy, 2001, West Point, NY
- Lowman, Joseph, Mastering the Techniques of Teaching, Second Edition, 1995, Jossey-Bass Publishing, San Francisco, CA.
- Thayer, Sylvanius, Letter to President James Monroe dated October 10, 1828, OCT 1828, West Point, NY.
- Thomas, J.W., Bol, L. and Warkentin, R.W., 1991, Antecedents of college students' study deficiencies. The relationship between course features and students' study activities. Published in *Higher Education*.

LTC Boberg, Marc E.

U.S. Training and Doctrine Command. Remarks cited on the importance of cultural awareness in U.S. Army Training and Doctrine Command Culture and Language Conference, 2007, Hampton, VA.

U.S. Department of Defense, *Defense Language Transformation Roadmap*, 2005, Washington D.C.

U.S. Department of Defense, *Quadrennial Defense Review Report*, 2006, Washington D.C.

U.S. Military Academy, *Educating Future Army Officers for a Changing World*, 2007, West Point, NY.

U.S. Military Academy Culture Goal Team, *Culture Goal Team Report: Culture in the USMA Experience*, 2007, West Point, NY.

Appendices

DEPARTMENT OF FOREIGN LANGUAGES
United States Military Academy

LS 203/204 Standard Spanish
Course Syllabus

LS203/204: Standard Spanish
3.5 Credit Hours

Scope: In the standard course sequence, cadets acquire a basic proficiency in speaking, listening, reading and writing skills in Spanish. Learning activities focus on situations cadets are likely to encounter in the target society. Cadets are taught how to express simple ideas and basic needs, comprehend the language in everyday contexts, and read simplified texts and brief, authentic selections. Although instruction places greater emphasis on speaking, listening and reading skills, cadets also learn how to write short sentences on familiar topics. Through readings and discussions, cadets are introduced to the culture and history of the Spanish-speaking world. Cadets acquire a command of basic Spanish vocabulary and gain a general understanding of how the language works, and become able to apply that knowledge when learning other foreign languages.

Goal: The goal of LS 203/LS 204 is to enable cadets to achieve basic communicative skills in the target language.

Specific Objectives: By the end of first-year Spanish, cadets will be able to do the following:

- converse about simple ideas and make basic requests, repeating, slowing down, or asking others to do the same, as needed;
- develop basic reading and comprehension ability beginning with simplified, short narratives and extending to brief, authentic unedited texts;
- accurately write short sentences on everyday topics;
- begin to recognize culture- or community-specific linguistic behavior, as well as similarities and differences in common cultural practices;

- recognize major historical figures and events in their appropriate linguistic and cultural settings;
- accurately use primary grammatical features to accomplish basic communicative tasks in real contexts;
- recognize that acquired linguistic knowledge can be applied to learning other languages command a basic vocabulary in the language.

Detailed Course Description: In LS 203/LS 204, cadets will learn to communicate simple ideas and comprehend conversations referring to everyday situations through task-based communicative activities in class. Cadets will also improve their listening comprehension through computer-assisted language learning (CALL) software, specifically Rosetta Stone. Cadets will learn to read brief Spanish texts and write short sentences through workbook exercises and in-class reading/writing activities. Cadets will also begin to understand the culture and history of the Spanish-speaking world through various cultural activities found in the Gente text and in preparation for their oral exams. Cadets will learn how the Spanish language works by studying Spanish grammar using the Gente companion website. The companion website provides additional practice (AP) exercises to improve comprehension. Cadets will also learn basic vocabulary that is required for completing the tasks that are found in each chapter.

Grading Procedures and Assessment:

Grading System: Grading in the Department of Foreign Languages is criterion-referenced. Cadets are challenged to meet announced standards of performance and are assigned grades based on their performance in meeting those standards.

Department of Foreign Languages Grading Scale

A+	97-100	B+	87-89	C+	77-79	D	67-69
A	93-96	B	83-86	C	73-76	F	00-66
A-	90-92	B-	80-82	C-	70-72		

Forms of Assessment: Language acquisition is assessed throughout the course via (1) instructor grades of preparedness as evidenced by classroom participation, (2) Comprehension Checks, (3) written and oral partial reviews, and (4) term-end examinations. These tests measure not only mastery of course content but also a cadet's overall second language proficiency, i.e., the ability to perform in that language. The typical examination contains test items that assess progress in all four language skills, with special emphasis on speaking, listening, and reading. Writing skills are usually evaluated through in-class writing tasks or short compositions written outside of class.

Grading Scheme:

EVENT	POINTS	#	TOTAL POINTS	PERCENTAGE
Quizzes	10	16	160	16%
WOPR	100/100/150	3	350	35%
Comprehension Checks	5	8	40	4%
Rosetta Stone	100	1 unit	100	10%
Instructor Grade	50	1	50	5%
TEE	300	1	300	30%
TOTAL			1,000	100%

Resources for Students:

Blackboard Internet Portal. Each LS 203/LS 204 instructor will establish a class website via Blackboard. The Blackboard sites will allow cadets to complete grammar comprehension checks, read class announcements, and find other valuable information (instructor notes, slide presentations used in class, internet links, etc.) that can help them study and learn the Spanish language.

Gente Companion Website: <http://www.prenhall.com/gente/> Each chapter of the Gente website has supporting additional practice exercises (AP), vocabulary exercises, and listening exercises to facilitate learning. Cadets will be expected to use these tools daily in their class preparation. Graded quizzes often are a direct reflection of exercises from the companion website.

Additional Instruction: As in all academic units at the Academy, it is the practice of the Department of Foreign Languages to provide additional instruction to any cadet who requests it. This can occur immediately following class or during a scheduled time mutually convenient for the cadet and the instructor.

Satellite Television and Video Library: In order to provide cadets with cultural contexts beyond the classroom and textbook, the Department subscribes to foreign language television channels, which are accessible to cadets on their computers. Each language also has a video library containing foreign-language feature films and documentaries. Further details are available upon request.

Spanish Club: The Department sponsors the Spanish Club in order to provide opportunities, otherwise not readily available at West Point, for cadets to further their understanding of the Spanish-speaking world and the Spanish language. Information on upcoming events will be distributed via electronic mail to all students who sign up for the Spanish Club. The Spanish Club facilitates many activities and additional trip sections which greatly enhance learning of the latin American culture.

Departmental Library: The Department subscribes to numerous foreign language newspapers, periodicals, and magazines. Its holdings of primary and secondary materials are a rich resource for cadet reading and research.

Educational Beliefs and Philosophy:

The Department of Foreign Languages believes that every cadet has the aptitude and ability to learn a second language. Research in second language acquisition has shown that the two most important factors in learning a second language are the motivation to acquire and use the language, and the time spent in meaningful contact with the language. Thus, to a large degree, the individual learner determines his or her success.

LTC Boberg, Marc E.

As stated in the Department of Foreign Languages Concentrator's Handbook, an Army officer's facility in foreign languages contributes to our nation's knowledge of world issues. With linguistic fluency, this officer can become a valuable resource in tactical, strategic, and diplomatic endeavors. An Army officer must be willing and able to communicate with people of other cultures. The ability to speak foreign languages will always be to the officer's advantage; indeed, it may well shape his or her career.

Instructor Information:

Instructor	Office	E-mail	Telephone
*LTC Dewey Boberg	WH5005	Marc.Boberg@usma.edu	938-0224
CAPT Chyteira Dues	WH5215	Chyteira.dues@usma.edu	938-2588

*Course Director

DEPARTMENT OF FOREIGN LANGUAGES
United States Military Academy

LS203 Standard Spanish
Lesson List
Fall Term AY 10

ATT	1 DAY	CLASS	ASSIGNMENT (Due for this Lesson)
1	17 Aug (Mon)	Course introduction - Gente - Companion - Blackboard - Course Syllabus - Rosetta Stone	Read: TB pp. XVI – XVIII (Preface) Print: Course Syllabus on Blackboard Print: DFL Essential Terms List (Spanish) on Blackboard
Capítulo 1 – Gente que estudia español			
2	18 Aug (Tue)	- Introducción - Vocabulario en contexto	Study: TB pp. 18-19 (Vocabulario: Capítulo 1) Submit DFL Performance Record via e-mail!
3	19 Aug (Wed)	- Gramática en contexto	AP 1-2: The Verb <i>Ser</i> and <i>Llamarse</i> AP 1-3: Definite Articles (Gender and Number)
4	20 Aug (Thu)	<i>Quiz CH 1 Vocab</i> -Escuchamos y contestamos (E&C)	AP 1-4: Alphabet AP 1-1: Vocabulario
5	21 Aug (Fri)	Foreign Lang. Learning Orient I	Foreign Language Learning Orientation I
6	24 Aug (Mon)	- Interacciones	AP 1-5: Personal Identification *Bring pictures from Summer vacation
7	25 Aug (Tue)	- Geography competition	AP 1-6: Personal Pronouns Study: LATAM Geography

8	26 Aug (Wed)	- Comparaciones	AP 1-7: Subject Pronouns AP 1-8: Demonstrative Adjectives
9	27 Aug (Thu)	<i>Quiz CH 1 Grammar</i> - Conversamos	Review: Grammar notes TB pp.20-23 AP 1-9: Numbers 1-20 Student Activities manual Chapter 1 Exercises
10	28 Aug (Fri)	Foreign Lang. Learning Orient II	Foreign Language Learning Orientation II
Capítulo 2 – Gente con gente			
11	31 Aug (Mon)	- Acercamientos - Vocabulario en contexto	Study: TB pp. 40-41 (Vocabulario: Capítulo 2)
12	1 Sep (Tue)	- Gramática en contexto	AP 2-3: Present regular verbs ending in –ar, -er, -ir
13	2 Sep (Wed)	- E & C - RS	AP 2-2: Adjectives (gender and number) AP 2-6: Numbers 20-100
14	3 Sep (Thur)	<i>Quiz: CH 2 Vocab</i> - Conversamos - Interacciones	Review: TB pp. 40-41 (Vocabulario: Capítulo 2) AP 2-1: La gente que vive en la calle Delicias AP 2-4: Possessive adjectives AP 2-5: Marital status, profession, origin
15	4 Sep (Fri)	Foreign Lang. Learning Orient III	Foreign Language Learning Orientation III
16	8 Sep (Tue)	- Comparaciones <i>Quiz CH 2: Grammar</i>	Review: Grammar notes TB pp.42-47 Student Activities manual Ch 2 Exercises
17	9 Sep (Wed)	WOPR 1	<i>Gente</i> Chapters 1-2
18	10 Sep (Thu)	Drop	- Oral exams by appointment

19	11 Sep (Fri)	Drop	- Oral exams by appointment
Capítulo 3– Gente de vacaciones			
20	14 Sep (Mon)	Foreign Lang. Learning Orient IV	Foreign Language Learning Orientation IV
21	15 Sep (Tue)	- Acercamientos - Vocab en contexto	Study: TB pp. 64-65 (Vocabulario: Capítulo 3)
22	16 Sep (Wed)	<i>Quiz CH 3 Vocab</i> - E & C	AP 3-1: Vocab A AP 3-2: Vocab B
23	17 Sep (Thu)	- Interacciones	AP 3-3: <i>Hay/está</i> AP 3-5: Preferir/querer
24	18 Sep (Fri)	- Tarea	AP 3-6: Verb <i>gustar</i>
25	21 Sep (Mon)	- Comparaciones	AP 3-4: y, no, también, tampoco
26	22 Sep (Tue)	- E & C -RS	AP 3-7: si, no, también, tampoco
27	23 Sep (Wed)	<i>Quiz CH 3: Grammar</i> - Conversamos	Review: Grammar notes TB pp.66-69 Student Activities manual Ch 3 Exercises
Capítulo 4 – Gente de compras			
28	24 Sep (Thu)	- Acercamientos - Vocab en contexto	Study: TB pp. 86-87 (Vocabulario: Capítulo 4)
29	25 Sep (Fri)	Foreign Lang. Learning Orient V	Foreign Language Learning Orientation V
30	28 Sep (Mon)	- Gramática en contexto - Interacciones	AP 4-3: Tener AP 4-6: Tener que, necesitar

31	29 Sep (Tue)	- E & C -RS	AP 4-5: Asking for and stating the price
32	30 Sep (Wed)	<i>Quiz CH 4 Vocab</i> - Conversamos	AP 4-1: Vocabulario A AP 4-2: Vocabulario B
33	1 Oct (Thu)	- Tarea	AP 4-4: Numbers (100 to 1000)
34	2 Oct (Fri)	- Comparaciones	AP 4-7: Indefinite Articles AP 4-8: Third person direct & indirect object pronouns
35	5 Oct (Mon)	<i>Quiz CH 4: Grammar</i> - Conversamos	Review: Grammar notes TB pp.88-91 Student Activities Manual Ch 4 Exercises
36	6 Oct (Tue)	WOPR 2 review	Review: Capítulo 1-4
37	7 Oct (Wed)	WOPR 2	Review: Capítulo 1-4
38	8 Oct (Thu)	Drop	- Oral exams by appointment
39	9 Oct (Fri)	Drop	- Oral exams by appointment
Capítulo 5 – Gente en forma			
40	13 Oct (Tue)	- Acercamientos - Vocab. en contexto	Study: TB pp. 108-109 (Vocabulario: Capítulo 5)
41	14 Oct (Wed)	- Gramática en Contexto	AP 5-2: Present indicative (regular, irregular, reflexive verbs)
42	15 Oct	- Interacciones	AP 5-3: Expressing frequency

	(Thu)		
43	16 Oct (Fri)	- E & C -RS	AP 5-4: Quantifying
44	19 Oct (Mon)	<i>Quiz Ch 5 Vocab</i> - Conversamos	AP 5-1: El cuerpo en movimiento
45	20 Oct (Tue)	- Tarea	AP 5-5: Making recommendations
46	21 Oct (Wed)	- Comparaciones	AP 5-6: Gender and number of nouns
47	22 Oct (Thu)	- E & C -RS	AP 5-7: <i>Ser</i> and <i>Estar</i>
48	23 Oct (Fri)	<i>Quiz Ch 5 Grammar</i> - Conversamos	Review: Grammar notes TB pp.110-115 Student Activities manual Ch 5 Exercises
Capítulo 6– Gente en casa			
49	26 Oct (Mon)	-Acercaminetos -Vocab. en contexto	Study: TB pp. 132-133 (Vocabulario: Capítulo 6)
50	27 Oct (Tue)	- Gramática en contexto	AP 6-2: Commands
51	28 Oct (Wed)	- Interacciones	AP 6-3: <i>Estar</i> + gerund
52	29 Oct (Thu)	Pelicula – Dia de los Muertos	Pelicula “Espino del Diablo”
53	30 Oct (Fri)	Pelicula – Dia de los Muertos	Pelicula “Espino del Diablo”
54	2 Nov (Mon)	- E & C -RS	AP 6-4: Introductions AP 6-5: Talking on the telephone

55	3 Nov (Tue)	<i>Quiz Ch 6 Vocab</i> - Conversamos	AP 6-1: Mi casa es su casa
56	4 Nov (Wed)	Comparaciones	AP 6-6: Offering something to a guest AP 6-8: Extending an invitation
57	5 Nov (Thu)	E&C <i>Quiz CH 6: Grammar</i>	AP 6-7: Verbal courtesy Review: Grammar notes TB pp.134-139 Student Activities Manual Ch 6 Exercises
Capitulo 7 – Gente que viaja			
58	6 Nov (Fri)	-Acercaminetos -Vocab. en contexto	Study: TB pp. 156-157 (Vocabulario: Capitulo 7)
59	9 Nov (Mon)	- Gramática en contexto	AP 7-3 Spatial References AP 7-4 La fecha, día, mes, y la hora
60	10 Nov (Tue)	- Interacciones	AP 7-5 Indicating periods of time AP 7-6 Indicating parts of the day
61	12 Nov (Thu)	<i>Quiz: Ch 7 Vocab</i> - Conversamos	AP 7-1 Vocabulario A AP 7-2 Vocabulario B
62	13 Nov (Fri)	Comparaciones	AP 7-7 Ir + a + infinitive AP 7-8 Estar a punto de
63	16 Nov (Mon)	E&C <i>Quiz CH 7: Grammar</i>	AP 7-9 Preguntas Student Activities manual Ch 7 Exercises
64	17 Nov (Tue)	WOPR Review	Review Chapters 5,6, 7
65	18 Nov (Wed)	WOPR 3	Review: Chapters 5, 6, 7
66	19 Nov (Thur)	Drop	- Oral exams by appointment

67	20 Nov (Fri)	Drop	- Oral exams by appointment
Capítulo 8 - Gente que come bien			
68	23 Nov (Mon)	-Acercamientos -Vocab. en contexto	Study: TB pp. 178-179 (Vocabulario: Capítulo 8)
69	24 Nov (Tue)	Ejercicio de Vocab <i>Quiz CH8 Vocab</i>	AP 8-1: Vocabulario A AP 8-2: Vocabulario B
70	25 Nov (Wed)	- E & C -RS	AP 8-5: Quantifying (poco, mucho, demasiado, ninguno, etc.)
71	30 Nov (Mon)	- Gramática en contexto	AP 8-4: Impersonal se AP 8-6: Con y sin
72	1 Dec (Tue)	- Interacciones <i>Quiz Ch8: Grammar</i>	AP 8-3: In a restaurant Student Activities Manual Exercises Ch 8
73	2 Dec (Wed)	Mess Hall Event	Cultural Immersion in the Mess Hall
74	3 Dec (Thu)	Restraunt Senario	Practica Oral
75	4 Dec (Fri)	Rosetta Stone	Bring Computers to class Rosetta Stone requirements must be complete NLT 1700
76	7 Dec (Mon)	TEE Review	Review: <i>Gente</i> Chapters 1-8
77	8 Dec (Tue)	TEE Review	Review: <i>Gente</i> Chapters 1-8
78	9 Dec (Wed)	Oral Exams	- Oral exams by appointment
79	10 Dec	Oral Exams	- Oral exams by appointment

	(Thu)		
80	11 Dec (Fri)	Drop	Last day to schedule AI / Make up missed quizzes Oral Exam Make up as necessary
TEE	TBD	TEE	<i>Gente</i> Chapters 1-8

* As the semester progresses, a revised/updated lesson list may be distributed.

LTC Boberg, Marc E.

Sustain

1.

2.

3.

Improve

1.

2.

3.

In all honesty – how many minutes per night (on average) are you spending on homework for this course (NOT counting Rosetta Stone)

How did you manage your time to complete the first Rosetta Stone requirement?

1. What is your MAJOR or Field of Study? _____

2. Why are you taking Foreign Language Classes? Circle all that apply

- A. Mandatory Graduation Requirement (min 2 semesters)
- B. Wanted to learn a language to be able to communicate in foreign cultures
- C. Required for my Major / FOS (i.e. 3 or more semesters)
- D. Other (please explain) _____

3. How much time do you spend studying each day (average)? Please include time during Evening study period, between classes, etc.

Use the following scale to answer the following questions

- 1 – ALWAYS
- 2 – Most of the time
- 3 – Occasionally
- 4 – Only when I know it will be graded
- 5 – Never

4. Do you do your foreign language homework? 1 2 3 4 5

5. Do you do your homework for your other classes? Please list your classes and the answer on the scale of 1-5.

Class 1 - _____	1	2	3	4	5
Class 2 - _____	1	2	3	4	5
Class 3 - _____	1	2	3	4	5
Class 4 - _____	1	2	3	4	5
Class 5 - _____	1	2	3	4	5
Class 6 - _____	1	2	3	4	5
Class 7 - _____	1	2	3	4	5

6. What motivates you to do your homework / prepare for class? (please explain – examples might include you enjoy the material, the material is hard so you put more time in it to understand it, homework is graded, you want to be able to participate in class more etc)

7. Do you do daily homework / class prep when you have graded requirements to prepare for? (i.e. If you have a WPR in Math tomorrow, do you blow off all other classes to focus only on preparing for the WPR). Please explain

8. Do other courses grade homework? If so, which ones? Is all homework graded or only specific projects?

Use the following scale for the next question:

- 1 – Very Effective
- 2 – Somewhat Effective
- 3 – A little effective
- 4 – not effective at all
- 5 – I don't do these

9. In foreign language class – what exercises are most effective to prepare for class?

A. Memorizing Vocabulary	1	2	3	4	5
B. Additional Practice from the Website	1	2	3	4	5
C. Work book exercises	1	2	3	4	5
D. Handouts (additional Exercises, crosswords etc)	1	2	3	4	5
E. Self study	1	2	3	4	5

10. How much time / effort did you put into preparing for the TEE in this class versus other classes? Why?

