A CASE STUDY WITH

Kate Brooke

A Lingua STORY

Texas Tech University
Director of Spanish Foundations Program

Texas Tech Director of Spanish Foundations:
Kate Brooke

Course Sequence:
SPAN 1501 (Beginning Spanish I)
SPAN 1502 (Beginning Spanish II)
SPAN 2301 (Intermediate Spanish I)
SPAN 2302 (Intermediate Spanish II)
SPAN 1501 (A comprehensive review of 1st year)

Total Sections Annually:
6 (Large Multi-Sectioned Format)

Estimated Annual Enrollment:
6,000 students

First implementation:
Fall 2021

Before taking over as **the Director of Spanish Foundations**, I was the Coordinator of Online Spanish and a member of the Strategic Growth Team for our department. **We were facing enormous challenges in our department that needed immediate attention.** We realized that many of the problems could be solved, at least in part, by a redesign of first- and second-year Spanish courses at Texas Tech.

The Challenge

Our Program could not meet demand in first and second year Spanish*.

* A language requirement for many students.

⊗ **Students were unable to take these courses** as freshmen and sophomores.

⊗ Our first- and second-year courses were filled with juniors and seniors, making it **difficult to recruit majors, minors and recruit for study abroad programs.**

⊗ The College of Arts & Sciences **advisors were frustrated** with our department.

⊗ We were facing a **possible** further **reduction of the language requirement** in certain majors.

LinguaMeeting

A Thoughtful Redesign

To solve this problem, we proposed large-enrollment online courses in first- and second-year Spanish. Our asynchronous online classes at that time were ok but they were unscalable.

Rethinking Capacity + Workload

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Maximum enrollment was 35 students; the courses were time consuming to grade and teach.

A Need for Spontaneity

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Our asynchrounous speaking activities were limited to **rehearsed, presentational-style activities**. The speaking activities were instructor-graded and **time consuming to review.**

Making Conversations a Priority

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The courses did not contain listening activities that required speaking responses, that is, **the courses did not have a conversation / interactive component.**

Discovering
LinguaMeeting

We were adopting a new book in fall 2021, and through the publisher I learned about LinguaMeeting live coaching sessions. Part of a Large-enrollment solution and also pulling from Dr. Crystal Marull's "Three Pillar Model" LinguaMeeting became a pilar in our program's future success.

More Than Just a Number

Very few students realize they are a part of a large-enrollment course. This is only possible through LinguaMeeting – students are connected to **a native speaker who guides them through conversations** which include themes from our course material. Students have a coach throughout the semester, which eliminates the feel of "just being a number".

- **Weekly, 30-minute sessions** with language coaches in LinguaMeeting

- **Affordable E-Texts** pair well with LinguaMeeting

- **Relationship-based learning** - adding to student's fulfilment

- **Feedback does not focus on correcting grammar and vocabulary errors,** students stay motivated to produce Spanish in these sessions.

- **Instructors do not grade speaking activities.** We use the coach's feedback as a grade – these grades focus on participation and preparedness.

Outcomes

Program capacity in first- and second-year Spanish doubled, from 1000 students to 2000 students.

With overall positive recepetion and feedback.
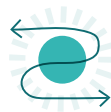
Students are less anxious about speaking Spanish. They gain confidence and enjoy the personal connection of the coach.

Students can produce Spanish spontaneously, engaging in 30-minute conversations each week.

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