

Orientations Toward and Access to German-speaking Communities via Digital Technologies

By

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This work is dedicated to my parents:

To my dad, who was not with me for this chapter in my life, but who always believed that I could do it; and to my mom, who was a graduate student herself when I was a kid. I did not understand or appreciate her hard work then, but I sure do now.

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List of Abbreviations

<u>Abbreviation</u>	<u>What it Stands for</u>
ACTFL	The American Council on the Teaching of Foreign Languages
CBL	Community-based learning
CMC	Computer-mediated communication
CSL	Community service learning
ESL	English as a Second Language
FL	Foreign language
GS-NNS	German-speaking non-native speaker
GS-NS	German-speaking native speaker
L1	First/native language
L2	Second/non-native language
MLA	The Modern Language Association
NNS	Non-native speaker
NS	Native-speaker
RQ	Research Question
SCO	Strong <i>Communities</i> Orientation
SLA	Second language acquisition
TL	Target language
WCO	Weak <i>Communities</i> Orientation

1.0 Rationale

It has long been a goal of American foreign language (FL) curricula to inspire students to see their target language (TL) not only as part of their lives at school, but also as something that is central to their identities beyond the classroom setting. Core to humans' identities are the social communities with whom they form and maintain relationships, a fact that the American Council on the Teaching of Foreign Languages (ACTFL) acknowledged via its inclusion of *Communities* as one of the five goal areas (or *Five Cs*) in its *National Standards for Foreign Language Learning* (NSFLEP, 1996).

How membership in FL communities may develop for a FL learner is a pressing concern in language teaching, but a less prominent issue in research. Scholarship that has addressed learners' involvement in TL communities has often prescribed or assigned a definition of 'community' that has not taken into account learners' own ideas about who does or can constitute a TL community. However, the definitions of communities that are provided by educators and professional organizations are not always consistent: For example, ACTFL stated that students should be involved in TL communities both within and beyond the school setting (NSFLEP, 1999), while another professional organization has issued a document that implies that TL communities exist primarily in countries where the TL is spoken natively (e.g., in a document called "*Foreign languages and higher education: New structures for a changed world*" from the Modern Language Association's [MLA] Ad Hoc Committee on Foreign Languages, 2007), a stance whose fundamental assumptions have been critically examined in Worth (2006). As an ever greater proportion of college students are part of the Net Generation (Cooke-Plagwitz, 2009) and are said to be Digital Natives (Prensky, 2001), participation in online communities and the use of computer-mediated communication (CMC) are believed to be

ubiquitous parts of students' lives (boyd¹, 2007). FL teachers may take for granted that learners are aware of the ways they can use digital technologies to interact with speakers of their TL beyond the classroom setting (Cai & Zhu, 2012; Cooke-Plagwitz, 2009) and, moreover, may assume that learners will act upon this knowledge without further prompting or assistance (White, 2012). However, empirical studies have not sought to discern how learners themselves define (real or ideal) TL communities, and whether they do indeed make use of digital technologies to pursue involvement in those communities.

Therefore, the aims of the present study follow two strands – 1) learners' definition of TL communities and the extent to which learners value involvement in TL communities; and 2) the ways and extent to which learners use technologies to participate in TL communities. I undertook this study in an attempt to determine who learners imagine when they think of a TL community and the extent to which they can envision their own participation and membership in a TL community; I also wanted to test the assumptions that learners are aware of and indeed make use of digital technologies to pursue involvement in TL communities. I began my investigation by measuring the extent to which learners of German wanted to participate in or gain membership in a German-speaking community. I then set out to determine the types of technologies that learners use in their everyday lives and specifically in German, and inquired whether a strong alignment with *Communities*-oriented goals related to particular frequencies or patterns of technology-use behaviors for meeting those goals. Finally, I hoped to hear learners tell in their own words whether they are or could be part of a TL community; and whether, how,

¹ In her own work, danah boyd spells her name in all lowercase letters; I have therefore retained her preferred format.

and why they use digital technologies for meeting their language learning goals, as has been suggested by ACTFL and assumed by teachers.

2.0 Review of the Literature

Meaning-making and language learning take part both within and beyond the learner; these processes reside in the relationships formed between individuals and communities (Lantolf, 2006). Learning must therefore take place not only toward/about the target community, but also through it (Magnan, 2008). According to Thorne (2007), crucial elements of a community include membership or inclusion, a shared location, shared cultural practices and values, interpersonally meaningful relationships, collective goods and resources, commitment and reciprocity, a sense of identity, and the notion of sustained duration. In contrast, the goals set forth in the *Communities Standard* from the American Council on the Teaching of Foreign Languages (ACTFL; NSFLEP, 1996), although they state that learners should *participate* in multilingual communities within and beyond the classroom setting, neglect to mention the possibility for gaining *membership* in TL communities through FL instruction, and thereby suggest that meaning first occurs in classroom settings and then is applied to use in TL communities (Darhower, 2006; Magnan, 2008).

Magnan (2008) argued that entering into a community should in fact be the “*sine qua non*”² of language learning rather than its byproduct. She stated the following:

We need to consider carefully the type of communities in which foreign language learners engage. In addition to the digital communities and face-to-face communities

² *Sine qua non* (written in Magnan, 2008 as “*sine quo non*”) refers to an indispensable and essential action or condition.

described by many scholars, we might also consider imagined communities brought forth through interactions with protagonists in the imagined spaces of novels and other writings or performance. It should be clear that the notion of community applied to language learning must far exceed the classroom (p. 362).

Other research has shown that *Communities*-oriented goals are not being met through FL instruction, nor do most educators consider technology a potential way for learners to establish, enter, or maintain TL communities (ACTFL, 2011). More work needs to be done to clarify the relationship between TL communities and language learning; what is understood to be a TL community (or an ideal TL community) both from the perspectives of students and educators; who can be involved in such communities and how; and what learners and educators are doing to enable participation in TL communities both within and beyond the classroom setting.

2.1 Community as an Ideal

In enhancing our understanding of how learners orient themselves toward TL communities and the steps that they take to align themselves with those communities, it is first useful to understand notions of who the target community might be and what it means to participate in that group. In 2.1, I first outline theoretical and conceptual frameworks that commonly have been used in research that examines how language learners imagine TL communities and how and why learners may seek participation or membership in those communities. I also use some empirical studies to exemplify these theories and concepts. Then I describe the professional consensus on how students should ideally engage with TL communities, who should be in those communities, and how those interactions can impact learners and learning.

2.1.1. Community-Based Theories and Frameworks

When learners engage with or think of a community of TL speakers, their perceptions may be influenced by a number of things, such as their language learning backgrounds, their social networks and contacts, their ideas of themselves as multilingual speakers, their linguistic abilities, their cultural knowledge, and also their pre-conceived imaginings of the target culture and its communities (e.g., Song, 2012). The following theoretical and conceptual frameworks address how language learners imagine themselves as participants in or potential members of a community centered around language-use practices (i.e., the use of their TL).

2.1.1a. ‘Authentic’ native speaker (NS) communities

Learners’ perceptions and imaginings of the target community can play an important role in language learning. As Pavlenko and Norton (2007) noted:

We humans are capable, through our imagination, of perceiving a connection with people beyond our immediate social networks. Our orientation toward such imagined communities might have just as much impact on our current identities and learning as direct involvement in communities of our everyday life (p. 670).

Through the inclusion of the phrase “beyond our immediate social networks” and the contrast between imagined communities and the communities in which we are involved in our everyday lives, it is implied that the communities that students imagine are not fellow learners of the language whom they encounter in their classes, but rather, are groups of TL speakers beyond the classroom setting.

The concept of an *imagined community* was first explored by Anderson (1983, 1991, 2006), who described it as a socially constructed entity envisioned by people who perceive themselves to be a part of that group, and who use a common language to foster a sense of unity

and belonging. Although this idea was originally conceived in the context of discussing nationalism, it is now broadly used and has been applied to language learning, sometimes in conjunction with the concept of legitimate peripheral participation (described in depth in 2.1.1b; Lave & Wenger, 1991; Wenger, 1998). Wenger (1998) posited that imagining enables us to expand ourselves by transcending time and space to create new images of ourselves, others, and the world. He stated that imagination can be “a mode of belonging that always involves the social world to expand the scope of reality and identity” (p. 178). When individuals participate in social actions, they adapt to meet the norms (e.g., language use practices) of the community – whether real or imagined. Similarly, Holland, Lachicotte, Skinner, and Cain (1998) also explained that individuals are agents in forming and re-forming their imagined worlds and their own identities through participation in a “figured world” (p. 52); their imagined communities are constructed through engagement in current and past social experiences.

Imagined communities can therefore have a powerful impact on social and learning behaviors (Norton, 2000, 2001; Pavlenko & Norton, 2007). Kanno and Norton (2003) explained further:

Such communities include future relationships that exist only in the learner’s imagination as well as affiliations – such as nationhood or even transnational communities – that extend beyond local sets of relationships. We suggest that these imagined communities are no less real than the ones in which learners have daily engagement and might even have stronger impact on their current actions and investment (p. 242).

They also theorized that learners’ ideas of their own identities within an imagined community can shape their engagement with educational practices.

Another framework for exploring the relationship between participation in and perceptions of the TL community is the socio-contextual model of second language (L2) learning (Clément, 1980; Noels & Clément, 1996), which outlines a schema for understanding the

intersection between involvement with a TL community and language learning. Using this model, researchers proposed that L2 learning is influenced by aspects of contact with the L2 community, confidence in the L2, and identification with both the first language (L1) and L2 community. Contact with an L2 group is associated with confidence in the L2 and with feelings of identification with the L2 community, and L2 confidence is “derived from relatively frequent and pleasant contacts with the members of the L2 community whether through face-to-face interactions or L2 media” (Rubinfeld, Clément, Lussier, Lebrun, & Auger, 2006, p. 610). Clément and Gardner (2001) argued that the link between L2 confidence and contact is critical to the level of identification with the L2 community, because confidence leads the learner to contact beyond the classroom. It also follows that contact experience would in turn develop L2 confidence.

Rubinfeld et al. (2006) examined how these factors are linked to individuals’ cultural representations and corresponding attitudes toward the L2 community. They found that, for Anglophones in Ontario, frequency of contact with Francophones predicted L2 confidence; L2 confidence in turn predicted identification with Francophones; and identification with Francophones predicted positive cultural representations of that community. They concluded the following:

Individuals with high confidence in an L2 already have the skills and past experiences that are necessary for *active* pursuit of contact in the L2. Individuals with lower confidence in an L2, such as the anglophone group, would be less likely to seek out contact. Therefore, in line with the socio-contextual model, confidence occurs *passively* as a result of contact experiences (p. 626, emphases in original).

Although the focus in classroom environments tends to be on broad generalizations and “facts” about the language and culture (Webber, 1990, p. 132), L2 learning can and should provide an opportunity to communicate with TL communities, because communication with TL

communities can in turn shape how learners perceive or imagine communities (Rubenfeld et al., 2006), which may also impact their learning.

2.1.1b. The classroom as a community

Both within and beyond the classroom, identity is a negotiated experience: People define themselves by engaging in *communities of practice* (Wenger, McDermott, & Synder, 2002), which are groups of individuals who participate in common activities and who create a shared identity through engagement in and contribution to that community (Lave & Wenger, 1991). In years since the “social turn” in the field of second language acquisition (SLA; Block, 2003, p. 31; Firth & Wagner, 1997; Worth, 2006, p. 226) there has been a surge in classroom research inspired by this conceptual framework. Educational settings in which learners have a shared domain of interest may be viewed as communities of practice (e.g., Canagarajah, 2003; Casanave, 1998, 2002; Flowerdew, 2000; Kanno, 2003; Kapucu, 2012; Leki, 2001; Morita, 2004; Toohey, 1996, 1998, 2000) in combination with the notion of *legitimate peripheral participation* (Lave & Wenger, 1991). Legitimate peripheral participation is the process by which newcomers interact with existing members of a target group to gradually move toward fuller participation and membership in their community. In other words, learning itself is “an evolving form of membership” (p. 53), through which newcomers (e.g., beginning-level students) in a community may eventually become more central participants. However, participation in a community of practice does not guarantee assimilation: “To become a full member of a community of practice requires access to a wide range of ongoing activity, old-timers, and other members of the community; and to information, resources and opportunities for participation” (Lave & Wenger, 1991, p. 100). That said, communities of practice are no longer

tied to a local setting; in today's digital age, they may also be sustained through activities in virtual environments (Oguz, Marsh, & Landis, 2010).

Norton (2001) drew on Lave and Wenger's (1991) perspectives on nonparticipation to reveal demotivating factors that relate to immigrants' imaginings of TL communities. She determined that a learner's nonparticipation in an English as a Second Language (ESL) class may have resulted from a disjuncture between the learner's imagined community and the teacher's curricular goals. Therefore, effective language instruction should relate to learners' preexisting ideas about the TL and culture, other subject areas, and the world at large, while also incorporating creative language use and broadened cultural awareness (Valette, 1997). Another example of research that combined elements of Anderson's imagined communities and Lave and Wenger's legitimate peripheral participation was a study by Murphey, Jin, and Li-Chi (2004). In an analysis of students' autobiographies in ESL courses, they found that students imagined communities in three different ways. Learners (1) compared their experiences to past communities of practice to which they had belonged; (2) were aware of current communities that they were currently a part of or could be a part of; and (3) imagined future communities to which they aspired to belong. The researchers concluded that these imaginings are important because learners will invest time and energy into becoming more like the members of the groups that they want to be a part of. This and the works outlined above strongly suggest that imaginings of TL communities indeed have a powerful motivational function (Taylor, Pham, Rivkin, & Armor, 1998).

2.1.1c. Motivational theories

Motivation for language learning can impact the learning experience, including learners' behaviors and learning outcomes (e.g., Cai & Zhu, 2012; Ushioda, 2011). Therefore, it is

important to review theories that explicate how perceptions of target communities and the self relate to motivation for language learning. Thereafter, I provide an overview of theories that link motivation to learning behaviors, which will enable me to analyze whether a strong desire to participate or gain membership in TL communities leads to out-of-class technology-use behaviors to realize communities-oriented goals.

The socio-educational model of L2 learning (Gardner, 1985, 2011; Gardner & Macintyre, 1993) was an attempt to explain the role of individual differences in the L2 learning process and language acquisition. Gardner suggested that attitudes toward an L2 community exert a strong influence on language learning; in this model, *integrativeness* (also known as the *integrative motive*) is a key variable. Integrativeness describes how open a learner is to another culture that primarily uses the L2, and takes into account the extent to which a student is interested in FLs in general, the learner's preconceived attitudes toward the TL community, the learner's orientation toward integration in an L2 community, and social and cultural reasons why the learner pursues the L2 (Gardner, 1985, 2011; Gardner & Lambert, 1972; Gardner & Macintyre, 1993).

Self-determination theory (Deci & Ryan, 1985; Deci, Vallerand, Pelletier, & Ryan, 1991; Ryan & Deci, 2000a, 2000b) is also often applied to research that explores the relationship between motivation and social factors. This approach emphasizes the importance of humans' evolved internal resources for personality development and self-regulation of behaviors, and postulates that, in order for an individual to engage in behavior for personal and self-determined reasons, three fundamental needs must be met: 1) The learner must have the sense that he/she is an autonomous actor, independent from external circumstances and other individuals; 2) the learner must perceive that he/she is competent and able to conduct an activity; and 3) the learner must have a feeling of relatedness, which includes a sense of esteem from and belonging with

others (Deci & Ryan, 1985; Ryan & Solky, 1996). Using L2 motivation theories that emphasize the importance of social and intergroup factors (e.g., Clément, 1980; Gardner, 1985) and self-determination theory, Noels (2005) examined how motivational substrates may be differentially important depending upon the learner's language background in a German as a FL context. Her results showed that heritage language learners were more likely than non-heritage learners to study German because it was an important aspect of their self-concepts. A desire to establish or maintain contact with a German-speaking community also played a role in motivated learning, particularly for heritage language learners.

Noel's study shows that in addition to learners' imaginings of the TL community, so too can their identities and imaginings of themselves be a factor in motivated learning. This point is illustrated by the L2 motivational self system (Dörnyei, 2005, 2009), which is a process-oriented approach that accounts for changes in motivation over time (Dörnyei, 2000, 2001a, 2001b, 2001c). Based on Markus and Nurius' (1986) work on *possible selves*, Dörnyei looked to learners' self-concepts to find a link between the individual and his/her motivations. He proposed that language learners have several dynamic and future-oriented selves based on ideas about who they might become (*likely* or *expected selves*), who they would like to become (*ideal selves*), who they are afraid of becoming (*feared selves*), and also on images of themselves held by others (*ought* or *ought-to selves*)³. Possible selves involve self-relevant imagery, and since they are only possibilities and not realities, this imagery exists even with a lack of an immediate sensory stimulus. The image of a desired future is the core of an ideal self, and images of future selves

³ It is also important to note that possible selves are different from goals. Goals are the desired future end-states; possible selves are the result of various motivational factors, they are self-states, and they are purely psychologically experienced. This aspect of experience is the main thing that differentiates the two.

provide a direction and impetus for action to reduce the discrepancy between actual and future selves.

According to self-discrepancy theory (Higgins, 1998), ideal selves have a promotion focus (with an emphasis on hopes, advancements, etc.), whereas feared and ought selves have a prevention focus with an emphasis on avoiding negative outcomes. Certain conditions play a role in how motivating the image of the ideal self is, including the following: The availability of an elaborate and vivid self-image; the perceived plausibility (since an unlikely possible self will not result in high motivation); harmony between ideal and ought selves (since group norms play a role in behavior even when the ought self does not match the ideal self); the offsetting impact of the feared self (since there will be maximal motivation when a desired self is balanced by a feared self in the same domain); and necessary activation of the image with accompanying procedural strategies for accomplishing goals. Such a view of learner motivations is valuable, because by focusing on these possible selves, we are “phenomenologically very close to the actual thoughts and feelings that individuals experience as they are in the process of motivated behavior and instrumental action” (Markus & Ruvolo, 1989; p. 217). That is to say, if we can understand who students want to become, who they think they should become, and who they want to avoid becoming, we will better be able to recognize their motivations for language learning and the behaviors that they partake in to make their ideal selves a reality.

Empirical studies have found confirmation for this proposed system. For example, Papi (2010) followed Dörnyei’s (2003) guidelines to develop the English Learner Questionnaire in order to test the validity of these constructs for learners of English in Iran. He found that ideal self, ought-to self, language learning experience, FL anxiety, and intended effort were all significant motivating or demotivating factors, which provided support for the L2 motivational

self system. The influence of imaginings of TL communities on motivation was also illustrated by Ryan's (2006) study in an English as a Foreign Language (EFL) context. He found that it was learners' sense of membership in an imagined global community and of themselves as users of that language, rather than any desire to integrate with a particular target community, that formed the basis of their motivation. Ryan (2009) also tested the L2 self concept with a focus on integration into a community for Japanese learners of English. Results revealed that different types of social relationships played distinct roles in the language learning process and that EFL learners in Japan found more motivational power for the idea of an English-speaking community that was not tied to a nationality or location than in the fixed idea of a specific TL community. Ryan explained this finding by arguing that learners were presented with the possibility of full membership in the global community, as opposed to a community that is predefined and to which the learner would always have outsider status. Additionally, Ryan found a high correlation between integrativeness and the ideal self, suggesting that the two concepts may be tapping into the same affective dimension.

To examine the contrast between students who did and those who did not achieve advanced-level language acquisition, Anya (2011) investigated the experiences and motivations of black students in the United States. All were fluent in Spanish or French and some had beginning- or intermediate-level proficiency in Portuguese. She determined that successful black L2 learners had positive formative experiences of investment in an immediate (classroom) community of learners; exhibited a desire to connect with members of a community of TL speakers who mirrored their past, present, and future/ideal selves; and were motivated to excel by their integrative need to connect with both communities of learners and speakers. She therefore concluded that, in contexts where there is a specific TL community (as opposed to a

broader, global community), it is important for learners to connect and identify with people in both real and imagined TL settings.

2.1.2. Professional organizations: *Communities as a Standard*

Previous research points to the fact that it is important to help learners connect and identify with speakers of the TL in both real and imagined contexts, particularly in contexts where there is a resident TL community (as opposed to a broader, global community; Anya, 2011; Ryan, 2006). Furthermore, by enabling learners to communicate with speakers of TL communities both within and beyond the classroom setting, educators can address some of the goals set forth by ACTFL in the *Standards* (NSFLEP, 1996).

Until the late 20th century, FL education in the United States focused primarily on the development of discrete skills, rather than on communication as a whole. Then, in response to a call from Congress and the U.S. Department of Education for an increase in students' overall competency in FLs, ACTFL created an eleven-member task force representing various languages, levels of instruction, and geographic regions, in order to better define what language students should know and be able to do (NSFLEP, 1996). This document, titled *Standards for Foreign Language Learning: Preparing for the 21st Century*, was initially implemented mainly in the K-12 context, but has since become more prominent in post-secondary environments (e.g., Dhonau & McAlpine, 2011; Kadish, 2000; McAlpine, 2000; Wood, 1999). Table 1 enumerates all 11 *Standards* in their five respective goal areas (or *Five Cs*) at the time when the present study was conducted⁴.

⁴ The *Standards* were updated in 2013, after data collection for this study had already been completed. They are shown here as they were at the time of data collection, since they provided the foundation for the wording of some questionnaire items. See Redmond (2014, p. 7) for the updated versions.

Table 1: The National Standards for Foreign Language Learning from the American Council on the Teaching of Foreign Languages

Standard	Learning Goals
Communication: <i>Communicate in languages other than English</i>	• <i>Standard 1.1:</i> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • <i>Standard 1.2:</i> Students understand and interpret written and spoken language on a variety of topics. • <i>Standard 1.3:</i> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures: <i>Gain knowledge and understanding of other cultures</i>	• <i>Standard 2.1:</i> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. • <i>Standard 2.2:</i> Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections: <i>Connect with other disciplines and acquire information</i>	• <i>Standard 3.1:</i> Students reinforce and further their knowledge of other disciplines through the foreign language. • <i>Standard 3.2:</i> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Comparisons: <i>Develop insight into the nature of language and culture</i>	• <i>Standard 4.1:</i> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. • <i>Standard 4.2:</i> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities: <i>Participate in multilingual communities at home and around the world</i>	• <i>Standard 5.1:</i> Students use the language both within and beyond the school setting. • <i>Standard 5.2:</i> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

As shown in the aforementioned literature, TL communities can have a strong impact on students' language learning motivation, and therefore *Communities* should receive equal, if not more attention, as compared to the other *Standards*. Similarly, using Hymes' (1972, 1974)

seminal portrayal of communicative competence and building on notions from sociocultural theory and the concept of communities of practice, Magnan (2008) questioned the hierarchical ordering of the *Standards*, especially in terms of the primacy of *Communication* over *Cultures* and *Communities*. She suggested that of the *Five Cs*, *Communities* should be considered the most fundamental.

Magnan, Murphy, Sahakyan, and Kim (2012) revealed students' goals and expectations for their own language learning. For this investigation, they developed a questionnaire that presented participants with each of the eleven *Standards* in random order with adjustments in the wording to clarify items that were confusing to students in the pilot study and to reflect a first-person stance. Students used five-point Likert scales to respond to two questions for each item: 1) Is this a goal for you; and 2) do you expect to achieve this goal by the end of your formal coursework? The study found that, for 1,467 students across thirty different languages, their goals did align with the *Standards* and they generally believed that they could achieve these goals. Among these participants, 83% agreed or strongly agreed that the *Communities Standard* aligned with their own goals for language learning, making it the goal area which the most students valued in comparison to the other four *Cs*.

2.1.3. Professional consensus beyond the *Standards*

In addition to examining ACTFL's and students' goals for language learning, it is also important to consider researchers' and educators' ideas about what is important. In 2001, Norton and Toohey provided an overview of research on "good language learners" (p. 307). They explained a shift in professional consensus:

Recent literature has been concerned not only with studying individuals acting on L2 input and producing L2 output, but also with studying how L2 learners are situated in

specific social, historical, and cultural contexts and how learners resist or accept the positions those contexts offer them (p. 310).

In other words, more recent work on what it means to be a good language learner has focused on students' access to a variety of contexts and communities rather than just on their capacity with various linguistic forms and meanings. Much of this scholarship has taken the assumption that "learning and development occur as people participate in the sociocultural activities of their community" (Rogoff, 1994, p. 209). This research also has also made certain implications about the type of community that learners should strive to enter and emulate.

2.1.3a. The native speaker (NS) as an ideal

Although ACTFL is not limiting in their concept of who may participate in a TL community (NSFLEP, 1996), Worth's (2006) work pointed to the fact that in practice, teachers may have more specific images of the TL communities to which students should aspire to belong – namely, a community of native speakers (NSs). Through discourse analysis in a beginning-level Italian as a FL class in a university setting, she demonstrated that the phrase "when you go there" (there, meaning to the country where the TL is the predominant L1; p. 183) occurred repeatedly and systematically in FL instruction, and the instructor's recommendations to students identified NSs' language, culture, and communities as the ideal toward which learning should be directed. Furthermore, the textbook for the course contributed to this image of the NS as an ideal, as each unit was organized around vocabulary and elements that would be used when in Italy. Interviews with the instructor of the course also made it explicit that the principal goal of the course (both his class section and in general) was to prepare students for sojourns to the target country. Implicit in this "when you go there" phrasing and the design of curricula and materials

was the assumption that learners shared the universal goal of eventually traveling to or studying in the target country.

2.1.3b. Multi-competence

Self- and other-images of what is ideal can impact language learning, and underlying this is the concept of *multi-competence* (Cook, 1991, 1992, 1999, 2002), which refers to a person's knowledge of more than one language, and to the use of more than one language within the same community. Cook envisioned the different languages that a person speaks as one connected system in which the languages influence one another, rather than as discrete systems in which the L2 or FL is in isolation from the L1. People who speak an L2 are unique from monolinguals, and students at any level should be referred to as *L2 speakers* or *L2 users* (i.e., anyone who has any degree of competency with an L2 and uses it in their real life) instead of *L2 learners*. That is to say, the monolingual NS is not necessarily an appropriate model for an L2 learner (or, in Cook's terminology, L2 user [e.g., Cook, 2002]); students should not orient toward the impossible ideal of a monolingual NS, but instead aim to become successful L2 users.

Similarly, Firth and Wagner (1997) stated that separating the terms 'language acquisition' and 'language use' was problematic, because learners acquire language by using it in various social contexts. They also underscored the multiplicity of learners' social identities and pointed out that there are many categories (beyond just that of 'NNS') that each individual fits into. Their work was part of a push for researchers in SLA to use emic approaches that address the individuals' personas in more complete ways and to highlight their identities that are most relevant to the context (Block, 2007; Gass, Lee, & Roots, 1997; Lafford, 2007). Although it is important to acknowledge these researchers' work, I still use the terms 'language learners' and

‘NSs’, and ‘non-native speakers (NNSs)’ throughout my work, keeping in line with much of the other work that has been done in the field.

Kramersch has also moved away from viewing the student of FLs as merely a learner of the TL, instead depicting the individual as a *multilingual subject* (Kramersch, 2006b, 2009, 2010; Kramersch & Gerhards, 2012). The experience of the multilingual subject is more than just memorizing vocabulary and grammar rules; he or she finds an outlet for dreams and aspirations in the L2, whereby learning shapes the learner and his or her development as an L2 speaker. She suggested that multilingual subjects:

[...] occupy an embodied, socially and culturally inflected third place in language, filled with memories of other languages and fantasies of other identities. In its referential and mythic dimensions, language performs and creates subjectivities that these multilingual speakers use to conjure alternative worlds and virtual selves, both in real life and on the internet (Kramersch, 2006b, p. 97).

She explained that language creates and shapes who we are as multilingual subjects. She also focused on the symbolic nature of the subject, thereby leaving open the possibility that learners’ imagined identities are just as real as the identities imposed upon them by society. Exploring various possible selves in real or imagined encounters with others shapes desire for learning.

In earlier conceptualizations, being part of a culture included having membership a national community with a shared history, a standard language, and common imaginings; and intercultural communication was seen as “a L1/C1 self understanding another L2/C2 self from a third place in between”⁵ (Kramersch, 1993; Kramersch, 2010, p. 360). However, the Internet has diversified the spaces and modalities in and through which meaning is made, and the rise in global technologies has made intercultural communication much more complex. It is no longer

⁵ C1 = first (native) culture; C2 = second (foreign/non-native) culture.

enough to help students develop tourist-like communicative competence (Kramsch, 2006a). In Kramsch's more recent work, she has moved away from using the concept of a third space in favor of talking about symbolic competence, because she wanted a view that represented a process rather than a static product (Kramsch & Gerhards, 2012), in which culture is a more dynamic notion that involves imagined communities and the construction of meaning. *Symbolic competence* is a capacity that people use to position themselves socially, culturally, and emotionally during communicative acts. In order to understand others, we must be able to understand what they remember from the past, how they position themselves in the present, and the images of themselves that they project into the future (Kramsch, 2006a).

Symbolic competence has three dimensions: symbolic representation; symbolic action; and symbolic power. Discourse as symbolic representation focuses on what words mean and reveal about ways of thinking; discourse as symbolic action focuses on what words do and what they reveal about intentions; and discourse as symbolic power focuses on what words reference and what they reveal about individual and social identities, memories, emotions, and aspirations (Kramsch, 2010). Kramsch maintained that this type of symbolic competence has to be nourished by literary imagination: "For it is through literature that learners can communicate not only with living others, but also with imagined others and with the other selves they might want to become" (Kramsch 2006a, p. 251).

2.2 Joining a Community and Communities of Practice

According to Breen and Candlin (1980), language learning is "learning how to communicate as a member of a particular social group" (p. 90). For FL learners, this group could either be NSs of the TL language or classmates who are other NNSs. Likewise, a 'TL community' could be defined around **speakers**, (i.e., the participation, or perhaps, exclusive

participation of NSs of the TL), or it can be defined around the **language**. Only in the latter case can learners in FL classes form or participate in TL communities of their own. Although the aforementioned works provide a useful description in determining how students should ideally participate and perceive themselves in a TL community, there are some concerns when applying this ideal to FL learning contexts. Those concerns will be outlined in the following sections.

2.2.1. Critiques of communities-based theories and professional consensus

Norton's work on imagined communities (based on Anderson, 1983, 1991, 2006), dealt with a specific type of learner with a specific type of community – namely, immigrants living in an L2 environment (Norton, 2000, 2001). The experiences of immigrant language learners in immersion settings are likely quite different from learners in FL classrooms. For example, immigrants have very different motivating factors; they need to learn the TL in order to fit into the society, and by successfully joining the local community, they can also raise their social standing.

With regard to communities of practice, we know that learners belong to multiple communities, but it is unclear whether they can imagine or aspire to membership in a community that is removed from their daily lives (e.g., the NS community). Haneda (2006) pointed out that communities of practice as a conceptual framework does not critically examine the concept of community, and no distinction is made between different types of participants except newcomers versus old-timers. She furthermore stated that the “notion of community needs to be enriched by consideration of who its members are as individuals, with particular dispositions shaped by their life trajectories – past, present, and envisioned future” (p. 815). Therefore, more work needs to explore how individuals' experiences and future objectives relate to the communities of practice that they imagine and/or hope to join.

Another weakness of communities of practice as a framework for understanding FL learners' involvement in TL communities is the lack of precision in the definition of what constitutes participation and learning. In fact, it is unclear whether such a community can indeed be forged within the institutional setting, as the traits of many classrooms stand in opposition to how communities function: Students may lack shared interests; their expertise is varied and distributed in nature; and there are few opportunities for networking and the sharing or co-construction of knowledge (Gee, 2005; Magnan, 2008). In terms of the kinds of activities and learning that can take place, "participation has many aspects, and it is necessary to articulate the kinds of practice in which students are engaged in order to discuss the kinds of learning that result" (Haneda, 2006, p. 815). Currently, legitimate peripheral participation stands as a single, undifferentiated construct; however, since classroom communities may be hierarchical and allow different actors to have varying degrees of participation (with some individuals being more central and powerful than others), it may be more appropriate to consider two distinct attributes of participation in educational settings: legitimate and peripheral (Canagarajah, 2003; Haneda, 2006; Kanno, 1999).

With regard to motivational theory, some researchers have also found shortcomings in the socio-educational model of L2 learning. The Attitude Motivation Test Battery (Gardner, Clément, Smythe, & Smythe, 1979) accounts for the integrative variable by measuring the extent to which the learner is generally interested in FLs, the learner's attitudes toward the TL community, and the social and cultural reasons why the learner pursues the L2 (Gardner, 2011), and Gardner believes that when integrativeness is positively linked with both Attitudes Toward the Learning Situation and Motivation, integrativeness will relate to L2 achievement (Gardner, 2001). In other words, integratively motivated learners will also be more active learners.

However, different variables within integrative motivation are not always correlated and integrativeness may be a multifaceted concept. Au's (1988) extensive review of the literature pointed to several studies in which there was in fact a negative relationship between at least some integrative motive measures and L2 achievement/activity, and Au concluded that the theory lacks generality. Indeed, there may be FL learners who are highly motivated and who have a positive attitude toward both the learning situation and the TL community, but whose goals do not include integration with the TL community. Although integrativeness is certainly a useful concept and a valuable foundation, there must be some middle ground between integration in the TL community and having nothing to do with the TL community at all.

Ushioda (2011) suggested that traditional concepts such as integrative motivation lose their explanatory power when working with learners of English, because English has become a common educational skill on a global level and thus there is no clearly defined TL community. Though one of the leading motivational theories used in studies on FL learning, Gardner's concept of integrative motivation (Gardner, 1985, 2011; Gardner & Lambert, 1972; Gardner & Macintyre, 1993) originally was situated in a Canadian context – that is, a context in which the TL was an L2 (i.e., where the language is commonly used in society beyond the classroom) and not a FL (i.e., where the language may be primarily used within the classroom setting). Since the dynamics involved in learning an L2 versus a FL may be quite different, it is debatable whether the integrative motive exists in FL settings or whether it is only relevant in L2 settings (Atay & Kurt, 2010; Oxford, 1996; Gardner, 2001).

Similarly, the socio-contextual model of L2 learning (Clément, 1980; Noels & Clément, 1996) has been designed as a framework to address learners' orientations toward L2 communities. However, the factors that impacted L2 learning varied somewhat for different

types of learners (i.e., Canadian Francophone learners of English and Canadian Anglophone learners of French; Rubinfeld et al., 2006). Rubinfeld et al. hypothesized that Francophones in Ontario had more confidence and experience with speaking English and were thus more likely to actively pursue their L2 than Anglophones in Ontario, who were learning French as a FL. Thus the educational context and contact experience can have an impact on how learners imagine and engage with communities.

In Norton's work on immigrants' imagined communities, the setting was also an English-speaking society. However, the needs of FL learners differ from those of L2 learners (Sridhar, 1994). Due to the status of English as a global language, learning it may actually raise one's social standing and professional potential, even for FL learners. In contrast, the social status of FL students in a classroom setting (where the L1 is English) is probably not greatly impacted by their ability to master their TL, and they are likely not confronted by members of the target community in their immediate setting (aside from perhaps their teacher) on a regular basis (Worth, 2006). Although widely spoken in Europe, German does not appreciate the global status that English does, resulting in a limited population of speakers for students to reach out to. Furthermore, the professional benefits of learning non-critical languages in the United States has been questioned. Therefore, the ways that learners of German in the United States imagine the target community could be very different and may have a different motivational power than the imagined communities in Norton's (2000, 2001) work.

Ushioda (2011) explained that a recent shift in the focus of motivational theories (toward the internal domains as outlined in Dörnyei's [2005, 2009] L2 motivational self system) has implications for how language teachers engage the motivation, interests, and identities of their students. However, most of the studies that have applied the L2 motivational self system to date

have focused on learners of English (e.g., Far, Rajab, & Etemadzadeh, 2012; Islam, Lamb, & Chambers, 2013; Kormos & Csizér, 2008; Li, 2014; Magid, 2009; Papi, 2010; Papi & Teimouri, 2012, 2014), who may have different experiences and attitudes than other language learners due to the global status of English (Csizér and Dörnyei, 2005; Ushioda, 2011). Studies that have looked at learners of English and German in a Hungarian context, for example, have shown that a learner's motivational profile may vary depending on the TL in question. Across both TLs, the ideal self was shown to be the most powerful predictor of learning behavior, but not all learners were able to develop an ideal L2 self for both English and German (Csizér & Dörnyei, 2005; Csizér & Lukács, 2010). More work is needed to explore how learners of German imagine TL communities and the impact that these imaginings can have on motivation and learning behaviors.

In contrast to ACTFL's definition of TL communities (both within and beyond the classroom), most scholars state (explicitly or implicitly) that learners' participation in communities of NSs of the TL should be seen as the gold standard. Certainly, communities of NSs are an important type of TL group – but do learners imagine that they will interact with these types of interlocutors, and is this their goal? Do they even envision themselves becoming part of a community or NSs... or is that an impossible dream? Research has shown that many NNSs are unable to see themselves as legitimate speakers of their TL because they compare their speech to that of NSs (e.g., Alptekin, 2002; Cook, 1999; Golombek & Jordan, 2005; Widdowson, 1994). In light of this finding, work has been done to problematize this unattainable NS norm both in terms of cultural and linguistic learning (e.g., Byram, 1997; Cook, 1999, 2001a, 2001b; Kramsch, 1991; Mauraanen, 2003), instead providing support for multi-competence – the

idea that students should realize themselves as language users rather than as language learners and should recognize that they are part of a community of multilingual subjects.

Indeed, that learners should form and see themselves as multi-competent language users would be ideal. However, it remains unclear whether students actually perceive themselves in that way, and if not, how educators can lead students to that discovery. This task may be particularly difficult given that researchers and educators see groups of NSs as ideal TL communities. FL teachers and teacher trainers may need to expend additional effort in order to develop and raise the esteem of communities of TL learners who are seen (and see themselves) as multicompetent multilingual subjects. Furthermore, the definition of a multicompetent community is rather vague. For example, if one individual speaks German and English, while another person speaks German and French, can these two people be in the same community? In order for these concepts to be of their greatest value in research, more should be done to determine how to measure multi-competence in individuals and communities.

With regard to participation in a community with NSs, Worth (2006) showed that, in beginning-level FL courses, not all students imagined that they eventually would go to a country where the TL is spoken natively. In her study, Worth deemed it problematic that the instructor perennially used the phrasing “*when* you go there” rather than “*if* you go there” (p. 175, *emphases in original*) in recommendations for how students should speak or act when in the target country, because it implied that travel or study abroad was the only legitimate goal, and this introductory level class (i.e., open to all students at the university) was not where students belonged if they did not share this objective. Through an analysis of classroom discourse, Worth reported that some learners may have felt marginalized from the classroom community of practice. Based on follow-up interviews, she showed that by the end of the semester, students

who did not plan to go abroad had a more negative experience in the class and doubted both the usefulness of the course and the ability to use the TL. Consequently, they became disillusioned and less invested in the course (see also Norton Pierce, 1995), and some even actively resisted using the TL or participating in the classroom community (see also Anya, 2011). Kramsch (2006b) also showed that some learners show resistance to identifying with NSs. According to Worth (2006), taking a narrow view of learners' goals and types of investment is problematic: "Assuming that all students understand, negotiate or enact participation in the same way is a flawed assumption. [...] The range, the scope and the impact of individual differences in the FL classroom cannot be understated" (p. 251).

In the context of this one beginning-level FL classroom Worth (2006) found that TL speech was accepted by some – but not all – learners as "more legitimate and meaningful" than L1 speech (p. 168). She explained that one learner in particular preferred to promote a "culture of dumb" and resisted investment in the Italian course, but in doing so, actually created solidarity among the group (p. 221). Therefore, in FL settings, it would also be valuable to consider whether use of the TL is inextricably linked to legitimate participation. In light of Worth's findings, I would suggest that a 'TL' community could potentially also be formed without use (or with minimal use) of the TL. To elaborate on my earlier suggestion, one might envision at least four different versions of a 'TL community', defined by language use practices and members' status as NSs/NNSs: A) TL communities comprised (exclusively or predominantly) of NSs, with learners as 'guest speakers' or peripheral participants; B) TL communities comprised (exclusively or predominately) of learners, with NSs as 'guest speakers' or peripheral participants (e.g., the teacher, class visitors, video appearances); C) TL communities in which NSs and learners have equal footing and use the TL (e.g., pen pals, blog/forum posters and

commenters, e-tandem or telecollaborative exchanges); and D) ‘TL’ communities comprised of any combination of NSs and learners in which use of the TL is not preferred.

2.2.2. Issues with the *Communities Standard*

The guidelines from ACTFL only indirectly situate the learner in a TL community defined by its speakers, and they do not account for the possibility that learners could create and integrate themselves into their own community defined by the language use practices through FL instruction (Darhower, 2006; Magnan, 2008). If educators and scholars wish to account for multiple legitimate forms of participation and communities, it is imperative to consider whether individual learners want to engage with TL communities. If that is indeed an important goal, then we must also understand the types of communities with whom they imagine interacting and the activities and modalities that they could use to realize themselves as participants in their target community. Only through investigation of questions such as these will we be able to determine if or how it is possible for learners to achieve their or the profession’s ideal engagement with TL communities.

Little research to date has focused on how students’ own objectives relate to the *Standards*. Instead it has favored educators’ perspectives (Glisan, 2012). Several studies have investigated instructors’ pedagogical beliefs regarding FL teaching and learning. Allen (2002) surveyed experienced teachers enrolled in a graduate-level course on *Standards*-based FL instruction at the beginning and end of the semester. Results indicated that many teachers still believed in the coverage model, in which the course content is defined by the textbook (Chaffee, 1992), partially because they were only somewhat familiar with the *Standards*. In K-12 settings, teachers did not see *Communities* as important for language learning; they believed that interaction in target communities would only be possible after a certain degree of mastery was

achieved in the classroom setting (Bartz & Singer, 1996) – once again discounting the possibility that TL communities could be built among learners.

From instructors' comments concerning whether or not they believed they meet the *Standards* in their own teaching, Magnan et al. (2012) revealed that the *Communication* and *Cultures Standards* received the most attention in classes (see also ACTFL, 2011), whereas *Communities* received the least emphasis. Furthermore, in their survey of 1,467 learners across thirty different languages, they discovered that *Communities* was also the *Standard* with the biggest gap between the desire to achieve it and the belief that it would be achievable. This was partially due to the fact that teachers reported that they addressed these goals infrequently in their classes.

A survey of 2,134 language educators showed that teachers found that *Communities* was the hardest *Standard* to integrate into the curriculum (ACTFL, 2011). The reasons instructors cited for this included that they lack the training, professional development, and resources to achieve these goals; that TL communities are “nebulous” (p. 28) and out of their control; and that taking students into the local community or abroad is simply not feasible. Others have also stated that aims of *Communities* (Sarroub & Moeller, 1999) or of *Communities* and *Connections* (Long, 2005) were the hardest to achieve in their classes. Willis Allen and Dupuy (2012) wrote the following:

Although participation in multilingual communities around the world has been understood to be the *raison d'être* for foreign language study, the Communities standard has been portrayed as an extracurricular experience and more difficult to weave into instruction than the other standards (p. 468)⁶.

⁶ The “*raison d'être*” quote referenced Phillips (1998, p. 32). She described how individuals outside the teaching profession viewed engagement with multilingual/multicultural communities as the ultimate purpose of FL education.

Magnan (2008) also showed that professional literature often portrays the *Communities Standard* in activities that happen outside of the curriculum (e.g., Lally, 2000; McAlpine, 2000; Overfield, 1997; Phillips, 1998; Weldon & Trautmann, 2003). As the ACTFL (2011) *Standards Survey* revealed, many teachers envisioned trips into the local community or abroad as the sole means of addressing the *Communities Standard* and often neglected to consider the value of the local (classroom) community or the potential role of technology in meeting communities-oriented goals.

In an article that describes research on and the implementation of the *Standards*, Glisan (2012) explained that, so far, publications have consisted largely of (1) implementational research (both with and without experimental design) that has proposed specific strategies for addressing the *Standards* in planning, teaching, and assessment (e.g., Schwartz & Kavanaugh, 1997; Abbott & Lear, 2010); (2) survey research that has analyzed self-reported information regarding teachers' pedagogical beliefs about the *Standards* and ways in which they claim to be addressing *Standards* in their classrooms (e.g., Allen, 2002; ACTFL, 2011); and (3) White Papers that have disseminated opinions and insights by leaders in the field regarding the impact that the *Standards* are having in areas such as language instruction, curriculum and course design, and educational policy (e.g., Sharpley-Whiting, 1999; Donato, 2009; Glisan, 2010). Glisan also pointed out that research has not been evenly distributed across the five goal areas, nor are they equally addressed in practice; she even went so far as to call *Communities* “the lost C” (Glisan, 2012, p. 518; Glisan, Phillips, Allen, Abbot, & Sauer, 2010) because it has received so little attention both in research and curricula.

This neglect is evidenced when we look at the ACTFL annual volume *Foreign Language Standards: Linking Research, Theories, and Practices* (Phillips & Terry, 1999): Every *Standard*

except *Communities* has an entire chapter dedicated to it. Furthermore, in Phillips' (1998) description on using technology to teach the *Five Cs*, *Communication* and *Cultures* each received more than a page of recommendations, and *Connections* and *Comparisons* both had longer paragraphs (31 and 14 lines, respectively), whereas *Communities* had only an eight-line description. One White Paper, the *National Educational Technology Standards for Students* (ISTE, 2007) identified “the skills and knowledge that students require to learn effectively and productively in an increasingly digital society” (Ennis, 2011, p. 21), and suggested technology-based activities that could be used to address each *Standard*.

Most scholarship has considered and favored multiple other *Standards* rather than emphasizing this goal area in particular. Only a small amount of research has investigated the intersection between electronic resources and *Communities*-oriented goals in particular. Although the use of technology for addressing the *Five Cs* is indeed becoming more common, it remains true that the *Communities Standard* receives the least attention (ACTFL 2011; Glisan, 2010; Glisan, 2012; Magnan, 2008; Magnan et al., 2012).

2.3 Pedagogical Attempts at Helping Students Reach Communities

Trips to the target country or countries have been seen as one of the primary ways that learners can engage with TL communities (e.g., ACTFL, 2011; Kadish, 2000; McAlpine, 2000; Worth, 2006), and similarly, international summer camps have been shown to function as a simulated target culture where all *Five Cs* could be met (Lally, 2000). Willis Allen and Dupuy (2012) were among the first to investigate whether activities during immersion experiences truly facilitate the realization of *Communities*-oriented goals. They found that although it was possible for students to achieve these goals in study abroad contexts, meaningful participation in communities abroad was limited, particularly in short programs and when there was no

organization or requirement for engagement with local speech communities or NSs. They also offered numerous recommendations for encouraging greater consideration of the *Communities Standard* in collegiate FL study, including weaving these goals more prominently into the curriculum before, during, and after a study abroad experience.

Indeed, for some TLs, study abroad may be the only means of meeting NSs of the language (McAlpine, 2000). For others, however, community-based learning (CBL) or community service learning (CSL) are additional options for engaging with TL groups, particularly for learners (especially of Spanish) at the university level (Dhonau & McAlpine, 2011; McAlpine, 2000). Some researchers have touted CBL and CSL as a method for learning about all *Five Cs* (e.g., Lear & Abbott, 2008; Weldon & Trautmann, 2003). Others have focused more specifically on how CBL and CSL can develop communicative competence (e.g., Jorge, 2012; Overfield, 1997); lead to cultural understanding (e.g., Jorge, 2012; Zapata, 2011); and increase motivation and willingness to communicate (e.g., Pellettieri, 2011). What these publications lack, however, is any description of whether interacting in these contexts will lead students to become lifelong, autonomous learners who use the language and continue to engage with TL communities once their CBL/CSL projects have ended. One possible way for students to autonomously continue their use of the TL is through digital technologies.

Although technology integration is not fully addressed in the *Standards*⁷, it is important to consider its potential role (Ennis, 2011):

If [...] we view our classrooms as portals to the world and the languages we teach, we will discover that technology allows our students to break out of the physical constraints of the textbook and the classroom, enabling them to communicate with others, connect

⁷ In a separate document, ACTFL does recommend that students should gain proficiency in media and technology literacies, but they do not directly link these skills with the *Standards* (ACTFL & P21, 2011).

with different disciplines, compare and contrast unfamiliar cultures with their own, and reach into their world communities in meaningful and exciting ways (p. 25).

Research on meeting the *Standards* through technology is not scarce, particularly when one searches for papers that address all *Five Cs* together. Just two years after the *Standards* were introduced, Phillips (1998) published an article with recommendations for implementing all five goal areas via various technologies in order to bring access, authenticity, and insight into FL classrooms. There is also a wealth of resources for using the Internet in particular. For example, Finger (2001) described a project for first-year German that combined integration of the *Standards* with a virtual job search task; McGee (2001) presented pedagogical arguments for integrating Web-based student pages into intermediate and upper-level FL courses and showed how Web-based student pages, community building activities, and the presentation of culture projects contributed to meeting the *Five Cs*; and Walz (1998) proposed activities involving the World Wide Web that address all goal areas, but that emphasize learning about other cultures and the necessity of becoming a lifelong learner. Additionally, Okubo and Kumahata's (2001) study revealed how students can learn the target culture through collaboration with virtual partners on the Internet by considering and applying all *Five Cs* to enhance learning.

Mills (2011) sought to gain further insight into the development of skills in the areas of *Communication*, *Connections*, and *Communities* by investigating the nature of student participation, knowledge acquisition, and relationship development in an intermediate French course's Facebook community. She found that participating students made connections to course content, developed identities through the enhancement of the various modes of communication, and established closer relationships through their participation in the online Francophone community. Ter Horst and Pearce (2010) instead focused on *Connections*, *Comparisons*, and *Communities* in their study, which described an interdisciplinary collaboration that combined the

study of German language with instruction on environmental issues. The project allowed students to make connections between disciplines, establish contact with German-speaking communities outside the university, and make cultural and linguistic comparisons. Results showed that the tasks provided significant opportunities for students to increase their language proficiency, develop their understanding of concepts related to the environment, and become more involved in a global community through a virtual service learning project.

When it comes to studies that have focused specifically on the *Communities Standard* and the use of technology, however, there is a dearth of research. Abraham and Williams (2011) provided one of the few studies that focused on the *Communities* goal area and computer-mediated communication (CMC). They proposed a pedagogical framework for the analysis of computer-mediated discourse in order to increase students' exposure to the variety of discourse options available in online communication environments. Through the analysis of excerpts from chat transcripts and a corpus of French and Spanish electronic discourse, they illustrated how a multiliteracies-based framework can promote the autonomous, lifelong participation and learning emphasized by the *Communities Standard*. Darhower (2006) analyzed chat-room communication during a ten-week collaboration between pairs of university-level learners of Spanish and English and demonstrated how learners can become integrated into a bilingual speech community, which may then subsume the remaining four *Cs* of the *Standards*. This study foreshadowed Magnan's (2008) later proposal that the *Communities Standard* should be placed higher in the hierarchy of the *Five Cs*.

2.4 Learner Autonomy and Technology

Blake (2013) explained that learner autonomy is a central feature of online environments:

The other principal intent of the internet's creators was to empower humans to think better wherever they found themselves: on the road, at work, or at home. In other words, anytime/anywhere computing – a way of giving power to users. Accordingly, user autonomy became the norm and is still a key feature of today's internet (p. 29).

Particularly since the advent of the Internet, learners may also engage in self-initiated behaviors to meet their own learning goals beyond the classroom setting.

Activity theory (Leont'ev, 1978), an offshoot of sociocultural theory (Vygotsky, 1978), is a framework for the analysis of humans' individual and communal actions. Its basic principles are object-orientedness, the concepts of internalization and externalization, tool mediation (including mediation through digital technologies), the hierarchical structure of activity, and continuous development (Bernat, in press; Kaptelinin, Kuutti, & Bannon, 1995). Activity theory was described by Lantolf and Pavlenko (2001) in the following way:

The general theory conceives learners first and foremost as individuals whose formation as thinking and learning beings depends crucially on the concrete circumstances of their specific histories and as members of the communities of practice to which they belong and to which they aspire. The general theory maintains that human beings develop specifically human ways of behaving (socially, physically, and psychologically) as a consequence of the mediational means (artifacts and social relations) made accessible to them or by them (p. 155).

Activity theory is used in studies on language acquisition to demonstrate how social and goal-oriented activities play a role in language learning and construction of knowledge (e.g., Coughlan & Duff, 1994; Donato & McCormick, 1994; Storch, 2004). Bernat (in press) says the following:

Learners have diverse goals of language learning because they have different personal histories and different motives for attending the class. Although operationally they are involved in the same behaviours, cognitively they are not engaged in the activity in the same way. It is the motive for the activity that shapes the individual's orientation to learn.

She went on to say that orientation toward learning is dynamic and may change, because learners are agents who can shape their activities in specific ways, depending on their own objectives, motivations, and histories (Coughlan & Duff, 1994).

Systematic efforts to direct thoughts, feelings, and actions toward the attainment of goals is known as *self-regulation* (Zimmerman, 2000). Self-regulation theory (Bandura, 1989) posits that people can change themselves and their situations through their own efforts. Self-regulation is seen as inherently linked with goals (Schunk, 2001), and goal-setting involves the establishment of an objective as the aim of one's actions. There are three phases of self-regulation that pertain to the achievement of goals: 1) Forethought (i.e., setting the goal and deciding how to achieve it); 2) performance control (i.e., taking action and monitoring performance); and 3) self-reflection (i.e., evaluating progress and readjusting strategies to ensure success) (Zimmerman, 1998). Applied to a language learning context, self-regulation “enables learners to handle academic tasks effectively and prepares them to take responsibility for their own learning” (Bown, 2009, p. 572). Bown's study examined the experiences of 20 Americans who were learning Russian through a self-study program. Through an analysis of participants' self-regulatory behaviors, she concluded that “to effectively manage learning and regulate emotional responses, learners must be aware of their own agency and must believe themselves capable of effectively increasing that agency” (p. 580).

The concept of self-regulation is also sometimes used within fantasy realization theory (Oettingen, 1996, 1999), which states that when people contrast their reflections on their present reality with fantasies about a desired future, they consider relevant expectations for themselves and are induced to act. Strong commitment to goals arises when expectations for efficacy are favorable; a weak commitment to goals occurs when efficacy seems unrealistic. When people

only reflect on either their present reality or their future desires (and not both), a moderate commitment to goals may emerge. Furthermore, results from four experiments have shown that, when expectations of success were high, participants took on responsibility and made plans to achieve their goals, but did not do so when expectations of success were low (Oettingen, Pak, & Schnetter, 2001).

Magnan et al. (2012) showed that learners valued *Communities*-oriented goals, and Worth (2006) demonstrated that some students may see NSs as ideal interlocutors. However, these two strands of research have not yet been brought together to determine whether learners who value these *Communities*-oriented goals have particular communities in mind (e.g., communities of NSs), and how their orientations toward *Communities* may influence technology-use behaviors. The aforementioned theoretically oriented scholarship gives us a lens through which to analyze students' self-initiated, autonomous behaviors via digital technologies for engaging with TL communities.

Scholarship that has addressed a broader concept of communities (i.e., beyond ACTFL's definition of *Communities*) in virtual environments (e.g., Crystal, 2001; Haas & Reardon, 1997; Jones, 1998a; Rheingold, 2000; Torii-Williams, 2004) has demonstrated the potential for technology as a tool for the autonomous learner to pursue the ideal of community (if he or she indeed has a desire to do so). Clodius (1997) framed an alternative view of the defining characteristics of a community; he stated that online, shared interests and self-identification are binding factors as opposed to geographic location. But just as Lave and Wenger (1991) said that affiliation with communities of practice does not guarantee assimilation, Jones (1998b) noted, "everywhere we go we can 'tap into' that community with a cellular telephone, a personal digital assistant, modem, or satellite dish. But connection does not inherently make for community, nor

does it lead to any necessary exchanges of information, meaning and sense-making at all” (p. 5). That said, Jones claimed that CMC has the potential to lead us toward a “new community; global, local, and everything in between” (p. 8) – although he cautioned that the same frustrations that can arise in traditional language learning situations can also arise in computer-mediated communities.

Research has shown that participation in online environments is an increasingly essential part of young peoples’ social lives, and that online activities are influenced by offline social relationships (boyd, 2007; boyd & Ellison, 2007; boyd & Heer, 2006). Pasfield-Neofitou (2011) found that learners’ goals for engaging with TL communities in virtual environments were primarily social and secondarily educational in nature, but that self-consciousness and a lack of self-confidence with regard to language skills could hinder participation in online communities. Furthermore, Wu (2012) found that, although positive beliefs about language learning were related to students’ out-of-class learning behaviors in digital environments, naturalistic-type language learning activities (i.e., use of the language that aids learning in unintentional ways; e.g., engaging in discussions in the TL) were uncommon. He suggested that teachers need to provide more instruction and raise learners’ motivation by increasing their experience and confidence with and through these types of activities.

In a classroom project, Lam (2004) showed that learners identified lack of access and low language proficiency as barriers to L2 communities, and demonstrated that the use of CMC allowed students to participate in an online community and to develop new third place identities. In addition to increasing learners’ participation and shaping their L2 identities, Cai and Zhu (2012) showed that an online community learning project had a positive impact on some aspects of FL learners’ learning experience and motivation. Likewise, Ushioda (2011) determined that

educators should exploit the world of digital technologies, social networking, and online communication to engage students' motivations, interests, and identities. Indeed, research has shown that CMC can have a positive impact on learners' motivation for language learning (e.g., Cai & Zhu, 2012; Jauregi, de Graaff, van den Bergh, & Kriz, 2012; Warschauer, 1996). Jauregi et al. (2012) demonstrated that synchronous CMC offers great potential for learners to interact with NSs, which had a particularly strong impact on beginning-level learners' motivation to communicate in the FL. Additionally, Thorne, Black, and Sykes (2009) pointed to digital technologies as one possible way for students to break out of their roles as language learners and to realize themselves as language users; in their view, participation in online communities "has the potential to propel language learners beyond the confines of the institutional identity of 'student' by fraying the boundaries separating language study from social life, student from player, and information consumer from knowledge contributor" (p. 814-815). Thus it is clear that technology and CMC *can* have a positive impact on students' L2 identities, motivation, and learning – but this rests on the assumption that learners *actually do* use these tools to engage with TL communities beyond the classroom setting.

2.5 Summary of Previous Literature and Research Questions (RQs)

With regard to researching how communities can be established or maintained via digital technologies, Jones (1998b) said, "much of our energy has been directed toward understanding the speed and volume with which computers can be used as communication tools. Conspicuously absent is an understanding of how computers are used as tools for connection and community..." (p. 5). Though this statement was made nearly two decades ago, our understanding of how students value engagement with TL communities and what they do to achieve this goal beyond the classroom setting is still limited, especially given the ever-increasing types of technology that

are available to learners. It should be noted that both of the studies above that focused on ACTFL's *Communities* and CMC were conducted in class projects where the instructors controlled a large part of the tasks. As such, students were given instructions and training on how to establish contact with the target communities which were provided by the educational context, and learner autonomy and self-regulated behaviors were not explored.

A review of the scholarship has shown that learners' orientations toward TL communities can have a strong impact on their identities and learning (e.g., Pavlenko & Norton, 2007), but *Communities*-oriented goals are not being met in classes (ACTFL, 2011; Magnan et al., 2012; Willis Allen & Dupuy, 2012). Technology has great potential for expanding students' TL communities beyond the local setting (e.g., Jones, 1998b), but it remains to be seen whether students today (who are often described as members of the Net Generation [e.g., Cooke-Plagwitz, 2009] or as Digital Natives [e.g., Prensky, 2001]) take steps to enter or establish German-speaking communities in digital and virtual environments or how they go about doing so. Educators cannot simply assume that Digital Natives have the savvy to use technologies in FL settings (Cai & Zhu, 2012). Further, Foster (1997) found that "the context of CMC necessarily emphasizes the act of imagination that is required to summon the image of communion with others who are often faceless, transient, or anonymous" (p. 25), and Block (2007) underscored that working toward a better understanding of learners' electronically mediated L2 identities would be a promising research avenue. It is thus important to consider the intersection between how students orient themselves toward TL communities and the self-initiated ways in which they use technologies to interact with these communities. Therefore, I have embarked on an investigation to answer the following research questions (RQs):

RQ 1) To what extent was involvement in a German-speaking community a learning goal for the beginner-level learners of German in a university setting who participated in this study?

RQ 2) Which aspects of *Communities* were more or less important to the beginner-level learners of German in a university setting who participated in this study?

RQ 3) How did beginner-level learners of German in a university setting who had a strong and those who had a weak orientation toward *Communities* compare in terms of their accounts of ...

- a. the German-speaking communities with which they communicated?
- b. the German-speaking communities with which they communicated in German?
- c. how frequently they communicated with those German-speaking communities?
- d. how frequently they communicated with those German-speaking communities in German?
- e. the technologies they used to communicate with German-speaking communities outside of class, in any language and specifically in German?

3.0 Methods

In this chapter, I will describe the pilot study that preceded the dissertation study; and, for the present mixed-methods study, the participants, the design of the research instruments (i.e., a questionnaire with open-ended and closed items, and an interview protocol), and the methods that were used to collect and analyze data.

3.1 Pilot Study

In the eight-week summer session of 2012, I conducted a pilot study⁸ to explore students' language learning histories; social networks; goals, expectations, and motivations for language learning; and technology-use behaviors. For the pilot study, I had recruited 24 students from one intact first-semester German class to complete a questionnaire. I distributed hard-copy questionnaires and consent forms at the end of the fifth week of the session and returned to the class to collect the completed questionnaires during the sixth week of the session. On the last page of the questionnaire, I also requested e-mail addresses from students who would be interested in taking part in follow-up interviews, but I received no responses.

I undertook an exploratory analysis of the nine volunteers' questionnaire responses to determine their objectives and motivations for their study of German, and whether certain motivations were related to technology-use behaviors. I found that students' ideal selves (Dörnyei, 2005 & 2009) were more closely related to students' overall motivation for learning German and their technology-use behaviors to learn more about German (i.e., the language and its associated cultures and communities) than were either their ought selves or expected selves (see also White, 2013). However, it seemed that students' ideal selves could not be captured by the goals encompassed in ACTFL's *Standards* (NSFELP, 1996) alone. For the dissertation study, I specifically wanted to investigate whether learners' alignment with certain goals would relate to their technology-use behaviors. As I prepared the inventory of possible learning goals for the dissertation study, I considered that the pilot study had shown a wider range of learning goals to be important to learners than had been suggested in the *Five Cs*, which had also been used in

⁸ University of Wisconsin-Madison Institutional Review Board Protocol SE-2012-0427

Magnan et al. (2012). Subsequent design decisions with regard to the dissertation study will be described below.

3.2 The Dissertation (Present) Study

The present dissertation study was approved by the University of Wisconsin – Madison Institutional Review Board in September 2012. The Notice of Approval for this study (Protocol SE-2012-0524) is shown in Appendix 1. In overview, research instruments for the dissertation study included a baseline questionnaire (which was completed by all 23 participants); group interviews (in which seven participants took part); individual interviews (in which six participants took part); weekly technology-use logs (which were completed by six participants); and daily technology-use logs (which were completed by three participants). The study spanned ten weeks and included two phases. During Phase 1 (Weeks 4-5) I distributed and collected the baseline questionnaire. During Phase 2 (Weeks 7-15), subsets of participants from Phase 1 took part in either a heavy study protocol (with weekly and daily logs, individual interviews, and a group interview); a light study protocol (with weekly logs, an individual interview, and a group interview); or just the group interviews. The types of participation and research instruments will be described in the next sections. However, the dissertation focuses only on a subset of the data that were obtained (in particular, from the questionnaire and both types of interviews), so I will pay special attention to the elements that were used for this study.

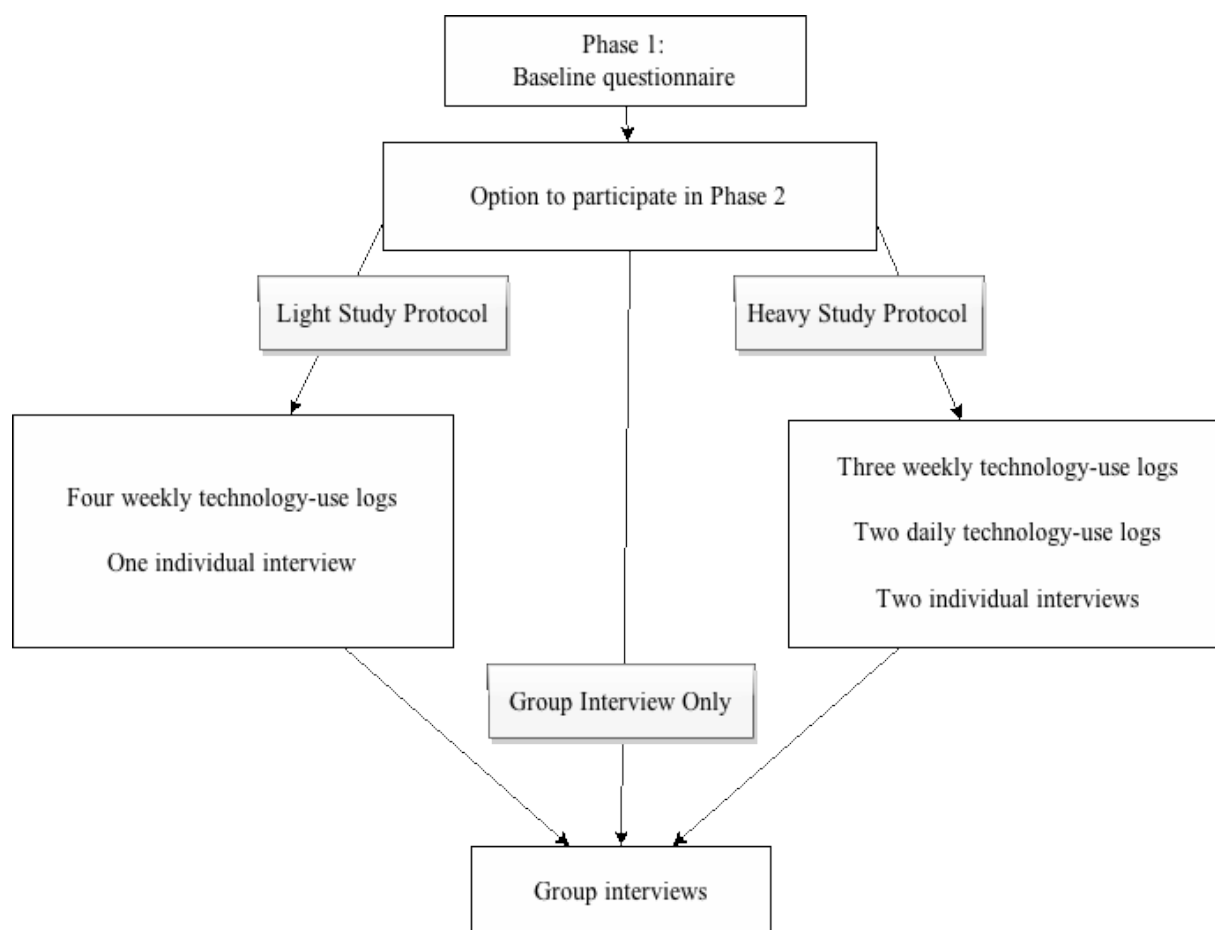
I will describe the participants for this study in Section 3.2.3. However, I will need to preview some matters that pertain to the participants as I explain the instrumentation and procedures for the study. By the same token, although it is customary in empirical studies to

describe participants first, the particular intersection between instrumentation and participants suggests that I proceed with the description of the former before that of the latter.

3.2.1. Types of participation in the present study

There were four different types of participation for this study. All volunteers completed the baseline questionnaire in Phase 1, which was requisite for participation in Phase 2. The consent form for the baseline questionnaire is shown in Appendix 2. Then, subsets of volunteers did one of the following: 1) Some took part in a group follow-up interview; 2) some took part in a group follow-up interview and participated in a light study protocol; and 3) some took part in a group follow-up interview and participated in a heavy study protocol. Students who followed the light study protocol completed four weekly technology-use logs and additionally took part in one individual follow-up interview; students who followed the heavy study protocol completed three weekly technology-use logs, two daily technology-use logs, and further took part in two individual interviews. Figure 1 shows an overview of the different types of participation and their components.

Figure 1: Types of participation



The research instruments (i.e., the baseline questionnaire, logs, and interview scripts) and procedures will be described in depth in the following section.

3.2.2. Description of research instruments and procedures in the present study

Here, for the sake of clarity and brevity, I will provide an overview of procedures along with materials. There were two different phases of data collection for this ten-week long study: Phase 1 (Weeks 4-5), in which I distributed and collected the baseline questionnaire; and Phase 2 (Weeks 7-15), in which subsets of the participants who had completed the baseline questionnaire also filled out technology-use logs and participated in individual and group follow-up interviews. Data on learning goals, social networks, and technology use from Phase 1 will be presented in

Results (Chapter 4); select qualitative data from Phase 1 and from Phase 2 will be presented in Discussion (Chapter 5) to supplement and contextualize conclusions drawn from Results. In the following sections, I will describe the instruments that were used in each phase.

3.2.2a. Phase 1: Baseline questionnaire

The baseline questionnaire contained a total of 260 closed items and 242 open-ended questions that explored students' language learning backgrounds; their present types of German-speaking contacts and their hopes for future involvement in German-speaking communities; their perceptions of the communities and cultures within German-speaking countries; their goals and expectations for language learning; their motivations for taking German; and their inclination to use various digital technologies. The closed items comprised four yes/no questions; five multiple choice questions; 59 items that had to be scored on a five-point Likert scale; 63 items that had to be scored on a six-point Likert scale⁹; and 111 items that required participants to rate an item from 0-100% (e.g., the degree to wish they hoped to achieve a goal, or the percentage of their communication with someone that occurred in German). The open-ended questions comprised a range of response options; for example, there were items for which students had write a number (e.g., 'How many friends do you have who are native speakers of German?' and 'How long did you spend video chatting?'); there were items for which students needed to write one word (e.g., 'What is your hometown?' and 'How frequently do you talk with your former classmates from German classes?'); and there were items which asked students to write a few sentences (e.g., 'Describe briefly whether contact with speakers of German plays a role in your learning goals.').

⁹All of the items that were on a six-point scale were adapted from Papi's (2010) English Learner Questionnaire. The other Likert-scale items (on a five-point scale) were items that I had authored personally. They pertained to students' comfort level (e.g., with speaking in German with a certain contact type or with using a certain technology) or how well they had achieved a purpose (i.e., if the technology that they had used met their needs).

The portions of the baseline questionnaire that were analyzed in the present study pertain to learning goals, social networks, technology use, and use of German beyond the classroom setting. The specific objectives pursued by different item categories will be described below in Sections 3.2.2a.I and 3.2.2a.II. Select additional items from the baseline questionnaire were used to support the conclusions presented in the Discussion chapter and are described there. The entire questionnaire is shown in Appendix 3¹⁰. I will next focus on the description of specific item types and their content and rationale with regard to specific research questions.

3.2.2a.I. Research Questions (RQs) 1 & 2: Students' learning goals

To understand students' goals for their own learning, 29 of the 260 closed questionnaire items, of which each represented a learning goal, asked students to rate on a scale from 0-100% how much they would like to achieve a given goal by the end of their language studies. Ten of these items were based on a Magnan et al.'s (2012) *Standards* Survey. Furthermore, because results from my pilot study had shown that learners' goals cannot be captured by the *Five Cs* alone, I authored 19 additional items. All 29 items were, in turn, classified into eight goal areas. Students' alignment with the eight goal areas will be discussed in answer to RQ 1; their alignment with each of the 29 individual goals will be explored to address RQ 2. Further details about specific analytic methods will be included in the Results chapter.

3.2.2a.I.i. The 10 items that captured items from the *Five Cs* directly

Magnan et al. (2012) developed a questionnaire to investigate whether students' personal goals matched those set forth in the *Standards* (NSFLEP, 1996). To measure the extent to which

¹⁰ The baseline questionnaire as shown in Appendix 3 has been edited to meet formatting requirements for deposit of this dissertation. All changes are in format alone (e.g., deletion of repeating header rows in some tables, narrowing of table columns, reduction of font size, etc.) and all content remains intact. Readers who are interested in the original format may contact the author.

the students of beginning-level German in a university setting who participated in the present study wanted to reach each of the goal areas of the *Five Cs*, I adapted ten items from Magnan et al. (2012) that each represented one of the possible learning goals in the *Five Cs*. However, I chose not to address *Standard 5.1* (“Students use the language both within and beyond the school setting”) as worded in the NSFLEP (1996) or Magnan et al. (2012) because it addressed only indirectly one important aspect of *Communities*, namely, *membership* in a TL community (Darhower, 2006; Magnan, 2008). I therefore excluded the corresponding 11th item from Magnan et al. and replaced it with others.

3.2.2a.I.ii. The 19 additional items that captured learning goals beyond the *Five Cs*

I chose to author another 19 items to address more explicitly the specific component of membership in *Communities*, a focus of this study, as well as additional learning goals that had surfaced in my pilot study. Of these 19 newly authored items, six encompassed a broader concept of participation or membership in a German-speaking community; two items investigated students’ desires to travel or study abroad on a short-term basis; and 12 items referenced students’ desires to gain what they see as factual knowledge of the language and culture of German-speaking countries.

3.2.2a.I.iii. The eight thematic goal areas in overview

The eight thematic goal areas under which these 29 questionnaire items were comprised consisted of each the *Five Cs* of the *Standards* (NSFLEP, 1996) and, additionally, *Gaining Formal Knowledge of Language*; *Gaining Formal Knowledge of Culture*; and *Travel Opportunities*.

Table 2 shows all 29 learning goal items listed in the baseline questionnaire each under its respective goal area and with its provenance identified. Study participants were to rate each of these goals (items) according to the following prompt, “Indicate the percentages in increments of 10 (0, 10, 20, 30, ... 100%) that best express how much you would like for these things to happen (0% = do not care at all; 100% = would absolutely love for this to happen).”

Table 2: Twenty-nine individual goals in the present study, identified with goal areas and sources

Goal areas and goals	Source
<i>Items adapted from Magnan et al. (2012)</i>	
Communication goals	
a. To understand and interpret written and spoken German on a variety of topics	ACTFL <i>Communication Standard 1.2</i>
d. To engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in German	ACTFL <i>Communication Standard 1.1</i>
k. To present information, concepts, and ideas in German to an audience of listeners or readers on a variety of topics	ACTFL <i>Communication Standard 1.3</i>
Cultures goals	
b. To understand the relationship between the practices (patterns of social interactions) and perspectives (meanings, attitudes, values, and ideas) of German culture	ACTFL <i>Cultures Standard 2.1</i>
e. To understand the relationship between the products (books, tools, foods, laws, music, games, etc.) and perspectives (meanings, attitudes, values, and ideas) of German culture	ACTFL <i>Cultures Standard 2.2</i>
Connections goals	
c. To reinforce and further my knowledge of other disciplines through German	ACTFL <i>Connections Standard 3.1</i>
h. To use German for my career	Newly authored
i. To acquire information and recognize the distinct viewpoints that are only available through the German language and its culture	ACTFL <i>Connections Standard 3.2</i>
Comparisons goals	
f. To understand the concept of culture through comparisons of the German culture with my own	ACTFL <i>Comparisons Standard 4.2</i>
g. To understand the nature of language through comparisons of German and my own language	ACTFL <i>Comparisons Standard 4.1</i>
Communities goals	

j. To become a lifelong learner by using German for personal enjoyment and enrichment	ACTFL <i>Communities Standard 5.2</i>
m. To be able to communicate with native German-speaking friends or family	Newly authored; replaces ACTFL <i>Communities Standard 5.1</i>
n. To become a part of the German culture	Newly authored; replaces ACTFL <i>Communities Standard 5.1</i>
t. To know about German speakers who resemble me in some way (age, student status, interests, etc.)	Newly authored; replaces ACTFL <i>Communities Standard 5.1</i>
u. To know about German speakers, German companies, or German cultural events in the [local city] area	Newly authored; replaces ACTFL <i>Communities Standard 5.1</i>
v. To know about German speakers, German companies, or German cultural events in [the state] (other than [the local city])	Newly authored; replaces ACTFL <i>Communities Standard 5.1</i>
w. To know about German speakers, German companies, or German cultural events in the US (other than [in the state])	Newly authored; replaces ACTFL <i>Communities Standard 5.1</i>
<i>Items created specifically for the present study based on insights from a pilot study</i>	
<i>Gaining Formal Knowledge of Language goals</i>	
o. To know about German vocabulary	Newly authored
p. To know about German grammar	Newly authored
q. To know about the sounds or sentence melody of German	Newly authored
<i>Gaining Formal Knowledge of Culture goals</i>	
r. To know about social uses of German (e.g., what is polite; in which contexts words or phrases are used)	Newly authored
s. To know about specific (e.g., famous) people who live or lived in a German-speaking country	Newly authored
x. To know about the politics or economics of German-speaking countries	Newly authored
y. To know about the history or geography of German-speaking countries	Newly authored
z. To know about the literature or art of German-speaking countries	Newly authored
ab. To know about customs, holidays, the daily lives, etc. of people in German-speaking countries	Newly authored
ac. To know about political or social views or artistic preferences held by people in German-speaking countries	Newly authored

<i>Travel Opportunities goals</i>	
1. To study in a German-speaking country	Newly authored
aa. To know about professional or study- or work-abroad opportunities in German-speaking countries	Newly authored

Before I could assess how strongly beginning students of German value *Communities*-oriented goals when compared to those that reference the remaining four Cs (i.e., *Communities*, *Cultures*, *Connections*, and *Comparisons*) and the additional goal areas designed for this study (i.e., *Gaining Formal Knowledge of Language*; *Gaining Formal Knowledge of Culture*; and *Travel Opportunities*) in answer to RQ 1, two intermediate analytic steps were required.

3.2.2a.I.iv. Preliminary analyses of learning goals

The first intermediate analytic step I undertook was to confirm the internal consistency of each of the eight goal areas by analyzing correlations among the items that each contained. Table 3 shows the Cronbach's alpha for each goal area. Individual between-item correlation coefficients between all items under each goal area can be viewed in Tables 3a-h in Appendix 4.

Table 3: Cronbach's alpha calculated for each goal area

Goal area	Number of items	Cronbach's alpha (α)
<i>Communication</i>	3	0.353
<i>Cultures</i>	2	0.976
<i>Connections</i>	3	0.569
<i>Comparisons</i>	2	0.304
<i>Communities</i>	7	0.908
<i>Gaining Formal Knowledge of Language</i>	3	0.831
<i>Gaining Formal Knowledge of Culture</i>	7	0.911
<i>Travel Opportunities</i>	2	0.9

Two of the goal areas from the *Five Cs* (i.e., *Communication* and *Comparisons*) showed $\alpha < 0.5$, (i.e., a very low degree of internal consistency). However, the lack of correlation

between items within *Communication* was not entirely surprising, since this goal area encompasses three different modes of communication (interpersonal, presentational, and interpretive). In this vein, Magnan et al. (2012) found that students valued the three modes differently. In their study, students placed much higher importance on interpersonal and interpretive communication (i.e., *Standards 1.1* and *1.2*) than they did on presentational communication (i.e., *Standard 1.3*). These researchers did not find the same type of divergence in *Connections* (55% of the participants in their study said they “absolutely” or “pretty much” wanted to achieve the goals in *Standard 3.1* and 67% for *Standard 3.2*) or in *Comparisons* (69% said they “absolutely” or “pretty much” wanted to achieve *Standard 4.1* and 75% for *Standard 4.2*). Furthermore, a third goal area in my study that was based on the *Five Cs* of the *Standards* (i.e., *Connections*) also demonstrated a poor level of internal consistency ($\alpha = 0.569$). The two remaining goals areas that had been based on the *Five Cs* – *Cultures* ($\alpha = 0.976$) and *Communities* ($\alpha = .908$) – however, showed high internal consistency. Regardless of their respective Cronbach’s alpha, I chose to leave all *Standards*-based constructs intact so as to preserve their thematic groupings and to reflect conventions of both NSFLEP (1996) and Magnan et al. (2012). Although the *Communities* goal area was *Standards*-based, it also was expanded to include a broader concept of entering into a TL community. All four goal areas that contained newly authored items (i.e., *Communities*, *Gaining Formal Knowledge of Language*, *Gaining Formal Knowledge of Culture*, and *Travel Opportunities*) showed $\alpha > 0.8$ and can thus be regarded as valid constructs with good to excellent internal consistency.

3.2.2a.II. Research Question (RQ) 3: Social networks and technology use

In order to address RQs 3a-e, students reported on their German-speaking contacts; their frequency of interaction with those contacts; the amount of German that they used with those

contacts; and their use of various digital technologies. The specific items were written and presented as follows.

3.2.2a.II.i. Research Questions (RQs) 3a, 3b, 3c, & 3d: German-speaking contacts

To find out what types of German-speaking contacts (both NSs and NNSs) students had and in what types of German-speaking communities they were already involved, the baseline questionnaire contained a section on social networks. I had listed sixteen different types of German-speaking contacts, which were the following: friends who are NSs of German; friends who know some German non-natively; living family members who are NSs of German; living family members who knew some German non-natively; deceased family members whom they knew personally and who were NSs of German; deceased family members whom they knew personally and who knew some German non-natively; former teachers who spoke German natively; former teachers who spoke German non-natively; current teachers who speak German natively; current teachers who speak German non-natively; former classmates in German classes; current classmates in German classes; former or current classmates in non-German classes who spoke German natively; former or current classmates in non-German classes who spoke German non-natively; former or current employers who spoke German natively; and former or current employers who spoke German non-natively. Participants also had the option to write in other types of people whom they knew and who spoke German natively, and other types of people whom they knew and who spoke German non-natively (e.g., babysitters, etc.). For each contact type, participants were asked to report how many of the contact type they had; how frequently they communicated with those contact types; and the percentage of their interactions that were in German. Participants were informed that they should answer these questions to the best of their

ability, and if they were unsure of exact numbers or percentages, that they could provide a range or leave the quantitative sub-component of the question blank.

3.2.2a.II.ii. Research Question (RQ) 3e: Technology use

To find out what types of digital technologies participants used, the baseline questionnaire contained a section on technology use. I had listed 22 different types of technology use, which were the following: Reading blogs; writing blogs; creating or adding to websites, forums, or wikis; searching for websites (which may or may not then have been read); starting text chats; responding to text chats; reading chats or forums without participating; posting to social media sites (e.g., Facebook, Twitter, etc.); reading social media sites; reading e-mail; writing e-mail; reading other websites; creating videos; watching one's own videos; watching videos made by others one knew personally; watching videos made by other people one did not know personally; watching movies; listening to music or watching music videos; listening to talk radio or podcasts; talking on the phone; video chatting; and playing video games. Participants were also able to write in other types of technologies that they used but that were not mentioned in the list above. For each type of technology use, participants indicated whether or not they had used the technology by reporting how frequently they engaged in the use of that technology (i.e., a response of 'never' indicated that they did not use the technology). For each technology that they had used, participants reported the percentage of their technology use that occurred in German; with whom (if anyone) they used the technology; and the reasons why they used that technology¹¹. The participants also provided this information for their face-to-face interactions.

¹¹ Here, students were not given any indication that they could leave sub-components of the question blank as was done in the section where they reported their types of German-speaking contacts.

3.2.2b. Phase 2: Logs and interviews

On the baseline questionnaire, participants had been asked to indicate whether they were interested in any of three options for participation in a second phase of data collection in any of three different forms: 1) The heavy study protocol; 2) the light study protocol; or 3) group interviews. From the two classes that had the highest return rate for the questionnaire, I solicited six volunteers (also referred to as ‘focal’ participants/students) to participate in interviews throughout the rest of the semester (Weeks 7 – 15). Some of these data were used in Discussion (Chapter 5) to provide a clearer and expanded picture of the findings from this study.

All interviews were conducted in a private conference room in the German department. With both the heavy and light study protocol participants, a female graduate student in second language acquisition who is not the author of this dissertation and who is not affiliated with the German department conducted the individual interviews. This decision was made to ensure that participants would feel free to discuss their thoughts on German culture and speakers. During Week 15, I (the author/researcher) conducted the group interviews myself because I wished to thank the students personally for their participation; I also administered the payments for all participants at the end of those sessions.

Before I distributed materials to participants who had volunteered to complete the heavy study protocol, they were required to read and sign a consent form, which is shown in Appendix 5. Participation in the heavy study protocol required that students fill out three weekly technology-use logs during Weeks 7, 11, and 13; complete two daily technology-use logs on days of their choosing during Weeks 8 and 12; take part in two individual interviews during Weeks 9 and 14; and join in one group interview during Week 15. Participants who completed the heavy study protocol were paid \$100 upon completion of data collection.

At the end of each of the weeks when students filled out logs, I visited Classes A and B to pick up the logs from Heavy and Light Study Protocol participants. The logs asked students to keep track of whether they had used 18 different digital tools (e.g., blogs, movies, etc.) during a particular week or on a particular day. If they had used a technology, they were asked to report the topics that were addressed (e.g., in the blogs they had read or the movies that they had watched); if they were in contact with anyone in particular when they used the technology; the reason they had used the technology (e.g., assignments, entertainment, staying in touch with friends, etc.); how well they had accomplished their purpose; and the percentage of the use of each technology that had occurred in English and German. Students were also asked to report how much time they had spent thinking about various topics during that week or day (e.g., how the German language works, their own abilities in German, life in a German-speaking country, etc.); how much time they had spent talking or writing to someone about that topic (if any); with whom they wrote or talked about that topic (if anyone); and what thoughts or realizations occurred to them on that topic. However, I do not report in more depth on the logs here because they were not analyzed for the present study.

The heavy protocol participants took part in individual interviews during Weeks 9 and 14. The individual interviews with heavy study protocol participants lasted between 19 and 51 minutes. The first interview addressed the communities that participants grew up in; the ways that they used technology in their daily lives; their personal goals and expectations for learning German; their experiences in their German classes; and some of their responses from their first installment of both the daily and weekly logs. In the second individual interview, the heavy protocol participants talked about their perceptions of German language and culture; they described their social networks and the ways in which they socialized beyond the classroom

setting; they recapped their experiences in their German classes; they answered follow-up questions about the rest of their logs; and they were given a chance to comment on the study itself. The interview scripts are shown in Appendix 6. Although the interviewer primarily adhered to the scripts, she sometimes asked pertinent but unscripted follow-up questions.

Before I distributed materials to participants who had volunteered to complete the light study protocol, they were required to read and sign a consent form, which is shown in Appendix 7. The light study protocol required of participants that they fill out four technology-use logs during Weeks 7, 8, 11, and 13; participate in one individual follow-up interview during Week 14; and take part in one group interview during Week 15. Participants who completed the light study protocol were compensated with \$50 upon completion of data collection. The individual interviews with the light study protocol participants were between 29 and 47 minutes in duration. The individual interviews with the light study protocol participants followed the same script and covered the same topics that were discussed in the two interviews with heavy study protocol participants (i.e., the communities that participants grew up in; the ways that they used technology in their daily lives; their personal goals and expectations for learning German; their perceptions of German language and culture; their social networks and the ways in which they socialized beyond the classroom setting; their experiences in their German classes; and their impressions of this study). However, in order to keep the total length of the single-occasion interviews within time constraints while accommodating the same number of topics that were addressed in the two interviews that each heavy-protocol participant completed, the interviewer posed fewer follow-up questions.

I personally conducted group interviews during the last week of the semester. Any interviewees who had not already taken part in the heavy or light study protocol were required to

read and sign a consent form before the interview started, which is shown in Appendix 8. There was one group interview for Class A¹² that lasted 45 minutes and a separate group interview for Class B that lasted 39 minutes. During the group interviews, I wanted the participants to bounce ideas off of each other; I aimed to speak as little as possible and to provide a question or a prompt only when there was a lull in the conversation. The group interviews touched on the same themes that were mentioned in the individual interviews. In some cases, I provided the beginning of a sentence and asked students to finish it for me (e.g., “the most interesting thing I learned about the culture of German-speaking countries was ...”; “I think learning about foreign culture is/is not important because ...” etc.). In other cases, I provided quotes from participants in earlier interviews and asked group-interview participants to comment on their classmates’ thoughts. I followed identical scripts for both group interviews, which is shown in Appendix 9. However, I also asked some unscripted follow-up questions.

Answers to questions that pertained to interviewees’ personal goals and expectations for learning German and their experiences in their German classes will be drawn on to elucidate some conclusions that will be presented in Discussion (Chapter 5). More details about specific questions and prompts will be provided in that chapter as well. I will next describe how many and what participants took part in each of the study’s components.

3.2.3. Participants

During the fall 2012 semester I recruited students from five¹³ intact first-semester German (German 101) classes at a large research university in the American Midwest to

¹² The terms “Class A” and “Class B” are described below in Section 3.2.3 (Participants).

¹³ There were seven classes of the German 101 course during that semester. I approached all instructors to seek their permission to recruit students from their classes, but only five consented.

complete the baseline questionnaire and, if interested, participate in subsequent components of the project. This population was in part a convenience sample; students of German were chosen because I am a member of the German department. Beginning-level learners were chosen for this investigation because they are typically the largest group of learners in a language program and findings based on this population have the greatest possible range of applications. The recruitment of this population was also seen as advantageous because their technology-use practices in the context of learning German had not yet been shaped formatively by activities or requirements within this specific program, and therefore afforded the best opportunity to examine how learners engaged with German-speaking communities on their own, without instruction, prompting, or supervision.

German 101 is the first in the sequence of German courses that count toward foreign language requirements at the institution under investigation¹⁴. It is offered as a multi-section course with each section taught by graduate student teaching assistants (TAs)¹⁵ under the supervision of a faculty member. Each of the five sections offered in the semester of data collection was taught by a NS of American English. I will refer to the five sections, respectively, as Classes A, B, C, D, and E. Classes A, B, C, and D met for 50 minutes five days per week; Class E met for 80 minutes three days per week. Each of the five classes had 18-24 students, so approximately 110 students were recruited. All students in the five classes were given candy,

¹⁴ At this institution, students seeking a Bachelor of Science degree must complete three semesters (or the equivalent) of a FL; students seeking a Bachelor of Arts degree must complete four semesters (or the equivalent).

¹⁵ TAs in this department serve as the primary instructor of record for a class of up to 24 students. A faculty supervisor oversees the first- and second-year language curriculum and is responsible for choosing the textbooks and developing the course syllabi, including course policies, evaluation criteria, weekly topics, and testing dates. In addition, the supervisor provides feedback on all TA-generated quizzes and exams and works closely with the Head TA for each course, among other duties. TAs follow the timeline established by the professor but are expected to design their day-to-day lessons. Students enrolled in these classes typically have infrequent direct contact with the supervising professor.

regardless of whether or not they chose to participate. Additionally, participants were told that the class with the highest return rate for the questionnaire would be rewarded with an in-class party. Because two classes had the same return rate, Class A (which met at 8:50am) was awarded a bagel party and Class B (which met at 12:50pm) was awarded a pizza party.

During the fourth week of the fall 2012 semester, I visited the five classes to distribute the hard copy baseline questionnaire and consent forms. Volunteers filled out the materials at home and I returned one week later (during the fifth week of the semester) to collect them. Although I had asked the TAs to remind their students that I would return to gather their questionnaires, the instructors were asked to leave the room when I actually collected them so that they would be unaware of which students had chosen to participate. In total, 30 participants submitted the baseline questionnaire. Of those, seven had to be excluded from analysis because of incomplete responses, which resulted in a total of 23 participants drawn from five classes ($n_A = 6$; $n_B = 7$; $n_C = 4$; $n_D = 5$; $n_E = 1$). The 23 students who completed the baseline questionnaire were ages 18 to 25 (mean = 19.26, $SD = 1.91$) and included 13 female students and 10 male students. Sixteen of them were NSs of English; five were NSs of Chinese; one was a NS of Czech; and one participant reported that she natively spoke English, Chinese, and Malay.

For components of data collection beyond the baseline questionnaire, I solicited volunteers from the two classes that had the highest return rate for the questionnaire (Classes A and B). I aimed to have three students follow the heavy study protocol and three additional students follow the light study protocol¹⁶. First, to assign volunteers to the heavy study protocol, I first put all names of the participants who had indicated interest in the heavy study protocol into

¹⁶ The decision to include only six focal participants was primarily due to financial constraints.

a hat and drew three names at random. At the end of Week 5 and the beginning of Week 6, I contacted the selected participants to confirm their willingness to complete their respective assignment. I only received responses from two of the three students who were selected, so I randomly chose a fourth name and contacted that student. After I had confirmation from three heavy study protocol participants, I followed a similar procedure to select participants for the light study protocol until I had three more participants. (The participants who had been chosen for the heavy study protocol had been removed from the pool.)

In total, there were six focal participants, three who completed a heavy study protocol and three who followed a light study protocol. The focal participants were four female students and two male students ranging from 18-25 years old (mean = 20.17, $SD = 2.64$). Four were American, one was Chinese, and one was Malaysian. During the interviews, they selected their own nicknames; for research and publications I assigned each of them a pseudonym that in its gender- and ethnicity-related connotations (where present) resembled each participant's authentic proper name¹⁷. Table 4 shows the six focal participants (grouped by the type of study protocol that they followed and then in alphabetical order of their assigned pseudonyms) with their self-reported genders, ages, majors, and L1s.

¹⁷ I chose to assign their pseudonyms because some participants chose to use their nicknames from German classes and I wished to protect their identity from teachers and classmates at their same institution.

Table 4: Profiles of focal study participants

Pseudonym	Gender	Age	Major (Certificate ¹⁸)	L1(s)	Class
<i>Participants who followed a heavy study protocol</i>					
Arisa	Female	20	Biomedical engineering (German, possibly classical studies)	English, Mandarin, Malay	A
Biyu	Female	21	Chemistry	Chinese	A
Marcus	Male	18	Nuclear engineering	English	B
<i>Participants who followed a light study protocol</i>					
Julie	Female	19	History	English	A
Kathleen	Female	18	Microbiology (wants to pursue a certificate but the area was undecided)	English	B
Nate	Male	25	Political science & history	English	B

In addition to the participants who followed the heavy and light study protocols, one student from Class A and two students from Class B indicated interest in the group interviews in the baseline questionnaire. To expand the number of participants in the group interview at the end of the semester, I asked the TAs in Classes A and B to forward an invitation e-mail to all of their students who were not already participating in a heavy or light study protocol during Week 14. I set no limit on the number of learners from each class who could participate in the group interviews. Only one additional participant from Class B (Jack) volunteered. Jack was 19 at the time of the study, with English as his L1. He majored in mathematics and economics. Jack, who did not follow a heavy or light study protocol, but who did participate in a group interview during Week 15, was paid \$15 at the end of that interview. The group interview with Class A thus had three focal participants; the group interview with Class B had four participants (the three focal participants plus Jack).

¹⁸ This university does not offer minors at the undergraduate level, but some programs and departments offer a certificate, which students may choose to declare in addition to their major.

Table 5 shows the timeline for the study and the participants who completed each task. The darkest shading indicates that all participants took part in that task; the lighter shadings indicate that fewer participants took part.

Table 5: Timeline, tasks, and participants

Participants >	Group interview only	Light Study Protocol		Heavy Study Protocol	
	<i>n</i> = 1 (Jack)	<i>n</i> = 3 (Julie, Kathleen, Nate)		<i>n</i> = 3 (Arisa, Biyu, Marcus)	
Week v					
4	Baseline questionnaire and consent form distributed (recruited: <i>n</i> ≈ 110)				
5	Baseline questionnaire and consent form collected (sample: <i>n</i> = 23)				
6	-	Contact made with light & heavy protocol participants			
7	-	Consent obtained; weekly logs			
8	-	Weekly logs		Daily logs	
9	-	-		Individual interview	
11	-	Weekly logs			
12	-	-		Daily logs	
13	-	Weekly logs			
14	-	Individual interview			
15	Group interviews (<i>n</i> _A = 3; <i>n</i> _B = 4); consent obtained before interview				

Notes: 1) The semester was 15 weeks long and was followed by one week of final exams. It took until the third week of the semester to get approval for this study from the Institutional Review Board. 2) There was no activity by any group during Week 10.

4.0 Results

In this chapter, I will elucidate the results to each RQ that was outlined in Section 2.5. For each RQ, I will also review in brief the data collection procedures and analytic methods in order to provide context for the findings.

4.1. Research Question (RQ) 1: To what extent was involvement in a German-speaking community a learning goal for the beginner-level college students of German who participated in this study?

In the answer to RQ 1, I will first review the pertinent components of the research instrument. I will then discuss results of preliminary analyses and subsequent decisions for further analytic steps, and finally, describe results for RQ 1 itself.

4.1.1. Students' alignment with each of the goal areas

In addressing RQ 1, I explored which goals participants in this study as a whole most wanted to achieve. In the baseline questionnaire, respondents were presented with a list of 29 individual goal items and had to use a scale that ranged from 0-100% to indicate how much they would like to achieve each goal. As explained in the Methods chapter, the 29 individual goals were represented by eight goal areas. Table 6 shows composite mean scores for each of the eight goal areas. That is, scores for all items comprised under a given goal area were combined and divided by the number of respondents and items. The eight goal areas are shown in order of highest to lowest composite mean score. Standard deviations, the ranges of the participants' composite mean scores for each goal area, and composite medians are also provided.

Table 6: Composite mean scores of the importance of each of the eight goal areas in order from highest to lowest, with number of items in a given goal area; composite mean scores for each goal area with their SDs; ranges of the participants' ($n = 23$) composite mean scores for each goal area; and composite median scores

Goal area	Number of items in goal area	Composite mean	SD	Ranges of composite mean scores for this goal area	Composite median
<i>Gaining Formal Knowledge of Language</i>	3	89.57	18.62	33.33-100	100
<i>Communication</i>	3	83.55	16.36	50-100	90
<i>Cultures</i>	2	78.91	25.40	30-100	90
<i>Travel Opportunities</i>	2	78.7	29.48	0-100	90
<i>Comparisons</i>	2	71.2	26.99	25-100	85
<i>Gaining Formal Knowledge of Culture</i>	7	70.27	29.48	22.86-100	77.14
<i>Connections</i>	3	67.97	21.87	33.33-100	76.67
<i>Communities</i>	7	66.73	27.43	7.14-100	71.43

According to composite mean scores, participants most wanted to achieve the goals encompassed within *Gaining Formal Knowledge of Language*; followed by *Communication*; *Cultures*; *Travel Opportunities*; *Comparisons*; *Gaining Formal Knowledge of Culture*; and *Connections*. These learners apparently least wanted to achieve the goals under *Communities*, which had a composite mean score 22.84 points lower on 100-point scale than the top goal (i.e., *Gaining Formal Knowledge of Language*). Since the sample was small ($n = 23$) and outliers could offset the averages, it is also beneficial to consider composite median scores. The rank order of goal areas shown above, however, would remain the same when using composite medians. Furthermore, we would still see the large difference between the goal area with highest composite median score (i.e., *Gaining Formal Knowledge of Language*) and the goal area with the lowest composite score (i.e., *Communities*). The difference in this case is 28.57 points on a 100-point scale.

4.1.2. Involvement in a German-speaking community as a goal for language learning

Turning to RQ 1 itself, composite mean scores between the *Communities* goal area and each of the other goal areas were compared for statistically significant differences with paired sample two-tailed t-tests. Table 7 displays *t*-statistics and exact *p*-values for the differences in composite means when the *Communities* goal area was paired with each of the other seven goal areas¹⁹. The alpha level of statistical significance was set at $p < .05$. Comparisons that yielded statistically significant differences are shown in bold. The goal areas to which *Communities* had been compared in terms of composite mean scores are listed in the order of highest to lowest composite mean scores in accordance with how much students said they wanted to achieve these goals, as shown in Table 6. The larger the difference in mean scores (i.e., the higher the value in the column that is second from the left), the more strongly respondents valued a given goal area when compared to the goal area of *Communities*.

¹⁹ Despite repeated family-wise testing, I did not apply a Bonferroni correction because of the small sample size. Consequently, results reported cannot be considered definitive but must be taken as exploratory, as will be discussed further in Discussion and Limitations.

Table 7: Differences in composite means that indicate students' self-reported desire to achieve these goal areas, between *Communities* and each of the other seven goal areas

Pairings of goal areas	Difference in composite mean scores, (<i>Communities</i> subtracted from other item)	<i>t</i> - statistic	<i>p</i> - value
<i>Communities</i> paired with ...			
<i>Gaining Formal Knowledge of Language</i>	22.84	-4.853	0.001
<i>Communication</i>	16.82	-3.537	0.002
<i>Cultures</i>	12.18	-2.289	0.032
<i>Travel Opportunities</i>	11.97	-2.208	0.038
<i>Comparisons</i>	4.47	-0.979	0.338
<i>Gaining Formal Knowledge of Culture</i>	3.54	-1.348	0.191
<i>Connections</i>	1.24	-0.274	0.787

The beginning-level learners of German who participated in this study, on average, assigned significantly lower scores to *Communities* than they did to *Gaining Formal Knowledge of Language*; or *Communication*; or *Cultures*; or *Travel Opportunities*. No significant differences in composite mean scores emerged between *Communities* and *Comparisons*; between *Communities* and *Gaining Formal Knowledge of Culture*; or between the *Communities* and *Connections* goal areas.

So as to embed results in a broader context, I also calculated differences for reiterations of all possible pairings of the composite mean scores for all goal areas. Table 8 shows in brief where the statistically significant differences arose (highlighted with light blue shading), together with the composite mean score for each goal area. The final row in the table demonstrates the percentage of pairings for each goal area that yielded statistically significant differences. Table 8a (Appendix 10) shows each possible pairing with the full statistical information listed.

Table 8: Statistical significance of differences in composite mean scores between goal areas in paired sample two-tailed t-tests at $p < .05$

Goal area with mean score → ↓	Communication (83.55)	Cultures (78.91)	Connections (67.97)	Comparisons (71.2)	Communities (66.73)	Gaining Formal Knowledge of Language (89.57)	Gaining Formal Knowledge of Culture (70.27)	Travel Opportunities (78.7)
Communication (83.55)		NS	S	S	S	NS	S	NS
Cultures (78.91)	NS		S	S	S	NS	NS	NS
Connections (67.97)	S	S		NS	NS	S	NS	NS
Comparisons (71.2)	S	NS	NS		NS	S	NS	NS
Communities (66.73)	S	S	NS	NS		S	NS	S
Gaining Formal Knowledge of Language (89.57)	NS	NS	S	S	S		S	S
Gaining Formal Knowledge of Culture (70.27)	S	NS	NS	NS	NS	S		NS
Travel Opportunities (78.7)	NS	NS	NS	NS	S	NS	NS	
Percentage of pairings in this column that yielded significant differences	57.14%	28.57%	42.86%	42.86%	57.14%	57.14%	28.57%	28.57%

Note: S = statistically significant; NS = not statistically significant

The goal areas which, when compared with all seven other goal areas, yielded the greatest percentage of statistically significant differences were *Communication*, *Communities*, and *Gaining Formal Knowledge of Language*, each with 57.14% of the pairings showing statistically significant differences. In the cases of *Communication* and *Gaining Formal Knowledge of Language*, both had the higher composite mean in all pairings with statistically significant differences. *Communities*, on the other hand, had a lower composite mean in all cases where statistically significant differences arose.

In summary, involvement in a German-speaking community did not seem to be an important goal area for the beginning college students of German in this study. In fact, *Communities* as a whole received the lowest composite mean score of all eight goal areas examined here, and it was assigned a significantly lower composite mean score in half of paired

comparisons, namely, in comparisons with *Gaining Formal Knowledge of the Language*; *Communication*; *Cultures*; and *Travel Opportunities*. It is possible, however, that because *Communities* was treated as a composite goal area, the statistical analyses conducted so far have obscured specific goals that indeed were very important to study participants. RQ 2 therefore will examine which aspects of *Communities* were more and which less important to the learners in this study.

4.2. Research Question (RQ) 2) Which aspects of *Communities* were more or less important to the beginner-level college students of German who participated in this study?

Results for RQ 1 indicated that the *Communities* goal area as a whole was not highly valuable to the participants in this study. This outcome starkly contrasted with the findings from Magnan et al. (2012), who determined that more students agreed or strongly agreed that they wanted to achieve the underlying goals of *Communities* than wanted to achieve the goals associated with any of the other 4 Cs (*Communication*, *Cultures*, *Connections*, or *Comparisons*). However, they determined that when *Standard 1.3* (i.e., the presentational mode of *Communication*) was removed from that goal area, students' desire to achieve the remaining *Communication* goals was then greater than their desire to achieve the combined *Communities*-oriented goals.

Since the *Communities* goal area for the present study contained six goals that were not included in Magnan et al. (2012), it was necessary to determine how strongly participants aligned themselves with each of the seven goals that were comprised under the *Communities* goal area in the present research instrument. I calculated means, standard deviations, medians, and ranges of individual participants' ratings that pertained to each of the seven goals comprised under the *Communities* goal area. Results are shown in Table 9. A full overview of these descriptors for all 29 goals can be found in Table 9a (Appendix 11).

Table 9: Students' alignment with individual *Communities* goals, n = 23²⁰

Goal	Standard	Mean	SD	Median	Range of participant ratings
To be able to communicate with native German-speaking friends or family	<i>Communities</i> (N/A)	89.5	24.17	100	0-100
To become a lifelong learner by using German for personal enjoyment and enrichment	<i>Communities</i> (5.1)	73.91	29.35	70	10-100
To become a part of the German culture	<i>Communities</i> (N/A)	72.61	35.45	80	0-100
To know about German speakers, German companies, or German cultural events in the [city] area	<i>Communities</i> (N/A)	64.78	33.96	70	0-100
To know about German speakers who resemble me in some way (age, student status, interests, etc.)	<i>Communities</i> (N/A)	63.26	36.23	70	0-100
To know about German speakers, German companies, or German cultural events in the US (other than [state])	<i>Communities</i> (N/A)	53.04	35.98	50	0-100
To know about German speakers, German companies, or German cultural events in [state] (other than [city])	<i>Communities</i> (N/A)	50	38.49	60	0-100

Among the seven goals that comprised the *Communities* goal area, the ability to communicate with native German-speaking friends and family was the top priority, as 15 out of 20 participants rated this goal as one that they absolutely (100%) wanted to achieve by the end of their language studies. Respondents also said that they hoped to be able to use German in ways that enrich their personal lives and to become part of German culture. To test whether the ratings

²⁰ All 23 participants completed this portion of the questionnaire; however three participants wrote "N/A" or "not applicable" on the question "To be able to communicate with native German-speaking friends or family". Although I cannot be sure why this is, I presume it is because they did not have any German-speaking friends or family, so they felt the question did not apply to them.

of any goal under the *Communities* goal area was rated significantly different from each of the other goals under the goal area, I compared the means of paired *Communities* goal items via two-tailed t-tests. Table 10 shows the seven items, displayed in order from highest to lowest mean scores, and each possible pairing, with the point-differences between the goal areas, *t*-statistics, and *p*-values. Statistically significant differences at $p < .05$ are shown in bold.

Table 10: Differences in mean scores between paired Communities goal items

Pairing	Difference in mean scores, (sub-item subtracted from head item)	<i>t</i> - statistic	<i>p</i> - value
<i>To be able to communicate with native German-speaking friends or family paired with ...</i>			
To become a lifelong learner by using German for personal enjoyment and enrichment	15.59	1.883	0.067
To become a part of the German culture	16.89	1.797	0.08
To know about German speakers, German companies, or German cultural events in the [city] area	24.72	2.711	0.01
To know about German speakers who resemble me in some way (age, student status, interests, etc.)	26.24	2.748	0.009
To know about German speakers, German companies, or German cultural events in the US (other than [state])	36.46	3.838	0.0004
To know about German speakers, German companies, or German cultural events in [state] (other than [city])	39.5	3.957	0.0003
<i>To become a lifelong learner by using German for personal enjoyment and enrichment paired with ...</i>			
To become a part of the German culture	1.3	0.136	0.892
To know about German speakers, German companies, or German cultural events in the [city] area	9.13	0.976	0.335
To know about German speakers who resemble me in some way (age, student status, interests, etc.)	10.65	1.096	0.279
To know about German speakers, German companies, or German cultural events in the US (other than [state])	20.87	2.155	0.037
To know about German speakers, German companies, or German cultural events in [state] (other than [city])	23.91	2.369	0.022

Pairing	Difference in mean scores, (sub-item subtracted from head item)	t - statistic	p - value
<i>To become a part of the German culture paired with ...</i>			
To know about German speakers, German companies, or German cultural events in the [city] area	7.83	0.765	0.449
To know about German speakers who resemble me in some way (age, student status, interests, etc.)	9.35	0.884	0.381
To know about German speakers, German companies, or German cultural events in the US (other than [state])	19.57	1.858	0.07
To know about German speakers, German companies, or German cultural events in [state] (other than [city])	22.61	2.072	0.044
<i>To know about German speakers, German companies, or German cultural events in the [city] area paired with ...</i>			
To know about German speakers who resemble me in some way (age, student status, interests, etc.)	1.52	0.147	0.884
To know about German speakers, German companies, or German cultural events in the US (other than [state])	11.74	1.138	0.261
To know about German speakers, German companies, or German cultural events in [state] (other than [city])	14.78	1.381	0.174
<i>To know about German speakers who resemble me in some way (age, student status, interests, etc.) paired with ...</i>			
To know about German speakers, German companies, or German cultural events in the US (other than [state])	10.22	0.96	0.343
To know about German speakers, German companies, or German cultural events in [state] (other than [city])	13.26	1.203	0.235
<i>To know about German speakers, German companies, or German cultural events in the US (other than [state]) paired with ...</i>			
To know about German speakers, German companies, or German cultural events in [state] (other than [city])	3.04	0.277	0.783

Note: In the ‘difference in mean scores’ column, a positive number indicates that the sub-item was associated with lower mean scores than the head item from which it was subtracted.

In the 27 pairings, statistically significant differences emerged in seven cases. The goal item with the greatest percentage of pairings that yielded differences (57.14%) was ‘to be able to communicate with native German-speaking friends or family’, which had a significantly higher mean rating than each of the following items: ‘To know about German speakers, German companies, or German cultural events in the [city] area’; ‘to know about German speakers who resemble me in some way (age, student status, interests, etc.)’; ‘to know about German speakers,

German companies, or German cultural events in the US (other than [state])'; and 'to know about German speakers, German companies, or German cultural events in [state] (other than [city])'.

When looking at natural breaks in mean scores, the goals that referred to direct contact with speakers of German or their culture were rated more favorably than the remaining four goals that all referenced knowledge of German-speakers without a direct connection to those speakers.

4.3. Research Question (RQ) 3) How did beginner-level learners of German in a university setting who had a strong and those who had a weak orientation toward Communities compare in terms of their accounts of...

- a. the German-speaking communities with which they communicated?*
- b. the German-speaking communities with which they communicated in German?*
- c. how frequently they communicated with those German-speaking communities?*
- d. how frequently they communicated with those German-speaking communities in German?*
- e. the technologies they used to communicate with German-speaking communities outside of class, in any language and specifically in German?*

Adjacent sub-questions under RQ 3 represent pairs (RQs 3a & 3b; RQs 3c & 3d) in that the data used for answering the second question in each pair stand in a subset relationship to data used to answer the first question in the pair (i.e., they are not mutually exclusive).

To answer RQ 3, I first divided the 23 participants, drawn from five different class sections of first-semester German (all taught by GS-NNSs of German), into approximate quintiles based on respondents' scores for the construct that measured their orientation toward the *Communities Standard*. Further analyses compared responses from participants in the bottom and the top quintiles, with each composed of five students. The five students who composed the top quintile were designated the 'Strong Communities Orientation' (SCO) group; the five students in the bottom quintile comprised the 'Weak Communities Orientation' (WCO) group. Table 11 (below) shows these 10 participants, divided into their respective groups and identified by pseudonyms that reflected their real names in terms of gender and ethnic connotations; their

respective scores; and from which of the five class sections (labeled A, B, C, D, or E) that they came. The number of students enrolled in each class is shown in parentheses after the section label (A-E).

So as to give context to the population-referenced grouping criterion that was used to divide participants into the SCO and WCO groups, I calculated the median composite score on the *Communities* goal area for the population taken together ($n = 23$), which was 71.428; and as discussed in RQ 1, the mean composite score for the entire sample ($n = 23$) was 66.73 ($SD = 27.434$). The median composite score and mean composite score for the sample are shown in the middle of the table; the median composite scores and mean composite scores for each group are also shown in the last row of the table.

Table 11: Composite scores on the Communities goal area of WCO as compared to SCO participants

WCO, $n = 5$			$n = 23$ Median composite <i>Communities</i> score = 71.43 Mean composite <i>Communities</i> score = 66.73 ($SD = 27.43$)	SCO, $n = 5$		
Participant	Communities Score	Class section (# of students enrolled)		Participant	Communities Score	Class section (# of students enrolled)
Alex	34.29	C (21)		Biyu	100	A (20)
Gavin	28.57	A (20)		Sophie	100	D (24)
Nate	24.17	C (21)		Ethan	100	E (21)
Maddie	18.57	D (24)		Lin	97.14	C (21)
Zach	7.14	C (21)		Arissa	94.29	A (20)
Median = 24.17		Mean = 22.55 ($SD = 10.37$)		Median = 100		Mean = 98.29 ($SD = 2.56$)

To answer RQs 3a, 3b, 3c, and 3d, I examined students' reports of their social networks. In the baseline questionnaire, there was a list of 16 different types of German-speaking contacts (e.g., friends who are GS-NSs; employers who are GS-NNSs; etc.). Contacts were specified by

relationship (e.g., friend, family member, employer, etc.), presence in time (living or deceased; former or current), and native-speaker status with regard to German (GS-NS/GS-NNS). Students reported whether they had each type of contact at all, and if applicable, the number of contacts (conceived of as individuals) that belong under a given category; the frequency with which they communicate with these contacts; and the percentage of these communications that occur in German. Additionally, participants were given the option to write in other types of contacts and were asked to provide all of the aforementioned information about any write-ins.

4.3.1. Research Question (RQ) 3a) How did beginner-level learners of German in a university setting who had a strong and those who had a weak orientation toward *Communities* compare in terms of their accounts of the German-speaking communities with which they communicated?

For this RQ, which examines the types of German-speaking contacts that participants reported that they had, it is important to note that a single contact (person) could have been entered under more than one category, (e.g., the same person could be listed as both a friend and a classmate). It is unknown whether any of the student respondents actually included the same person under more than one category, so that the number of contacts they reported in total cannot be taken as synonymous with the total number of people represented.

Taken together, the five participants in the SCO group reported a range of 21 to 33 German-speaking contacts per respondent, and taken together, a total of 139 German-speaking contacts, when one included current teachers and classmates and disregarded what languages were used for these interactions. By comparison, the five participants in the WCO group reported a range of 20 to 55 German-speaking contacts per respondent and a total of 180 German-speaking contacts. These numbers translated into an average of 27.8 German-speaking contacts for each person in the SCO group ($SD = 4.44$) and an average of 36 German-speaking contacts

for each person in the WCO group ($SD = 15.77$). However, in a two-tailed t -test of independent means, the difference in average number of German-speaking contacts reported by the two groups was not statistically significant ($t = 1.118, p = 0.296$).

When current classmates and teachers in German classes were removed from these calculations, the participants in the SCO group reported a range of two to 12 German-speaking contacts, and an average of 5.4 German-speaking contacts ($SD = 3.98$); the WCO group reported a range of one to 29 German-speaking contacts and an average of 14.4 German-speaking contacts ($SD = 13.89$). This difference in means was also not statistically significant ($t = 1.393, p = 0.201$). When both current and former contacts from German-classes were removed, participants in the SCO group reported a range of two to seven German-speaking contacts, with an average of 4.4 ($SD = 2.07$). The WCO group reported a range of one to 29 German-speaking contacts, with an average of 9.4 ($SD = 11.63$). This difference in means is also not statistically significant ($t = 0.946, p = 0.372$).

Table 12 shows the different types of German-speaking contacts that at least one member of the SCO or the WCO groups reported that they had; the mean number of contacts reported for each contact type, together with respective standard deviations, ranges; and medians. Table 12a displays t -statistics and p -values for these tests of differences in means and can be found in Appendix 12. All participants' responses were included in the calculation of mean and median number of contacts, even if they did not report having this type of contact (i.e., their number of this type of contact was zero). Categories in which the SCO and WCO groups differed in their reports (either in the number of participants who have each type of contact at all, or in the median number of each type of contact) are shown in boldface.

Table 12: WCO and SCO participants' reports of their German-speaking contacts

Type of contact	WCO (n = 5)				SCO (n = 5)			
	# of participants who reported having this type of contact	Mean # of contacts of this (with SD)	Median # of contacts of this type	Ranges for # of this type of contact	# of participants who reported having this type of contact	Mean # of contacts of this type (with SD)	Median # of contacts of this type	Ranges for # of this type of contact
Current classmates in German class	5	20.6 (2.61)	20	18 - 25	5	21.2 (2.17)	22	18 - 23
Current TAs in German class, GS-NNSs	4	0.8 (0.45)	1	0 - 1	5	1 (0)	1	1
Friends, GS-NNSs	2	2.6 (4.34)	0	0 - 10	4	2.4 (2.07)	2	0 - 5
Friends, GS-NSs	2	0.4 (0.55)	0	0 - 1	2	1.4 (2.19)	0	0 - 5
Living family members, GS-NNSs	1	0.2 (0.45)	0	0 - 1	1	0.2 (0.45)	0	0 - 1
Former teachers, GS-NNSs	1	0.4 (0.89)	0	0 - 2	1	0.6 (1.34)	0	0 - 3
Current teachers, GS-NSs	1	0.2 (0.45)	0	0 - 1	1	0.2 (0.45)	0	0 - 1
Former classmates from German class	1	5 (11.18)	0	0 - 25	1	0.4 (0.89)	0	0 - 2
Former / current classmates (not from German classes), GS-NNSs	2	5.4 (10.99)	0	0 - 25	0	0	0	0

Note: No members of either the SCO or WCO groups reported that they have any living family members who are GS-NSs; any deceased family members whom they knew personally who were GS-NSs or GS-NNSs; any former teachers who were GS-NSs; any former classmates who were GS-NSs; or any former or current employers who are GS-NSs or GS-NNSs. These categories have therefore been omitted from the table.

The categories in which the two groups' means differed by a margin of at least one included GS-NS friends (the WCO group had a mean of 0.4 and the SCO group had a mean of 1.4); former classmates from German classes (WCO mean = 5; SCO mean = 0.4); and former or current classmates from classes other than German who are GS-NNSs (WCO mean = 5.4; SCO mean = 0). However, the two groups' means were compared in all of the nine categories displayed in Table 12 and in two-tailed t-tests of independent means, no statistically significant differences emerged at $p < 0.05$, or even at the exploratory level of $p < 0.1$. In these categories, there was a large amount of individual variation, with the WCO group exhibiting some extreme

values (as reflected in ranges and standard deviations), which accounted for the lack of statistically significant differences.

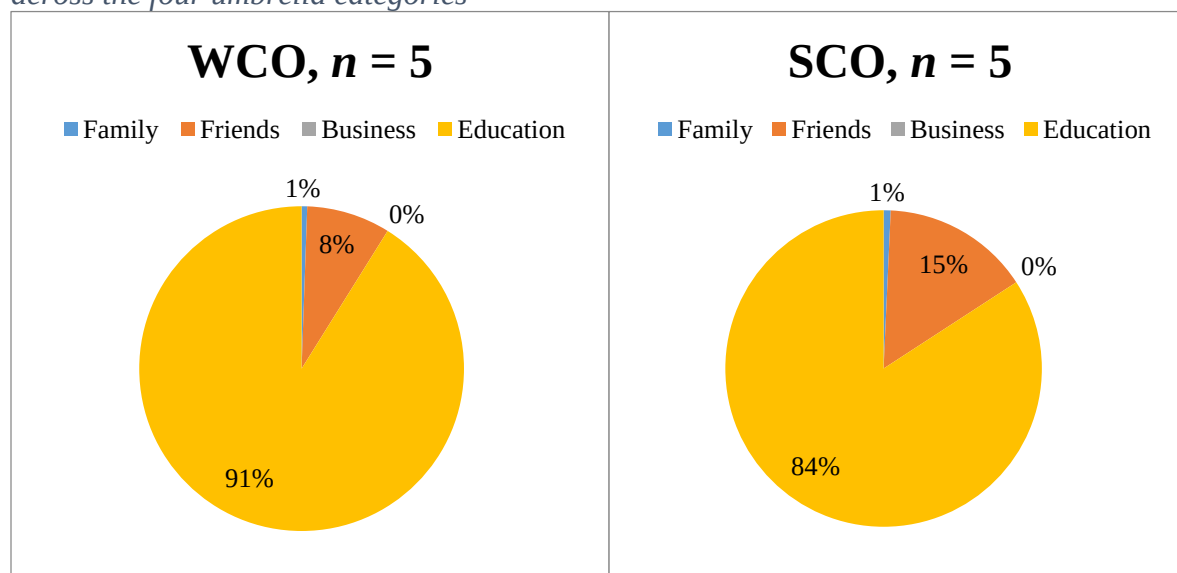
Of the four types of contact in which the two groups differed (though never significantly), the only category for which more members of the WCO group reported that they had a certain type of contact than did members of the SCO group was in the case of GS-NNS classmates (outside of German classes). However, as reported, the median number of classmates GS-NNSs from outside of German classes was zero for both groups. The only category in which the two groups differed in both the number of participants who reported that they have the type of contact at all, and in the median number of that type of contacts that the participants reportedly have was GS-NNS friends. More of the participants with a strong orientation toward *Communities* reported that they have friends who are GS-NNSs than the participants with a weak orientation toward *Communities* (four versus two, respectively). Furthermore, the median number of friends who are GS-NNSs reported by the SCO group was two, whereas the median number of this type of contact for participants in the WCO group was zero.

To gain an overview of trends, I merged responses from the original categories of contact, shown in Table 12, into the following four umbrella categories: (a) family members, (b) friends, (c) business contacts, and (d) educational contacts (both from language-related and other types of classes). As was true for responses represented in Table 12, a single contact (person) could be enter under more than one category. It is unknown whether any of the student respondents actually included the same person under more than one category so that the number of contacts they reported in total cannot be taken as synonymous with the total number of people represented. However, the number of contacts entered under a specific umbrella category should

reflect how many people of the respondents' social network belong under it, at least in the respondents' perception.

Figures 2 and 3 show the four umbrella categories of contacts as reported by respondents in the WCO and SCO groups, respectively.

Figures 2 & 3: Distribution of German-speaking contacts as reported by WCO and SCO groups across the four umbrella categories



In both of the two groups, the greatest portion of reported contacts came from the *educational* category. The WCO group had the highest portion of contacts from an educational setting – 91%, (as compared to 84% for the SCO group). The SCO group reported a larger percentage of contacts who were friends (15%) than did the WCO group (8%). Not a single respondent in either the WCO or the SCO group reported that they had any German-speaking contacts from a business setting.

4.3.2. Research Question (RQ) 3b) How did beginner-level learners of German in a university setting who had a strong and those who had a weak orientation toward *Communities* compare in terms of their accounts of the German-speaking communities with which they communicated in German?

Although all of the contacts reported in RQ 3a were speakers of German, the previous question did not address whether the participants were actually using German to communicate with those people. RQ 3b makes this distinction.

For the five participants with the strongest and the five respondents with the weakest orientations toward *Communities*, they reported an average of 24.6 total contacts ($SD = 3.29$) and 35.4 total contacts ($SD = 15.82$) with whom they use German, respectively. In a two-tailed t-test of independent means, this difference in the average number of contacts with whom they reportedly use German is not statistically significant ($t = 1.495$, $p = 0.173$). When current teachers and classmates from German classes are not considered in these calculations, the SCO group reported an average of 2.4 contacts ($SD = 1.82$) and the WCO group reported an average of 13.8 contacts ($SD = 13.94$) with whom they use German at least occasionally. This difference in means is also not statistically significant ($t = 1.814$, $p = 0.107$). Table 13 demonstrates the types of contacts with whom participants in the respective groups reported that they used German; along with the number of participants who reported that they used German with each type of contact; and the median and the mean numbers (with standard deviations) of each type of contact with whom participants reported that they used German. The t -statistics and p -values for differences in the groups' mean number of each type of contact with whom they used German are shown in Table 13a (Appendix 13).

Table 13: Contacts with whom WCO and SCO groups reported communicating in German

Type of contact	WCO (n = 5)			SCO (n = 5)		
	# of participants who reported that they used German with contacts of this type (% of participants)	Average # of contacts of this type with whom respondents reported that they used German, (SD)	Median # of contacts of this type with whom respondents reported that they used German	# of participants who reported that they used German with contacts of this type (% of participants)	Average # of contacts of this type with whom respondents reported that they used German, (SD)	Median # of contacts of this type with whom respondents reported that they used German
Current classmates in German class	5 (100%)	20.6 (2.61)	20	5 (100%)	21.2 (2.17)	22
Current TAs in German class, NNSs	4 (80%)	0.8 (0.45)	1	5 (100%)	1 (0)	1
Friends, NNSs	2 (40%)	2.6 (4.34)	0	1 (20%)	2.4 (2.07)	0
Friends, NSs	0 (0%)	0.4 (0.55)	0	2 (40%)	1.4 (2.19)	0
Current teachers, NSs	1 (20%)	0.2 (0.45)	0	0 (0%)	0.2 (1.34)	0
Former/ current classmates (not from German classes), NNSs	2 (40%)	5.4 (10.99)	0	0 (0%)	0 (0)	0
Former classmates from German class	1 (20%)	5 (11.18)	0	0 (0%)	0.4 (0.89)	0

Note: No participants in either group reported that they had used or were using German with deceased or living family members; were at the time using German with former teachers or with former classmates who are GS-NSs; or had used or were using German with former or current employers. These categories have therefore been omitted from the table.

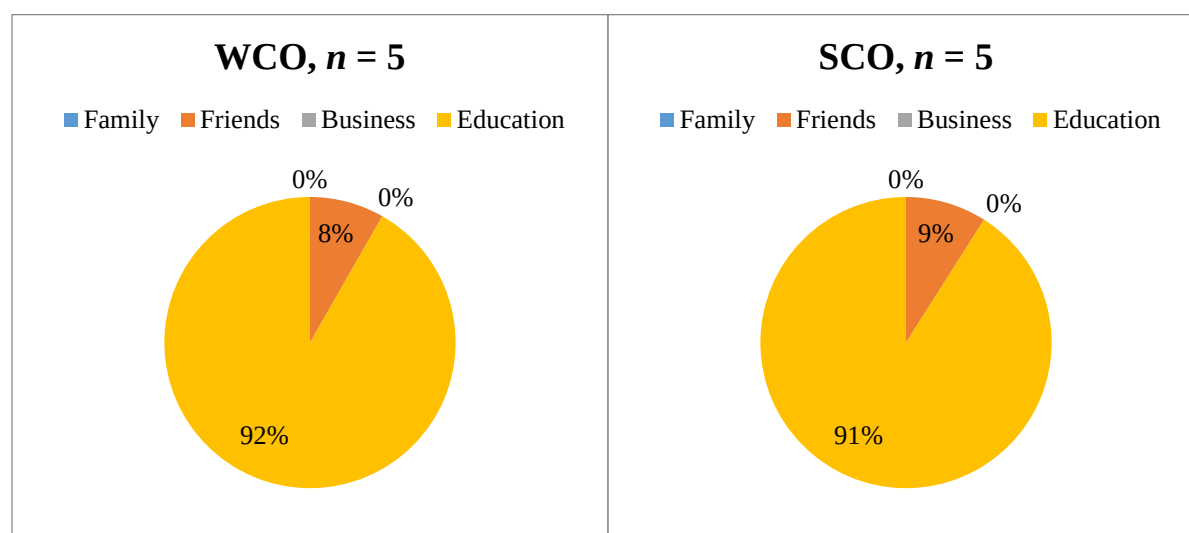
The categories in which there were the greatest differences between the two groups in the mean number of contacts with whom they were using German were GS-NS friends; former/current classmates (not from German classes) who are GS-NNSs; and former classmates from German classes. However, when the differences in means for all types of contacts with whom respondents were using German were compared via two-tailed t-tests of independent means, no significant differences emerged at $p < 0.05$.

In terms of the number of participants in each group who reported that they used German with a certain type of contact, there were four categories in which the two groups differed. More members of the SCO group than members of the WCO group reported that they used German with GS-NS friends. In contrast, more members of the WCO group reported that they used German with GS-NNS friends and former GS-NNS classmates (both from German courses and other subjects). However, in all of these categories (GS-NS and GS-NNS friends, former classmates from German classes, and former or current classmates [not from German classes])

who are GS-NNs) the median number of interlocutors with whom these participants reported that they used German was zero for both groups.

The original categories of types of contacts with whom participants reported communicating in German were collated again into the four umbrella categories. Figures 4 and 5 show the distributions of types of contacts with whom WCO and SCO participants respectively reported that they used German.

Figures 9 & 5: Distribution of types of contacts with whom WCO and SCO participants reported that they used German



The distributions of types of contacts with whom the two groups reported that they used German were nearly identical. In conclusion, the participants with the strongest and weakest orientation toward the *Communities Standard* were similar with regard to the types of people with whom they reported using German. Moreover, these students' communications in German were reported to be mostly limited to an educational setting.

4.3.3. Research Question (RQ) 3c) How did beginner-level learners of German in a university setting who had a strong and those who had a weak orientation toward *Communities* compare in terms of their accounts of how frequently they communicated with German-speakers?

This RQ addressed the frequency of communication that participants reported with other speakers of German, regardless of which language was used for their interactions. To answer this RQ, I drew on data from the same table in the baseline questionnaire that also solicited information about participants' social networks and was used to answer RQs 3a and 3b. To answer those previous RQs, I focused on the types of contacts that students had reported. For the present RQ (3c), I examined the frequency with which respondents had reported that they communicated with each type of contact (e.g., “every day”, “once per month”, or “rarely”, etc.); to facilitate further analysis, I then merged similar²¹ categories of frequency (e.g., “every day” and “daily”; “rarely” and “seldom”; etc.). This resulted in the following eight possible frequencies of communication: Daily; several times per week; weekly; several times per month; monthly; several times per year; rarely (i.e., once per year or less frequently); or never. In some cases I wanted to examine more general trends and further reduced these original eight categories to four options, namely, ‘at least once per week’; ‘at least once per month’ (but less frequently than once per week); ‘less frequently than once per month’ (but more frequently than never); and ‘never’. I then examined the number of individuals (contacts) in each contact type that respondents said that they communicated with by frequency category.

To gain a better understanding of how frequently participants reportedly communicated with German-speaking contacts from different settings, I also classified the contact types into

²¹ One could argue that “every day” is not the same as “five times per week”, and that “seldom” is not the same as “rarely”; however, the categories were formed to make general trends more evident. While I acknowledge the limitation of merging labels that are not completely synonymous, I made this decision based on the exploratory nature of the study.

three overarching categories - friends, family members, and educational contacts²². For each of the three categories, however, I maintained a separation between GS-NSs and GS-NNSs so that six overarching contact categories emerged. I then assessed the peak frequencies of communication for each of the six contact categories²³.

I now turn to an analysis of the similarities and differences between the participants with the strongest orientation toward *Communities* and those with the weakest orientation toward *Communities* to determine whether community orientation could play a role in these learners' reported frequency of communication with German-speaking contacts. Participants with the strongest orientation toward *Communities* ($n = 5$) reported 10 different types of German-speaking contacts. Table 14 shows the types of contacts that the SCO participants reported that they had; the number of people in this category that all members of the group taken together said that they contacted within a given category of frequency; and the percentage of the total cases of communication with a given type of contact that each frequency category represents. The contact types are listed in rank order from highest to lowest total number of contacts of that type that the SCO participants reported that they had.

²² These are the same as the four 'overarching' or 'umbrella' contact categories from previous RQs; however, I did not do further analysis on contacts from a business setting, due to the fact the only one such contact was reported by the entire sample.

²³ It is important to note the limitation that participants reported the frequency with which they communicated for a type of contact, not for each individual under a given type; it is not clear whether reported frequencies pertain to communication with each individual contact under a type, to communication with one representative individual, or to an average based on the frequency of communication with all individuals under a type.

Table 14: Reported types and frequency of contacts with speakers of German, SCO group (n = 5)

(Rank) Contact type	Total number of this contact type that all SCO participants reported that they had	Participants who reported contacts of this type, (reported # of contacts)	Reported frequency of communication with contacts of this type	Total number of individuals contacted per contact type and frequency category
(1) Current classmates in German classes	106	BiYu (20) Arisa (22) Lin (18) Sophie (23) Ethan (23)	Daily Daily Daily Daily Several times per week	Daily - 83 (78.3%) Several times per week - 23 (21.7%)
(2) Friends who are GS-NNSs of German	12	BiYu (5) Arisa (4) Lin (2) Ethan (1)	Several times per month Weekly Daily Weekly	Daily - 2 (16.67%) Weekly - 5 (41.67%) Several times per month - 5 (41.67%)
(3) Friends who are GS-NSs	7	BiYu (2) Ethan (5)	Several times per week Weekly	Weekly - 5 (71.43%) Several times per week - 2 (28.57%)
(4) Current teachers who are GS-NNSs	5	BiYu (1) Arisa (1) Lin (1) Sophie (1) Ethan (1)	Daily Daily Daily Daily Several times per week	Daily - 4 (80%) Several times per week - 1 (20%)
(5) Former teachers who were GS-NNSs	3	BiYu (3)	Never	Never - 3 (100%)
(6) Former classmates in German classes	2	BiYu (2)	Never	Never - 2 (100%)
(7) Living family members who are GS-NNSs	1	Sophie (1)	Several times per year	Several times per year - 1 (100%)
(8) Current teachers who are NSs of German	1	Arisa (1)	Never	Never - 1 (100%)
(Write-in) Other people who are GS-NNSs		Sophie: a) Girlfriend; b) girlfriend's father	a) Daily; b) Weekly	

Note: None of the SCO participants reported that they had former teachers who were GS-NSs; living family members whom they know personally and who are GS-NSs; former classmates in non-German classes who were GS-NNSs; former or current classmates who were/are GS-NSs; deceased family members whom they knew personally and who were GS-NSs or GS-NNSs; or former or current employers who were/are GS-NSs or GS-NNSs. These categories have therefore been omitted from this table.

Of these contacts, the SCO reported that they communicated with the following types of German speakers on a daily basis (with the portion of participants who reported this in parentheses):

current teachers who are GS-NNSs (4/5); current classmates in German classes (4/5); friends who are GS-NNSs (1/5); and a significant other who is a GS-NNS (1/5). These contacts were either friendships or from an educational setting. None of the SCO participants reported that they communicated daily with anyone who is a GS-NS. In terms of the types of German-speaking contacts that they reportedly had, but with whom they said they never or almost never communicated, the SCO participants reported the following: former teachers who were GS-NNSs (reported by 1/5 participants); current teachers who are GS-NSs (1/5); and former classmates in German classes (1/5). Here, both GS-NSs and GS-NNSs from an educational setting were represented.

Table 15 shows a more detailed breakdown of the reported frequencies of communication for all of the SCO group's contacts.

Table 15: Numbers and percentages of the SCO group's (n = 5) reported contacts that fell into each frequency category

Total number of contacts for whom participants reported this frequency of communication > Contact type v	Total #	Daily	Several times per week	Weekly	SUM - At least once per week	Several times per month	Monthly	SUM - At least once per month	Several times per year	Rarely	SUM - Less than once per month	Never
ALL GS-NNS contacts	131	90	24	6	120 (91.6%)	5	0	5 (3.82%)	1	0	1 (0.76%)	5 (3.82%)
ALL GS-NS contacts	8	0	2	5	7 (87.5%)	0	0	0 (0%)	0	0	0 (0%)	1 (12.5%)
All GS friends	21	3	2	11	16 (76.19%)	5	0	5 (23.81%)	0	0	0 (0%)	0 (0%)
GS-NNS friends	14	3	0	6	9 (64.29%)	5	0	5 (35.71%)	0	0	0 (0%)	0 (0%)
GS-NS friends	7	0	2	5	7 (100%)	0	0	0 (0%)	0	0	0 (0%)	0 (0%)
All GS family members	1	0	0	0	0 (0%)	0	0	0 (0%)	1	0	1 (100%)	0 (0%)
GS-NNS family	1	0	0	0	0 (0%)	0	0	0 (0%)	1	0	1 (100%)	0 (0%)
GS-NS family	0	-	-	-	-	-	-	-	-	-	-	-
All GS educational contacts	117	87	24	0	111 (94.87%)	0	0	0 (0%)	0	0	0	6 (5.13%)
All educational GS-NNSs	116	87	24	0	111 (95.69%)	0	0	0 (0%)	0	0	0	5 (4.31%)
All educational GS-NSs	1	0	0	0	0 (0%)	0	0	0 (0%)	0	0	0	1 (100%)
Current classmates in German classes	106	83	23	0	106 (100%)	0	0	0 (0%)	0	0	0	0 (0%)
Former classmates in German classes	2	0	0	0	0 (0%)	0	0	0 (0%)	0	0	0	2 (100%)
ALL GS CONTACTS	139	90	26	11	127 (91.37%)	5	0	5 (3.6%)	1	0	1 (0.72%)	6 (4.32%)

Note: 'ALL GS CONTACTS' is not a summative row of all others, since there are some contacts that are represented in multiple rows (e.g., 'current classmates from German classes' are in 'all educational GS-NNSs', also). ALL CONTACTS' sums 'all GS friends', 'all GS family members', and 'all GS educational contacts'.

In total, the SCO group reported eight GS-NS contacts, which consisted of seven friends and one educator. The participant who reported that she had a current GS-NS instructor said that she had never spoken with that teacher. The group did not report having daily interaction with any GS-NSs, but they said they contacted all seven GS-NS friends at least once per week. The total number of German-speaking friends that the SCO group reported was 21, 14 of whom were GS-NNSs. They reported that they communicated with 64.29% of their GS-NNS friends at least once per week; the remaining 35.71% of GS-NNS friends were reportedly contacted at least once per month. Additionally, only one member of the SCO group reported that she had a German-

speaking family member; this individual was a GS-NNS with whom the participant reportedly communicated several times per year. Lastly, the largest number of contacts (117) reported by the SCO group came from an educational setting. Of those contacts, 106 were from current German classes; the participants said that they interacted with 100% of those contacts at least once per week. On the other hand, only two SCO participants reported that they had learned German before, and one SCO participant said that she knew two former classmates from German classes, but said that she never communicated with either of them.

Turning now to the participants who had the weakest orientation toward the *Communities* goals, the WCO group ($n = 5$) also reported that they had 10 different types of German-speaking contacts (though not exactly the same types as the participants in the SCO group, as seen in RQ 3a). Table 16 shows the types of contacts that the WCO participants reported that they had; the number of people in each category that all members of the group taken together said they contacted within a given category of frequency; and the percentage of the total cases of communication with a given type of contact that each frequency category represents. The contact types are listed in rank order from highest to lowest total number of contacts of that type that the WCO participants reported that they had.

Table 16: Reported types and frequency of contacts with speakers of German, WCO group (n = 5)

(Rank) Contact type	Total number of this contact type that all WCO participants reported that they had	Participants who reported having contacts of this type, (reported # of contacts)	Reported frequency of communication with contacts of this type	Total number of individuals contacted per contact type and frequency category
(1) Current classmates in German classes	103	Nate (20) Gavin (18) Zach (25) Alex (20) Maddie (20)	Daily Daily Daily Daily Daily	Daily - 103 (100%)
(2) Former or current classmates in non-German classes who were/are GS-NNSs	27	Nate (2) Zach (25)	Daily Daily	Daily - 27 (100%)
(3) Former classmates in German classes	25	Alex (25)	Rarely	Rarely - 25 (100%)
(4) Friends who are GS-NNSs	13	Zach (3) Maddie (10)	Daily Daily	Daily - 13 (100%)
(5) Current teachers who are GS-NNSs	4	Nate (1) Gavin (1) Zach (1) Maddie (1)	Daily Daily Daily Daily	Daily - 4 (100%)
(6) Friends who are GS-NSs	3	Gavin (1) Maddie (2)	Daily Daily	Daily - 3 (100%)
(7) Former teachers who were GS-NNSs	2	Alex (2)	Daily	Daily - 2 (100%)
(8) Current teachers who are GS-NSs	1	Alex (1)	Daily	Daily - 1 (100%)
(9) Living family members who are GS-NNSs	1	Zach (1)	Weekly	Weekly - 1 (100%)
(Write-in) Other people who are GS-NNSs		Alex (2); both former coaches	Never now	

Note: 1) Alex was the only WCO participant who reported that he had learned German before in a class in high school that was taught by a GS-NNS. None of the WCO participants reported that they had former teachers who were GS-NSs. Furthermore, no WCO participants reported that they had living family members whom they know personally and who are GS-NSs; former or current classmates who were/are GS-NSs; deceased family members whom they knew personally and who were GS-NSs or GS-NNSs; or former or current employers who were/are GS-NSs or GS-NNSs. These categories have therefore been omitted from this table.

The types of German-speaking contacts with whom members of the WCO group reported daily communication included the following (with the portion of participants who reported this in

parentheses): current classmates in German classes (5/5); current teachers who are GS-NNSs (4/5); former or current classmates in non-German classes who were/are GS-NNSs (2/5); friends who are GS-NSs (2/5); friends who are GS-NNSs (2/5); former teachers who were GS-NNSs (1/5); and current teachers who are GS-NSs (1/5). These types of contacts represented both GS-NSs and GS-NNSs who fell into either friendship or educational categories. Conversely, in terms of the German speakers whom they said they knew but with whom they never or almost never communicated, one WCO participant (Alex) reported former classmates in German classes and former coaches who were GS-NNSs; both of these types of contacts are GS-NNSs from an educational setting. No other WCO participants reported that they had German-speaking contacts with whom they never communicated. There were no types of contacts for which members of the WCO group reported more than one frequency category; which is to say that there was no variation across individuals in their reports on frequency of communication with each contact type.

A more detailed breakdown of the number and percentage of the WCO group's contacts that fell into each frequency category is in Table 17.

Table 91: Number and percentage of the WCO group's (n = 5) reported contacts that fall into each frequency category

Total number of contacts for whom participants reported this frequency of communication > Contact type v	Total #	Daily	Several times per week	Weekly	SUM - At least once per week	Several times per month	Monthly	SUM - At least once per month	Several times per year	Rarely	SUM - Less than once per month	Never
ALL GS-NNS contacts	177	149	0	1	150 (84.75%)	0	0	0 (0%)	0	25	25 (14.12%)	2 (1.13%)
ALL GS-NS contacts	3	3	0	0	3 (100%)	0	0	0 (0%)	0	0	0 (0%)	0 (0%)
All GS friends	15	15	0	0	15 (100%)	0	0	0 (0%)	0	0	0 (0%)	0 (0%)
GS-NNS friends	13	13	0	0	13 (100%)	0	0	0 (0%)	0	0	0 (0%)	0 (0%)
GS-NS friends	2	2	0	0	2 (100%)	0	0	0 (0%)	0	0	0 (0%)	0 (0%)
All GS family members	1	0	0	1	1 (100%)	0	0	0 (0%)	0	0	0 (0%)	0 (0%)
GS-NNS family	1	0	0	1	1 (100%)	0	0	0 (0%)	0	0	0 (0%)	0 (0%)
GS-NS family	0	-	-	-	-	-	-	-	-	-	-	-
All GS educational contacts	164	137	0	0	137 (83.54%)	0	0	0 (0%)	0	25	25 (15.24%)	2 (1.22%)
All educational GS-NNSs	163	136	0	0	136 (83.44%)	0	0	0 (0%)	0	25	25 (15.34%)	2 (1.23%)
All educational GS-NSs	1	1	0	0	1 (100%)	0	0	0 (0%)	0	0	0 (0%)	0 (0%)
Current classmates in German classes	103	103	0	0	103 (100%)	0	0	0 (0%)	0	0	0 (0%)	0 (0%)
Former classmates in German classes	25	0	0	0	0 (0%)	0	0	0 (0%)	0	25	25 (100%)	0 (0%)
ALL GS CONTACTS	180	152	0	1	153 (85%)	0	0	0 (0%)	0	25	25 (13.89%)	2 (1.11%)

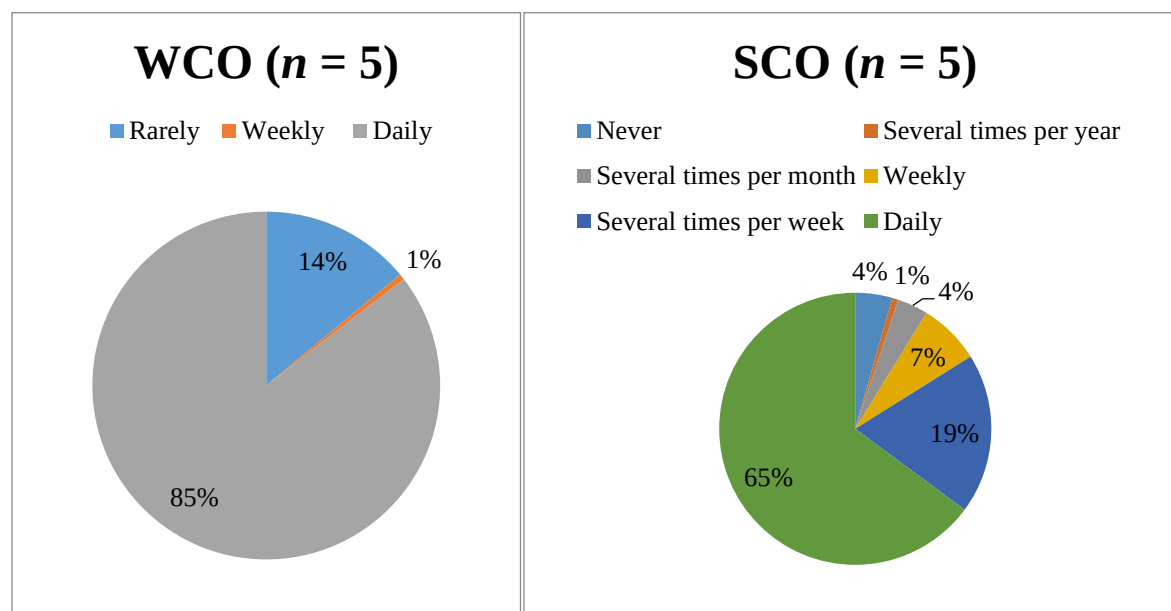
Note: 'ALL GS CONTACTS' is not a summative row of all others, since there are some contacts that are represented in multiple rows (e.g., 'current classmates from German classes' are in 'all educational GS-NNSs', also). 'ALL CONTACTS' sums 'all GS friends', 'all GS family members', and 'all GS educational contacts'.

Taken together, the WCO group reported only three GS-NS contacts, but said that they had daily interaction with all of them; they reported daily communication with 84.18% of their GS-NNS contacts. Two of the three GS-NSs fell into the 'friends' group, in which there were 15 total contacts (13 GS-NNS friends and two GS-NS friends); they reported daily interaction with 100%

of them. They mentioned only one German-speaking family member; this individual was a GS-NNS with whom the participant reported interacting on a weekly basis. Lastly, among their contacts who were classmates in German classes, they reported 103 current classmates and said that they communicated with 100% of them on a daily basis. They also reported 25 former classmates from German classes, 100% of whom fell into the ‘never’ category, that is, with whom they reported having no communication.

There were similarities and differences between the WCO and SCO groups for reported frequencies of communication with German speakers. Figures 6 and 7 show the distributions for reports of each frequency category across all contact types for the WCO and SCO groups, respectively.

Figures 6 & 7: Percentages of WCO and SCO participants' reported contacts who fell into each frequency category



The WCO group reported 179 total German-speaking contacts and said that they communicated with 85% of them on a daily basis. The SCO group also reported daily communication with the majority of their contacts (65%); however, they reported a total of only 137 contacts and had greater variation in their accounts of the frequency of communication. On the other end of the spectrum, the SCO group reported that they never communicated with 4.38% of their German-speaking contacts, whereas ‘never’ did not appear as a response in the reports from the WCO group.

In order to examine similarities and differences for reported frequency of communication for each contact type, Table 18 shows side-by-side comparisons of the number and percentage of each group’s reported German-speaking contacts that fell into each frequency category.

Table 18: Numbers and percentages of contacts reported by the WCO (n = 5) and SCO (n = 5) groups that fell into each frequency category

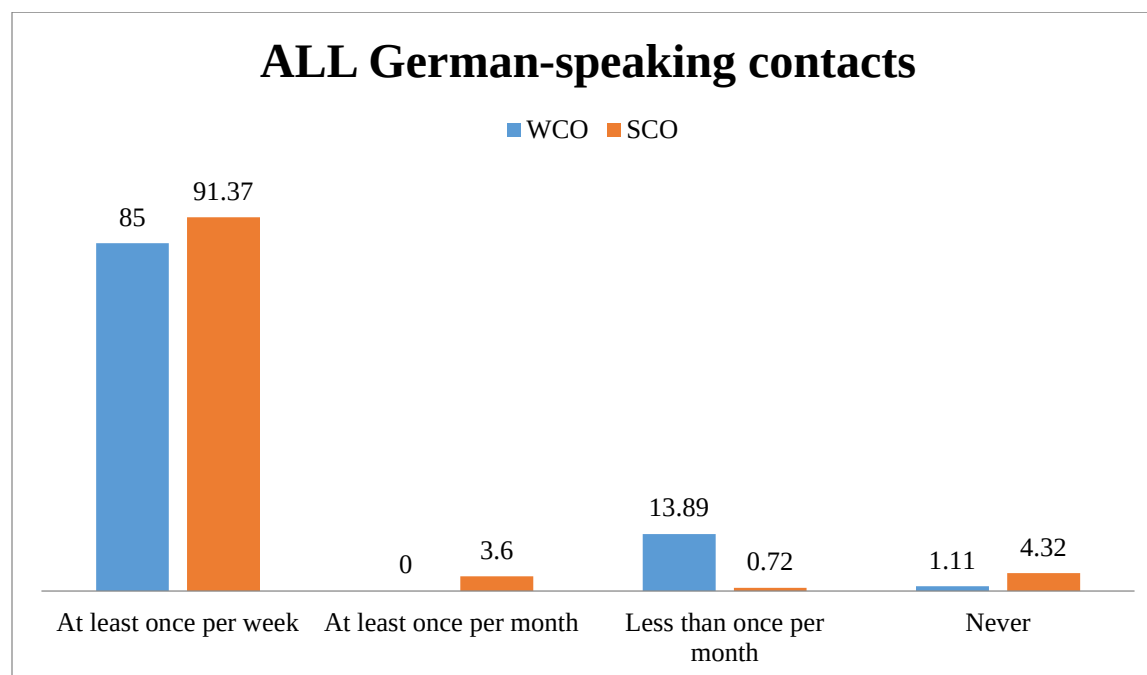
Reported this frequency of communication >	Total #		At least once per week		At least once per month		Less than once per month		Never	
Contact type v	WCO	SCO	WCO	SCO	WCO	SCO	WCO	SCO	WCO	SCO
ALL GS-NNS contacts	177	131	150 (84.75%)	120 (91.6%)	0 (0%)	5 (3.82%)	25 (14.12%)	1 (0.76%)	2 (1.13%)	5 (3.82%)
ALL GS-NS contacts	3	8	3 (100%)	7 (87.5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (12.5%)
All GS friends	15	21	15 (100%)	16 (76.19%)	0 (0%)	5 (23.81%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
GS-NNS friends	13	14	13 (100%)	9 (64.29%)	0 (0%)	5 (35.71%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
GS-NS friends	2	7	2 (100%)	7 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
All GS family members	1	1	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)
GS-NNS family	1	1	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)
GS-NS family	0	0	-	-	-	-	-	-	-	-
All GS educational contacts	164	117	137 (83.54%)	111 (94.87%)	0 (0%)	0 (0%)	25 (15.24%)	0	2 (1.22%)	6 (5.13%)
All educational GS-NNSs	163	116	136 (83.44%)	111 (95.69%)	0 (0%)	0 (0%)	25 (15.34%)	0	2 (1.23%)	5 (4.31%)
All educational GS-NS	1	1	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0	0 (0%)	1 (100%)
Current classmates from German classes	103	106	103 (100%)	106 (100%)	0 (0%)	0 (0%)	0 (0%)	0	0 (0%)	0 (0%)
Former classmates from German classes	25	2	0 (0%)	0 (0%)	0 (0%)	0 (0%)	25 (100%)	0	0 (0%)	2 (100%)
ALL GS CONTACTS	180	139	153 (85%)	127 (91.37%)	0 (0%)	5 (3.6%)	25 (13.89%)	1 (0.72%)	2 (1.11%)	6 (4.32%)

Note: 'ALL GS CONTACTS' is not a summative row of all others, since there are some contacts that are represented in multiple rows (e.g., 'current classmates from German classes' are in 'all educational GS-NNSs', also). 'ALL CONTACTS' sums 'all GS friends', 'all GS family members', and 'all GS educational contacts'.

In terms of the number of contacts, the WCO group reported more German-speaking contacts (180) overall than the SCO (139); however, the WCO group reported fewer GS-NS contacts (three) than did the SCO group (eight). Furthermore, the WCO group mentioned fewer friends (15) than did the SCO group (21) and there were more reports contacts from an educational setting (i.e., imposed contacts) for the WCO group (164) than for the SCO group (117).

Figure 8 shows the distributions of both groups' German-speaking contacts that fell into each frequency category; figures showing the frequency category distributions for specific types of German-speaking contacts are shown in Figures 8a-8g in Appendix 14.

Figure 8: Distribution of WCO (n = 5) and SCO (n = 5) groups' reported German-speaking contacts in each frequency category



The SCO group had a greater overall percentage of their German-speaking contacts with whom they reported interacting at least once per week (91.37%) than did the WCO group (85%); on the other hand, the SCO group also reported a greater percentage of contacts in the 'never' category (4.32%) than did the WCO group (1.11%). However, neither group reported any German-speaking friends that fell into the 'less than once per month' or 'never' categories; all of the GS-NS friends in both groups were reportedly contacted on a daily basis, which is also true for 100% of the WCO group's GS-NNS friends but only 21.43% of the SCO group's GS-NNS friends.

From these observations, we might conclude that the SCO group was more deliberate or selective about the other German speakers with whom they stayed in contact (i.e., they reported a greater proportion of contacts in the 'at least once per week' and 'never' categories), and that among their German-speaking friends, they gave preferential treatment to GS-NSs, since they reported having contact at least once per week with 100% of their GS-NS friends but with only 64.29% of their GS-NNS friends.

4.3.4. Research Question (RQ) 3d) How did beginner-level learners of German in a university setting who had a strong and those who had a weak orientation toward *Communities* compare in terms of their accounts of how much of their communication with other German speakers was in German?

In RQ 3c, I explored the frequency with which students reported that they communicated with German-speaking communities (regardless of the language that they used when doing so). In responding to RQ 3d, I investigated the percentage of that communication that reportedly occurred in German.

Table 19 shows the different types of German-speaking contacts in the order of the highest to the lowest number of each type of contact that the SCO group ($n = 5$) reported that they had, with the mean reported percentage of the communication that occurred in German; the standard deviation for the mean reported percentage of communication in German; and the median reported percentage of communication in German. Means were calculated by adding the percentages of communication for each participant who reported that they had the type of contact, and then dividing by the number of participants who reported that they had that type of contact; the reported number of each type of contact is not considered in the calculations for means. Furthermore, only participants who reported that they had a certain type of contact are included in the means and medians (so for example, if a person said they did not have any friends who are NSs of German, I dropped them from the calculations in that category). To calculate the medians, I collated the reported percentages of communication that occurred in German for each individual contact in a contact category, and then found the middle value.

Table 19: Reported percentage of communication that occurred in German, SCO group (n = 5)

Contact type	Participants who reported having contacts of this type (reported # of contacts)	Participants' reported % of communication in German with contacts of this type	Participants' mean reported % of communication in German with contacts of this type	SD for participants' mean % of communication in German with contacts of this type	Median % of communication in German for contacts of this type
Current classmates in German classes	BiYu (20) Arissa (22) Lin (18) Sophie (23) Ethan (23)	80% 10% 50% 60% 90%	58%	31.15	60%
Friends who are GS-NNSs	BiYu (5) Arissa (4) Lin (2) Ethan (1)	0% 0% 5% 0%	1.25%	2.5	0%
Friends who are GS-NSs	BiYu (2) Ethan (5)	5% 5%	5%	0	5%
Current teachers who are GS-NNSs	BiYu (1) Arissa (1) Lin (1) Sophie (1) Ethan (1)	80% 40% 10% 90% 90%	62%	35.64	80%
Former teachers who were GS-NNSs	BiYu (3)	0%	0%	-	0%
Former classmates in German classes	BiYu (2)	0%	0%	-	0%
Living family members who are GS-NNSs	Sophie (1)	5%	5%	-	5%
Current teachers who are GS-NSs	Arissa (1)	0%	0%	-	0%
Other people who are GS-NNSs (write-in)	Sophie: a) Girlfriend; b) Girlfriend's father	a) 5%; b) 5%			

Note: No members of the SCO group reported that they had the following types of contacts: Living family members who are GS-NSs; former teachers who were GS-NSs; deceased family members whom they knew personally and who were GS-NSs; deceased family members whom they knew personally and who were GS-NNSs; former or current classmates in non-German classes who were/are GS-NSs or GS-NNSs; former or current employers who were/are GS-NSs or GS-NNSs; or other people who are GS-NSs. These categories have therefore been omitted from the table.

For the SCO group, there were three types of German-speaking contacts that at least two participants reported that they had and for which the median reported percentage of contact in German was greater than zero. These were current teachers who are GS-NNSs (median = 80%; mean = 62%, $SD = 35.64$); current classmates in German classes (median = 60%; mean = 58%, $SD = 31.15$); and friends who are GS-NSs (median = 5%; mean = 5%, $SD = 0$). There was also one category for which the median reported percentage of contact that occurred in German was zero, but the mean was not - namely, for friends who are GS-NNSs (mean = 1.25%; $SD = 2.5$). Additionally, one student (Sophie) mentioned that she had a living family member who is a GS-NNS and with whom 5% of her communication was in German.

Table 20 lists the same information for the WCO group. This table demonstrates the types of German-speaking contacts in the order of the highest to the lowest number of the contact type that WCO participants reported that they had; the participants who reported that they had each type of contact; their reported percentages of communication that occurred in German with each type of contact; their mean reported percentage of contact in German with the standard deviation; and the median percentage of communication that occurred in German for each type of contact.

Table 20: Reported percentage of communication that occurred in German, WCO group (n = 5)

Contact type	Participants who reported having contacts of this type (reported # of contacts)	Participants' reported % of communication in German with contacts of this type	Participants' mean reported % of communication in German with contacts of this type	SD for participants' mean % of communication in German with contacts of this type	Median % of communication in German for contacts of this type
Current classmates in German classes	Nate (20) Gavin (18) Zach (25) Alex (20) Maddie (20)	40% 50% 90% 25% 50%	51%	24.08	50%
Former or current classmates in non-German classes who were/are GS-NNSs	Nate (2) Zach (25)	40% 90%	65%	35.36	90%
Former classmates in German classes	Alex (25)	62.5%	62.5%	-	62.5%
Friends who are GS-NNSs	Zach (3) Maddie (10)	5% 1%	3%	2.83	1%
Current teachers who are GS-NNSs	Nate (1) Gavin (1) Zach (1) Maddie (1)	75% 20% 90% 50%	58.75%	30.65	62.5%
Friends who are GS-NSs	Gavin (1) Maddie (2)	0% 0%	0%	0	0%
Former teachers who were GS-NNSs	Alex (2)	75%	75%	-	75%
Current teachers who are GS-NSs	Alex (1)	22.5%	22.5%	-	22.5%
Living family members who are GS-NNSs	Zach (1)	0%	0%	-	0%
Other people who are GS-NNSs (write-in)	Alex (2); both former coaches	50%			

Note: No members of the WCO group reported that they had the following types of German-speaking contacts: living family members who are GS-NSs; former teachers who were GS-NSs; deceased family members whom they knew personally and who were GS-NSs or GS-NNSs; former or current classmates who were/are GS-NSs; former or current employers who were/are GS-NSs or GS-NNSs; or other people who are GS-NSs. These categories have therefore been omitted from the table.

There were four types of contacts that were reported by at least two members of the WCO group and for which the average and median reported percentages of communication in German was greater than zero. These contact types were a) former or current classmates in non-German

classes who were/are GS-NNSs (median = 90%; mean = 65%, $SD = 35.36$); b) current teachers who are GS-NNSs (median = 62.5%; mean = 58.75%, $SD = 30.65$); c) current classmates in German classes (median = 50%; mean = 51%, $SD = 24.083$); and d) friends who are GS-NNSs (median = 1%; mean = 3%, $SD = 2.828$). Additionally, Alex reported that he had four other types of contacts with whom he used German, namely former teachers who were GS-NNSs (with 75% of communication in German); former classmates in German classes (62.5% in German); former sports coaches who were GS-NNSs (50% in German); and a current teacher who is a GS-NS (22.5% in German).

So far, the groups appear to be quite similar, since the only types of contacts with which the majority of the group members reported that they used German were from an educational setting (i.e., current classmates and teachers in German classes). However, I also conducted two-tailed t -tests of independent means to discover whether the differences in the means for each type of contact were statistically significant. Table 21 shows comparisons for the WCO and SCO groups' mean reported percentages of communication that occurred in German for each type of contact. Here, I listed the number of participants in each group who reported that they had each type of contact; each group's mean reported percentage of communication that occurred in German with the standard deviation for each type of contact; and t -statistics and p -values for tests of differences in means between the two groups for each type of contact.

Table 21: Comparisons for mean reported percentage of communication that occurred in German

Group membership > Contact type V	WCO (n = 5)		Tests for difference in means between WCO and SCO groups		SCO (n = 5)	
	% of participants who reported contacts of this type	Mean reported % of communication in German (SD)	t-statistic	p-value	% of participants who reported contacts of this type	Mean reported % of communication in German (SD)
Current classmates in German classes	100	51 (24.08)	0.398	0.701	100	58 (31.14)
Current teachers who are GS-NNSs	80	58.75 (30.65)	0.144	0.889	100	62 (35.64)
Friends who are GS-NNSs	40	3 (2.83)	0.781	0.478	80	1.25 (2.5)
Friends who are GS-NSs	40	0 (0)	∞	<0.00001	40	5 (0)

Note: The other categories have been omitted because these tests require at least two means for each group in each category.

Although it appears that 1) the SCO group had a greater percentage of contact in German than the WCO group with current classmates and GS-NNS teachers in their German classes; and 2) that the WCO group had a greater percentage of contact in German than the SCO group with friends who are GS-NNSs, these differences were not statistically significant at $p < .05$. However, the SCO group reported significantly more use of German with friends who are GS-NSs than did the WCO group.

This was the only category in which a statistically significant difference emerged. Furthermore, no members of either the SCO or WCO group reported that they had seven of the 16 types of contacts in the baseline questionnaire (i.e., living family members who are GS-NSs; deceased family members whom they knew personally and who were GS-NSs or GS-NNSs; former teachers who were GS-NSs; classmates who are GS-NSs; or employers who were GS-NSs or GS-NNSs). Therefore, the groups appear more similar than different, since the amount of German they reported that they use outside of the classroom was little to none.

4.3.5. Research Question (RQ) 3e) How did beginner-level learners of German in a university setting who had a strong and those who had a weak orientation toward *Communities* compare in terms of their accounts of whether they engaged in each of 22 types of technology use?

In the baseline questionnaire, participants reported whether they used 22 different types of technologies in specific ways by indicating how frequently they engaged in each listed activity (e.g., never, weekly, daily, etc.) and quantifying the percentage of each activity that they did in English and German²⁴; I analyzed these responses to address RQ 3e.

Table 22 shows the percentage of participants in the SCO ($n = 5$) and WCO ($n = 5$) groups, respectively, who reported each of 22 specific technology uses, first in general (without a language specified) and then, specifically in German. Although the participants had reported the frequency of use and the percentage of use that occurred in English or German, these factors are not taken into consideration here. In other words, if a participant indicated that she used the technology at least occasionally, this person was considered a user in any language; if she said that at least 1% of use was in German, this person was considered a user in German. It is also important to note that, because participants in each of the two groups numbered five, the calculation of percentages of respondents who reported the use of each technology corresponded with quintiles and thus possible entries are limited to 20% increments (i.e., 0%, 20%, 40%, 60%, 80%, or 100%). Each 20% increment therefore represents a difference of only one person; that is, data points are not greatly differentiated.

²⁴ Participants were asked to provide their percentage of each use of technology that occurred in English and in German, but were informed that their percentages need not equal 100% if they had used another language besides English or German.

Table 22: Percentages of participants in the WCO (n = 5) and the SCO groups (n = 5) who reported use of each type of technology in any language and in German, respectively

Percentage of respondents who reported use of given technologies	Percentage of participants who reported use of this technology			
	in any language		in German	
	from the WCO group	from the SCO group	from the WCO group	from the SCO group
100%	Listening to music or watching music videos Reading e-mail Writing e-mail Watching movies Talking on the phone	Listening to music or watching music videos Reading e-mail Writing e-mail Talking on the phone Reading social media Searching for websites	[None]	[None]
80%	Posting to social media Watching videos made by others you do not know personally	Watching movies Posting to social media Video chatting Watching videos made by others you do not know personally Reading websites Reading blogs Playing video games	[None]	[None]
60%	Starting text chats Searching for websites Responding to text chats Watching videos made by others you know personally Playing video games	Starting text chats Responding to text chats Reading chats or forums without participating	[None]	Listening to music or watching music videos
40%	Reading social media Video chatting Reading websites Reading blogs	Watching videos made by others you know personally Creating videos	[None]	Reading e-mail Posting to social media Video chatting Watching videos made by others you do not know personally
20%	Reading chats or forums without participating Listening to talk radio or podcasts Writing blogs	Listening to talk radio or podcasts Watching videos you made	Listening to music or watching music videos Reading e-mail Writing e-mail Watching movies Posting to social media	Searching for websites
0%	Creating videos Watching videos you made	Writing blogs Creating or adding to websites, forums, or wikis	Talking on the phone Reading social media Starting text chats	Writing e-mail Watching movies Talking on the phone

	Creating or adding to websites, forums, or wikis		Video chatting Watching videos made by others you do not know personally Searching for websites Responding to text chats Reading websites Reading blogs Reading chats or forums without participating Watching videos made by others you know personally Listening to talk radio or podcasts Playing video games Writing blogs Creating videos Watching videos you made Creating or adding to websites, forums, or wikis	Reading social media Starting text chats Responding to text chats Reading websites Reading blogs Reading chats or forums without participating Watching videos made by others you know personally Listening to talk radio or podcasts Playing video games Writing blogs Creating videos Watching videos you made Creating or adding to websites, forums, or wikis
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Listening to music or watching music videos was the most universally accepted technology use; all participants in both groups said that they did this activity in any language, and it was also one of the most popular activities for both groups in German (as reported by 60% of SCO participants and 20% of WCO participants). Other technology uses that were common (i.e., reported by at least 80% of participants) in both groups in any language were reading and writing e-mail (two separate entries); watching movies; talking on the phone; posting to social media; and watching videos made by others whom they did not know personally.

For overall technology use (i.e., when no language was specified), there were more similarities between the two groups than differences. There were only seven out of 22 technology-use activities in any language for which the two groups differed by more than one

person (or by at least 40%²⁵). Differences were all in favor of the SCO group and included the following (with the percentage of participants in the SCO and WCO groups, respectively, who reported the technology use in parentheses): reading social media (100% vs. 40%); searching for websites (100% vs. 60%); reading websites (80% vs. 40%); reading blogs (80% vs. 40%); video chatting (80% vs. 40%); reading chats or forums without participating (60% vs. 20%); and creating videos (40% vs. 0%).

All technologies had lesser reported use in German by both groups. Fourteen out of 22 technology uses were not reported by any participants in either group in German. The same was true only for one – creating or adding to websites, forums, or wikis – in any language. Only three technologies (i.e., listening to music or watching music videos; reading e-mail; and posting to social media) were used in German by at least one person in both groups. Two of these activities involved their German classes, as participants reported that their instructors had written them e-mails in German and played music videos before class. Students in both groups also drastically curtailed certain uses of technology, with a 100% participation level in any language dropping to 0% in German. In both groups, this included talking on the phone and reading social media; for SCO learners, this was also true for writing e-mail. All of these technology uses required personal contacts with people who could produce and/or understand German.

Of the SCO group's most commonly reported activities in German (listening to music or watching music videos; reading and writing e-mail; watching movies; and posting to social media), only video chatting was not among the overall most popular technology uses among either group in any language. All of the reported technology uses in WCO participants' German

²⁵ To reiterate, I report only on differences that are 40% or greater because data points are not greatly differentiated; each 20% increment represents a difference of only one person, which is not enough to identify possible trends.

repertoires (listening to music or watching music videos; reading and writing e-mail; watching movies; and posting to social media) were also among the most common technology uses by both groups in any language and in German.

Differences of at least 40% between the SCO and WCO groups were less likely to manifest when looking at technology use in German than in any language, probably because technology use in German was so low for all participants. There were only two out of 22 activities with more than a one-person difference for reported number of users in German, again in favor of the SCO group. They were video chatting (40% vs. 0%) and watching videos made by others whom they did not know personally (40% vs. 0%). Of these two differences only one did not also manifest in any language, namely watching videos made by others whom they did not know personally.

To summarize the answer to RQ 3e, SCO learners were more frequent users of some technologies, most of which were receptive in nature (i.e., searching for websites; reading websites, blogs, social media, and chats, forums, and wikis), and several of which contained a video component (i.e., video chatting and creating videos). However, this preference did not really show up in German, with the possible exception of some activities that had a video feature (i.e., video chatting and watching videos made by others whom they did not know personally), because students simply did not engage in much technology use in German, according to their reports. For the distinguishing trend of greater technology use among SCO students to occur in German, instructors would have to encourage greater use of technologies in the TL among learners. An examination of participants' reported technology uses in German (i.e., listening to music or watching music videos; reading and writing e-mail; posting to social media; video chatting; watching videos made by others whom they did not know personally; searching for

websites; and watching movies) may nevertheless reveal a preference for certain technologies (even if none of them are used very frequently), and may therefore indicate technologies that are particularly promotable among learners of German.

5.0 Discussion and Implications

In this chapter I will discuss conclusions and implications drawn from the quantitative results of my study, first with the aid of complementary qualitative data also obtained in the study but not presented in Results, and second, in light of theoretical frameworks from earlier research. Learners' reports touched on three overarching thematic strands: 1) How students valued and envisioned *Communities*; 2) how students perceived barriers to meeting *Communities*-oriented goals; and 3) how students used technology to learn about and interact with the German language and German-speaking cultures and communities. I will conclude with remarks about why the degree of a learner's *Communities*-orientation may have failed to predict the intensity of a learner's technology use for accessing communities of German speakers.

5.1 How Students Valued and Envisioned Communities in the Foreign Language (FL) Context

In this section, I will describe the value that students assigned to the *Communities* goal area and the specific types of people they imagined that they would want to be in contact with in order to achieve their *Communities*-oriented goals.

5.1.1. The value of *Communities* in the students' own words

Participants in this study placed varying degrees of importance on *Communities*-oriented goals. As shown in RQ 1 (*"To what extent was involvement in a German-speaking community a*

learning goal for the beginner-level learners of German in a university setting who participated in this study?”), *Communities* was the goal area that participants rated as least important to them overall (with a composite mean score of 66.73/100); however, the standard deviation was relatively high ($SD = 27.43$). Likewise, composite mean scores on that goal area ranged from 7.14/100 to 100/100, showing a high degree of variation among participants in terms of how they valued *Communities*-oriented goals.

To gain a better understanding of whether and why students did or did not value *Communities*-oriented goals, the interviewer described the *Five Cs* to the participants and directly asked their opinions on them. Arissa (SCO, Class A) said the following:

I think *Communications* and *Communities* are the most important [goal areas]. Because if you wanna talk to a person or have a connection with a person or a certain group of people, or a community, I think the most important is *Communication*, and only if you know that language or their culture or something through language, only then can you communicate properly. And that's important.

Arissa clearly saw a connection between a language and its speakers and she recognized that one needs to have a relationship with a person or a group of people in order for knowledge of the language and culture to be relevant.

The two interviewees who had mid-level *Communities* scores, Kathleen (Class B) and Marcus (Class B), demonstrated mixed views about the importance of engagement with German speakers. Kathleen expressed a fairly positive alignment with *Communities*-oriented goals:

I would really like to be able, at some point in time, to integrate myself in a German-speaking community. That just seems like something that would be very beneficial and just fun to do. So I think that [goal area] is the most intriguing for me, but I think to be able to do that, *Communication* and *Culture[s]*, or understanding culture, are the biggest for a good foundation.

Kathleen believed that an understanding of the language and culture were the most necessary skills to complete the ultimate goal of engaging with German speakers. Marcus, however, saw it differently:

Probably *Communities* is the least [important goal area]. But that's just because the original reason I started it was to be able to actually learn the language and speak it, so ... But then there's also all these other things that tie in, and so the *Cultures* one also helps you learn all that other stuff like the background of it. And the other stuff, it is important, but it's not as necessary for learning. Like if you're just learning it to be able to speak it, you know? It's not as necessary.

For him, engaging with speakers of the TL would be more of a fringe benefit, rather than a goal in and of itself.

Nate (Class B), who had a weak orientation toward *Communities*, explained why meeting *Communities*-oriented goals was not important to him: “Because I don't really anticipate ever living in a primarily German community.” He did not even seem to consider the potential existence of a local community of German speakers, which was a theme evident in other participants' responses.

5.1.2. Whom do learners imagine when they think of a target language (TL) community?

In the Review of the Literature (Chapter 2), I suggested that there are at least four different types of TL communities: A) TL communities comprised (exclusively or predominantly) of NSs, with learners as ‘guest speakers’ or peripheral participants; B) TL communities (exclusively or predominately) comprised of learners, with NSs as ‘guest speakers’ or peripheral participants (e.g., the teacher, class visitors, video appearances); C) TL communities in which NSs and learners have equal footing and use the TL (e.g., penpals, blog/forum posters and commenters, e-tandem or telecollaborative exchanges, etc.); and D) ‘TL’ communities comprised of any combination of NSs and learners in which use of the TL is not

preferred. Interviews with the participants showed that NS status was the main parameter that defined TL communities in their imaginations. Secondly, geographical location also constituted an important factor: Groups of NSs that from the vantage point of learners could be accessed either physically (e.g., groups that learners could make contact with when traveling abroad; i.e., Type A) or virtually (e.g., groups that learners could make contact with via digital technologies; i.e., Type C) were imagined as potential TL communities. Students did not consider groups that met in local settings (i.e., outside of a German-speaking country) to be TL communities, whether they used the TL (i.e., Type B) or not (i.e., Type D). Qualitative results from the baseline questionnaire provided a clearer picture of the groups that learners imagined when they heard the word “communities,” which I will describe here.

5.1.2a. Physical communities of German-speaking native speakers (GS-NSs)

At the beginning of the baseline questionnaire, participants had been asked to describe in their own words the German speakers with whom they would like to be in contact (if any). A few participants noted that there was no one in particular with whom they wanted to be in contact, one international student said that he wanted to get to know someone who was fluently bilingual in English and German, and another participant said that she would like to get to know people in her university’s German Club. Most students, however, said that they specifically would like to be in contact with German speakers abroad. They mentioned that they wanted to become friends with GS-NSs; to meet professors and students at universities in German-speaking countries; to develop contact with companies and people who do business in their fields of study in German-speaking countries; and to get to know “any native speakers of German.” Biyu (SCO, Class A) imagined the kind of experience she hoped to have, when she said “I wanna experience homestay someday. ‘Cause that’s how you actually get involved into [sic] a culture. To live with some

family that is really German. And they live typical German life. That's how you get involved into a typical culture.” In other words, GS-NSs in German-speaking countries could be called the “experts” in students’ imagined/ideal German-speaking communities of practice.

Participants stated both explicitly and implicitly that TL communities are situated in German-speaking countries; none of the participants suggested that they could meet GS-NSs either in their local city²⁶ or on campus. Julie (mid-level *Communities* orientation, Class A) explained that *Communities*-oriented goals were seldom addressed in class “just because that's really more of a physical thing. So you actually have to go out, more often than not, to meet people, or go somewhere.” In Julie’s view, a TL community was not necessarily determined by social (TL use) practices, but rather, by geography – a more traditional notion of what defines community (e.g., Thorne, 2007; cf. Oguz, Marsh, & Landis, 2010). In other words, Julie (like many instructors in previous studies, e.g., ACTFL, 2011; Kadish, 2000; McAlpine, 2000; Willis Allen & Dupuy, 2012; Worth, 2006) envisioned a Type A TL community (i.e., a place where the majority of speakers of the language would be NSs) and imagined entering a group of German speakers abroad as the primary means to gain access to a TL community.

5.1.2b. Virtual communities of German-speaking native speakers (GS-NSs)

Although participants did not mention virtual communities or interactions with GS-NSs in online spaces when they were asked about their ideal TL communities, some did say that they had used certain digital tools when they were prompted to describe whether they had used technologies to contact GS-NSs. Furthermore, some participants responded affirmatively when

²⁶ Although there is a small community of native German speakers who live in the county where this university is located, the town where most of them live is about 25 miles away from the campus and the GS-NSs are several generations older than university students, so most learners would probably never have met them. Also, all of the GS-NSs in this community speak English, so they would not be readily identifiable as German speakers even if one did encounter them.

asked specifically if technologies could (hypothetically) be useful for accessing TL cultures or communities. Once again, however, they seemed to imagine GS-NSs as their ideal contacts, rather than fellow learners. For example, Marcus (mid-level *Communities* orientation, Class B) said the following:

You can connect with communities online. So it's easier to talk with people in a chatroom or something like that, and there's Facebook and stuff. But I mean, 20 years ago, it's not like you can connect to German speakers via just opening a textbook or something. Really, the only community you had was within your own classroom and whatnot, maybe other classes within the subject matter in the school. But other than that, you don't really have access to what we have now, in relation to the worldview you can get, and actually connecting with them.

Marcus seemed to favor the possibility of connecting with German speakers (implied, GS-NSs) online over engaging with the local group of learners.

5.1.2c. (A lack of) local communities with German-speaking non-native speakers (GS-NNSs)

There are several different possible types of TL communities comprised of GS-NNSs in a local setting, including classes of German learners; groups of GS-NNSs who attend events designed around TL practices; and groups of people who all know German, but who do not necessarily use it together. However, throughout the interviews, it became clear that many learners do not see these groups as TL communities.

5.1.2c.I. Target language (TL) communities within the classroom

Marcus aside, there was little evidence that the participants in this study saw themselves and their classmates as a German-speaking community, regardless of what class they were in. Biyu (Strong *Communities* Orientation [SCO], Class A), Julie (mid-level *Communities* orientation, Class A), and Kathleen (mid-level *Communities* orientation, Class B) all described the absence of a community dynamic within the classroom setting; said that the *Communities*-

oriented goals were never or almost never addressed in their classes; and stated that their community-related goals would be difficult or impossible to achieve in a classroom environment. Additionally, in the interviews, all of the participants pointed to *Communities* as the goal area of the *Five Cs* that was being least addressed in class: Arissa (SCO, Class A), Biyu, Julie, and Kathleen all stated outright that *Communities*-oriented goals were seldom or never addressed; Marcus (mid-level *Communities* orientation, Class B) stated that *Communities* and *Connections* received the least attention; and Nate (Weak *Communities* Orientation [WCO], Class B) could name ways in which all of the other *Cs* (except *Communities*) had been touched on in class.

Only one out of the six interviewees thought that *Communities*-oriented goals would be achievable in German classes. Marcus (mid-level *Communities* orientation, Class B) stated that *Comparisons* and *Communities* would be the easiest goal areas to reach. Besides Marcus, none of the participants were optimistic (or in some cases, even aware) that TL communities could be built in the classroom environment (i.e., that a Type B TL community would even be possible).

5.1.2c.II. Local communities beyond the classroom with use of the target language (TL)

In addition to their sense that they were not forming communities in their classes, most of these students also did not take part in the local community that was built on TL practices outside of their class. This was true even if they felt that they would be more comfortable speaking German with other learners than with GS-NSs. For example, Marcus (mid-level *Communities* orientation, Class B) explained:

When [I'm talking] to somebody else who's learning, I feel like you're a little bit more at ease, 'cause they're also learning, so they're going to be like "okay"... But if I went to Germany or whatever right now and tried to talk to somebody, they'd be like "Okay, what's this guy doing?"

Marcus was not confident in his ability to use German with GS-NSs; instead, he felt more comfortable with the idea of using the TL with his peers. However, as shown in his responses on questionnaire items, he did not make efforts to interact with other German learners or to use German beyond the classroom setting.

It is important to note that the German department at this institution regularly offers events and outlets for learners to build communities around TL use (e.g., coffee hours, film nights, German Club, events at a German-language dorm in the International Learning Community, etc.). The opportunities were there, but learners simply did not take advantage of them. As was shown in RQ 3b (*“How did beginner-level learners of German in a university setting who had a strong and those who had a weak orientation toward Communities compare in terms of their accounts of the German-speaking communities with which they communicated in German?”*), 91% of the WCO group’s reported German-speaking contacts and 92% of the SCO group’s reported German-speaking contacts were from an educational setting (i.e., they were teachers and classmates). However, results from RQ 3d (*“How did beginner-level learners of German in a university setting who had a strong and those who had a weak orientation toward Communities compare in terms of their accounts of how much of their communication with other German speakers was in German?”*) indicated that both groups reported little to no use of German with these (or other contacts) beyond the classroom.

In other words, most students were not meeting ACTFL’s goal of using German *beyond* the classroom setting. There were at least two reasons for this finding, which both became evident when participants were asked in the baseline questionnaire to describe in their own words the German speakers with whom they were already in contact and with whom they would like to be in contact outside of class: 1) About half of the participants did not have German-

speaking contacts other than their teachers and classmates with whom they could communicate; and 2) students did not identify their classmates as contacts with whom they would want to use German beyond the classroom. Students referenced family members (both GS-NSs and learners), friends whom they had met in local settings, host families from trips to German-speaking countries, past foreign exchange students in their own schools, and past and current German teachers – but not one single participant in the sample of 23 mentioned their current classmates.

During interviews, Nate (Class B), despite his weak orientation toward *Communities*, was in fact the only participant who talked about using the TL with other learners of German beyond the classroom setting (i.e., who took part in what I would call a Type B TL community). However, he assigned a somewhat negative value to this experience, as it made him feel that his German skills were weaker than those of his peers. He said, “With the *Kaffeestunde*²⁷, I have been connected to a lot more students, and even higher level students that speak more, even though I kind of feel, you know, a little – or a lot behind them.” Although he did make efforts to use German outside of class, he also did not feel that the use of the language with other German learners beyond the classroom setting was enough to consider this group a “community.” I speculate that there could be several reasons for this: Nate’s imaginings of TL communities (as Type A – consisting primarily of NSs) were so firm that he did not consider that he and his peers could be a German-speaking community; the coffee hours may have felt like artificial social opportunities that had been imposed upon them as a supplement to the class; enrollment in a German course and use of the language did not play a great enough role in learners’ identities to

²⁷ *Kaffeestunde* is a weekly German-language coffee hour that is organized by graduate students in the German department. Teachers and learners of German of all levels in this institution are invited, but it is primarily attended by students at the beginning and intermediate levels.

be considered a shared interest; or the learners' language abilities were so limited that they were not able to form bonds.

5.1.2c.III. Local communities beyond the classroom without the use of the target language (TL)

Biyu (SCO) and Arissa (SCO) were in the same class (A), and when I met them both during the group interview, it seemed clear that they were friends. However, Biyu did not perceive a friendly atmosphere in the class as a whole. Although she felt comfortable with her fellow Asian classmates (including Arissa), Biyu expressed uncertainty about whether she was liked by the American students in the group. She said that there were divides within their class between the Asian and American students, which she saw as an insurmountable barrier to building a class community. Arissa stated that bonds had been formed between herself, Biyu, and their other Asian classmates; this community consisted of learners of German from the same class, but it was not defined by use of the TL (i.e., it would be Type D TL community according to my earlier classification). Arissa explained, "I think we get along with each other very well, and we help each other a lot. [We talk] not in German, but maybe in English²⁸. We go to breakfast together and stuff." Although she thought that she would be friends with her classmates once the class was over, she did not believe that they would use German together. She re-emphasized that "*Communities* is the hardest goal area to achieve." In this case, their identities as Asian students studying German at an American Midwestern university were the common ground that allowed them to form ties, even as these same ties separated them from other students of German in the same class, and the use of the German language contributed little to nothing to the communal sentiment.

²⁸ Arissa explained that this group was comprised of Asian students with a variety of L1s, including Malaysian, Chinese, and Korean students who were studying abroad, as well as Asian-American students.

5.1.2d. Implications based on students' imaginings of target language (TL) communities

Although some of the students showed that they did want to become part of a German-speaking community of practice, affiliation does not guarantee assimilation (Lave & Wenger, 1991). I did not find evidence that learners had access to the necessary resources or contacts to achieve their personal *Communities*-oriented goals (i.e., to engage with GS-NSs). Based on questionnaire data and interviewees' comments, a hierarchy emerged in terms of the value that students place on different types of TL communities: Physical GS-NS communities were the type of TL community that most learners imagined and valued; some learners envisioned virtual communities with GS-NSs as possibility; and local groups of GS-NNSs were the least appreciated by students, to the extent that students may not have seen any possibility for forming a community with their peers. I have drawn several pedagogical implications relevant to involvement in each of these types of groups, which I will discuss here.

5.1.2d.I. The top of the hierarchy: German-speaking native speaker (GS-NS) communities

Students primarily envisioned TL communities as consisting of GS-NSs who reside in a TL-speaking country. Although it is not possible for TAs to bring their classes into German-speaking countries, this suggests that even first-semester German classes are a place in which study abroad should be promoted. I recommend that teachers at all levels invite guest speakers from study abroad offices or themselves present information about the opportunities that are available to students. Additionally, if there is a local community of NSs of the TL, community-based learning and community service learning projects may be worth consideration (see also Jorge, 2012; Lear & Abbott, 2008; Overfield, 1997; Pellettieri, 2011; Weldon & Trautmann,

2003; Zapata, 2011), although students' impressions and the lasting impact of such projects bear further investigation.

5.1.2d.II. The middle of the hierarchy: Virtual communities with German-speaking native speakers (GS-NSs)

RQ 3e (*“How did beginner-level learners of German in a university setting who had a strong and those who had a weak orientation toward Communities compare in terms of their accounts of whether they engaged in each of 22 types of technology use?”*) addressed the different types of technologies that participants reportedly used in general and in German. Unfortunately, pertinent analyses were not able to determine whether the people with whom the learners interacted via digital technologies were GS-NSs or GS-NNSs. However, before they filled out the technology-use table in the baseline questionnaire (which was used to answer RQ 3e), participants described in their own words the role that technology actually did play for them in terms of entering into or staying in contact with GS-NSs and GS-NNSs. For the participants who did report that they had contact with speakers of German beyond the classroom setting, Table 23 in Appendix 15 shows the different ways that participants said that they had stayed in touch with their GS-NS and GS-NNS contacts, along with the percentage of participants who mentioned each method of communication.

There were several observable differences in the rank orders of the reported methods of communication with GS-NS and GS-NNS contacts, respectively. Facebook ranked much higher with GS-NS contacts (reported by 80% of participants with GS-NS contacts) than it did with GS-NNS contacts (reported by 27.27% of participants with GS-NNS contacts) and so did Skype (reported by 60% of participants with GS-NS contacts and 36.36% of participants with GS-NNS contacts). In the latter case, this was likely because GS-NSs would probably be residents in a TL-

country (i.e., students' ideal contacts), whereas GS-NNSs would not. Voice over Internet Protocols such as Skype offer an inexpensive and uncomplicated opportunity for face-to-face communication with someone who is abroad. Phone calls and text messaging were less popular ways to stay in touch with GS-NS contacts relative to the percentage of participants who reported their use with GS-NNS contacts²⁹, and a greater percentage of participants reported that they used e-mail to stay in touch with GS-NNS contacts than with GS-NS contacts³⁰.

Differences between rank orders notwithstanding, it is important to note that exactly the same seven types of communication were reportedly used for interactions with both GS-NSs and GS-NNSs. Nevertheless, as shown in RQ 3e, even students who had a strong desire to reach out to German-speaking communities engaged in little or no technology use for this purpose, particularly in the TL. Showing students how they can use familiar tools to enter into and maintain contact with German speakers in the TL may be the quickest and easiest way for students to begin building German-speaking communities. Although a wider variety of tasks and tools (e.g., blogs and microblogs, applications for chatting and sharing on mobile devices, video games with chat options, etc.) could potentially be very valuable, teachers may need to expose students to these resources and train them to use them in the TL before students will be comfortable enough to engage in those activities autonomously.

²⁹ This is likely because there is extra financial cost associated with international calling and text messaging. None of the participants said that they used free apps like iMessage, Snapchat, or WhatsApp for text- or instant messaging.

³⁰ As shown in RQ 3e, e-mail was the most common way in which teachers (in this study, all GS-NNSs) stayed in touch with their classes, which could account for the difference in the percentage of participants who said that they used this method of communication with GS-NSs or GS-NNSs.

5.1.2d.III. The bottom of the hierarchy: Communities of German-speaking non-native speakers (GS-NNSs)

Five out of the six interviewees agreed that *Communities*-oriented goals were the least achievable within a classroom environment. Other researchers have also suggested that communities of practice cannot be built in classes due to the institutional setting, in which students may lack common interests, where their expertise is varied, and where there are few opportunities for sharing and co-constructing knowledge (Gee, 2005; Haneda, 2006; Magnan, 2008). This stands in opposition to ACTFL's aspirations for learners:

[The *Communities Standard*] focuses on language as a tool for communication with speakers of the language through-out one's life: in schools, in the community, and abroad. In schools, students share their knowledge of language and culture with classmates and with younger students who may be learning the language (NSFLEP, 1996, p. 7).

I therefore believe that it is important to help students recognize the potential communities in their local setting.

One way that teachers can facilitate this process is to allow students in class to get to know each other and form partnerships and subgroups based on commonalities. Once students have identified bonds among themselves (e.g., Korean heritage or an interest in rugby), the instructor can then encourage them to do tasks and projects that allow them to further explore their shared interests, and even potentially find parallel communities in a German-speaking country (e.g., a community of Koreans who live in a German-speaking country, or GS-NNSs with an interest in rugby). If, in the classroom, students develop a stronger sense that they and their classmates are a community (i.e., they realize that a Type B TL community is possible) and in some cases, their GS-NNS educational contacts could even cross the boundary and become GS-NNS friends (see RQ 3c [*How did beginner-level learners of German in a university setting who had a strong and those who had a weak orientation toward Communities compare in terms*

of their accounts of how frequently they communicated with those German-speaking communities?”] and RQ 3d), it seems that students would be more likely to attend German-related events together and to use German within local communities.

5.2 Students' Perceived Barriers to Target Language (TL) Communities

Data obtained to answer RQ 2 showed that “to be able to speak with native German-speaking friends/family” was among the most important objectives out of 29 possible goals for learners in this study; 75% of the 23 participants rated this as a goal that they absolutely (100%) wanted to achieve, and as shown in Table 9a in Appendix 11, participants rated this as the sixth most important out of all 29 goal items (mean = 89.5, $SD = 24.17$). However, these students were unfortunately not optimistic that this goal was within their reach. Students perceived various barriers between themselves and their ideal (GS-NS) TL communities, which I will outline here. I will also provide some suggestions for overcoming those barriers.

5.2.1. Desirability versus achievability

In addition to rating how much they wanted to achieve each goal, participants indicated (from 0-100%) how likely they believed they were to actually accomplish each goal by the end of their language studies. It is perhaps telling that these learners' mean composite score on “how much would you like to achieve this” ratings for the *Communities* goal area was 66.24/100 ($SD = 27.43$), while their mean composite score on “how likely is this to happen” ratings for the *Communities* goal items was 52.13/100 ($SD = 19.27$) – a statistically significant difference in a two-tailed t -test of dependent means at $p \leq .05$ ($t = -3.583608$; $p = 0.001656$). For the specific goal item (“to be able to speak with native German-speaking friends/family”), the average score for how much they wanted this to happen was 89.5/100 ($SD = 24.17$); the average score for how

much they believed this could happen was 71.25/100 ($SD = 27.33$). In a two-tailed t -test of dependent means, the difference between the desire to achieve this goal and the belief that it could be achieved was indeed statistically significant at $p \leq .05$ ($t = 4.203243$, $p = 0.000482$). Similarly, Magnan et al. (2012) found that *Communities* was the *Standard* with greatest gap between students' desire to achieve it and the belief that it could be achieved.

In her work with L2 immigrant learners of English, Norton (2000, 2001) showed that imagined communities have a powerful motivational function; however, that did not seem to be the case for FL learners in this study. Perhaps FL instruction did not go far enough to help students imagine themselves as proficient speakers of the TL who could have personal relationships with GS-NSs. The lack of a powerful self-image (Higgins, 1998) combined with the fact that learning German as a FL does not enjoy the global status (Ushioda, 2011) and social prestige that is associated with English as an L2 (cf. Norton, 2000, 2001) could explain students' lack of motivation and goal-oriented actions, that is, why they did not attempt to enter into German-speaking communities via digital technologies or in virtual environments.

5.2.2. Perceived barriers to German-speaking native speaker (GS-NS) communities

Other researchers have found that lack of access to physical TL communities, low proficiency in the L2, high anxiety when using the L2, self-consciousness, and lack of self-confidence were seen by students as obstacles to participation in TL communities (Lam, 2004; Liu & Littlewood, 1997; Pasefield-Neofitou, 2011; Wu, 2012). The hindrances that learners in this study articulated sometimes hinted at the fact that they were solely envisioning communities of GS-NSs to which they did not have ready access. Julie (mid-level *Communities* orientation, Class A) did not plan to study abroad and so doubted the feasibility of gaining membership in a

TL community, and Nate (WCO, Class B) also described geographical distance as a barrier to community building.

Perceived language deficiencies were also a concern for participants in this study. Several times throughout his interviews when discussing what prevented his participation in TL communities, Nate mentioned anxiety about “fumbling over [his] words,” feeling like an “idiot,” and being embarrassed about speaking German badly “like a typical American.” He did not feel that he would be able to “speak to a native speaker.” Many NNSs are unable to see themselves as legitimate speakers of their TL because they compare their speech to that of NSs (e.g., Alptekin, 2002; Cook, 1999; Golombek & Jordan, 2005; Widdowson, 1994). Clearly, Nate did not see himself as a multi-competent L2 user (Cook, 1992, 1999) – only as a L2 learner with deficient language abilities. As Wenger (1998) explained, individuals who participate in social actions will adapt to the real or imagined norms in that community; however, if learners like Nate or Marcus (see Sections 5.2.2 and 5.1.2c.II, respectively) imagine GS-NSs as the TL community, but cannot adapt to their language use to unattainable NS norms (Cook, 1992, 1999; Kramsch & Whiteside, 2007; Sridhar, 1994), this disparity can lead to a lack of investment in the community (Kanno & Norton, 2003).

Some learners in this study were also able to reflect on ways that they were different from GS-NSs whom they knew or imagined, which acted as barriers to participation in TL communities. For example, Julie (mid-level *Communities* orientation, Class A) did not want to establish a relationship with just any GS-NSs; they would also need to be close to her age. This became clear when she was asked what she would like to ask GS-NSs about if she were to meet them. She responded:

Ohh, what *wouldn't* I like to ask them about? Um, I would have to think, because there's a lot of stuff I would want to know about. [...] My friend's mother is actually German. I've never asked her about anything, but that's mostly because she is my friend's *mother*. She's ... I don't like to question older, like older generations when I know them really well.

Even though she had regular contact with a GS-NS and had many curiosities about the culture, she did not use German to interact with her friend's mother or ask questions about the culture, because she thought their age gap was a barrier.

Biyu (SCO, Class A) also believed that societal differences acted as obstacles to Asians who wished to integrate into Western societies; she was unable to envision multi-cultural interactions but saw parallel (and separated) societies. She talked about this several times at some length:

I think it's really hard for Asians to actually get into this kind of society and community. 'Cause if you are not getting married with somebody else that is actually German or Western people, it's really hard for you to actually fit in to it and get accepted by the main community. [...] And they actually don't mix circles, they actually don't wanna let somebody else ... just get in and play with us. That would cause some conflicts, if like, if I'm playing with [my German friend's] circle, my own circle doesn't accept me. And actually sometimes [her] circle, maybe some people, not [my German friend], do not accept me well. That's the point where I might feel upset. I would feel isolated by two groups. And if I actually wanna get in to the society, it's really hard if you don't make strong connections with somebody, like friendship or loveship. And I think this kind of obstacle is everywhere.

Biyu later reiterated that she felt like she would be stuck on the periphery (or “on the outside”) of the community, rather than being fully integrated. This is particularly regrettable from an educator's perspective because of all interviewees Biyu had indicated the strongest alignment with the *Communities* goal area and she also had expressed a clear vision for how she hoped to become part of German-speaking culture in the future. She was notably frustrated by her own belief that she would be unable to break through:

It's always like European people play with European people, they stick together; and American people stick together; and Hong Kong people stick together; people from

China mainland stick together. Usually they make groups. And I'm always trying to break the groups. I wanna just get in! And I wanna spread the message that I wanna get in – don't just avoid me; I'm trying to talk to people from other [circles].

Biyu did not feel optimistic about her ability to fully integrate with a community of German speakers, either in the Western FL classroom or in a German-speaking country. She felt that she lacked the ability to move from being a peripheral participant to a more central member in a German-speaking community.

5.2.3. Implications drawn from students' perceived barriers to target language (TL) communities

It seems that Biyu distinguished among 'Easterners' and 'Westerners', respectively, with different degrees of shading. In the two quotes above and elsewhere (when she was talking about the Asian students in her class), she was careful to distinguish between students from different parts of Asia (e.g., Hong Kong, China, Malaysia, Korea, etc.). In contrast, she placed German speakers within larger classifications (as Europeans or Westerners, akin to Americans) instead of identifying them as a stand-alone group. For example, she aligned 'German' and 'Western' people, to include Americans, in the first quote in 5.2.2., but in the second quote, she distinguished between Americans and Europeans while aligning Germans with Europeans and, at the same time, distinguishing them from Americans. It is interesting to note the apparent divides between 'non-American' (Asian) and American students that emerged in Class A in light of the fact that American universities are populated by ever more non-Americans (Simmons, 2013, 2015). This leads me to question whether there is a universal definition or perception of multiculturalism. If one divides the cultural universe differently by parceling it into different labels, one may come away with a different understanding of what multiculturalism is.

Moreover, the Ad Hoc Committee on Foreign Languages of the MLA reported (in *“Foreign Languages and Higher Education: New Structures for a Changed World”*) that the

usefulness of studying FLs is no longer up for debate, because (among other reasons), “language is a complex multifunctional phenomenon that links an individual to other individuals, to communities, and to national cultures” (MLA, 2007, p. 2). In the committee’s view, the development of both translingual and transcultural competence should be the primary aim of FL curricula in American higher education, because “deep cultural and linguistic competence are equally necessary if one wishes to understand people and their communities” (p. 2).

The report problematizes the bifurcation of FL departments into two separate domains (language versus cultural studies), because, it argues, only if both of these skill sets are addressed simultaneously can learners gain the ability to operate “between languages” (p. 3-4). The report also asserts that “students are educated to function as informed and capable interlocutors with educated native speakers in the target language” (p. 4). It further emphasizes that, in order to realize these objectives, teachers at all levels should be involved in revamping programs and classes to incorporate linguistic and cultural learning at all stages in the curriculum. Relevantly, the report suggests that all learners should study abroad and that PhD-granting institutions should enhance graduate student training in languages, teaching, and technologies so that the future professoriate learns how to facilitate translingual and transcultural competencies.

Data for my study were collected five years after this MLA Report was published. Unfortunately, based on this sample of beginning-level learners of German in a university setting, it seems that the goals that were outlined in the report have not yet been realized. The report – issued in 2007 – emphasized that students should gain translinguistic and transcultural skills so that they can successfully communicate with NSs, but approximately 50% of learners in my study – for which data were gathered in 2012 – did not have contact with GS-NSs within or beyond the classroom setting. Overall, these learners reported little use of the TL or of

technology to expand transcultural knowledge or enter into communities of GS-NSs.

Additionally, just like the learners in my study, the MLA Report neglected to point to the value of using the TL within one's local community (which is included in *ACTFL's National Standard 5.1* "learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world," Redmond, 2014, p. 7).

The committee emphasized the necessity for restructuring FL programs and curricula in American higher education in order to suit the needs of a dynamic, increasingly globalized environment that has undergone rapid changes. I argue that as Americans become more multicultural/multiethnic and as students at American universities tend to be less 'American' (and more 'international'), we may need to continue to rethink our audience(s) and reassess their needs. Although I do find the MLA's suggestions for developing translinguistic and transcultural competence valuable, for future consideration, I would suggest that they should add a third skill area – that of *transcommunity* competence. This type of competence, in which students could learn their own potential for participation and membership in a variety of communities and would develop strategies for overcoming perceived barriers to their ideal communities, would be necessary for learners to be fully able to operate "between languages" (MLA, 2007, p. 3-4).

5.3 How Students Used Technology to Learn about and Interact with the German Language and German-speaking Cultures and Communities

The Internet allows learners to act autonomously and FL students may experience reduced anxiety and insecurities when using the TL via digital technologies (e.g., Arnold, 2002; Beauvois, 1995, 1999; Blake, 2013; Kern, 1995; Sullivan & Pratt, 1996; Tallon, 2009; Warschauer, 1995). Kramsch (2006b) explained that virtual settings allow learners to explore many different possible selves, both real and imagined. It seems that the relative anonymity

provided by online environments might be the ideal space for learners to overcome affective barriers and to enter into German-speaking communities in the globalized setting. In the following section, I will address students' perceptions of the potential uses and limitations of technology for community building, and the reasons why they did and did not use digital technologies to enter or establish new German-speaking communities.

5.3.1. Students' perceptions of the potential uses of technology for community building

Although RQ 3e showed that participants made limited use of technologies for maintaining contact with German speakers and no use of technologies for establishing or entering contact with German speakers, learners in this study did acknowledge the possibility for accessing TL communities beyond the classroom setting via digital resources and in virtual environments. Beyond the section of the baseline questionnaire that asked participants for specific information about how they engaged in 22 types of technology use (which was used to answer RQ 3e), they were also asked to describe the role that technology could play in establishing or maintaining contact with German speakers. In their responses, participants mentioned that they could both access GS-NSs in case they did not already have contact with them, and they also said that technology could be used to stay in touch with people whom they already knew. Additionally, they listed specific tools and resources, such as Skype, Facebook, Twitter, e-mail, instant messaging online, text messaging on mobile devices, telephone conversations, and general use of the Internet.

Biyu (SCO, Class A) had done much of her learning about American society and English online, and she similarly believed that the Internet could facilitate valuable encounters with German culture (in particular, music and television). When asked what she might learn from

those resources, she explained, “Cultural stuff. I think you practice also listening, in a way, and there are always subtitles. Sometimes I’ll grab some vocabulary and verbs, and learn how to make sentences. And I’ll try to be like a German.” When she was then asked if it was her goal to try and be more like a German, she elaborated, “Sometimes. ‘Cause I wanna go to Germany to spend some time, for like a year or two, and study there. So that’s ... you stay in Germany, and you’d be a German if that happens.” Although she described the ways she could learn about language and culture and she expressed the hope she would someday become integrated into a German-speaking community, she did not express that she had used the Internet to establish or maintain connections with other German speakers.

Marcus (mid-level *Communities* orientation, Class B) was the only interviewee who brought up the possibility of meeting or getting to know German speakers in virtual settings. He explained:

I think it’d be cool to maybe get a penpal that’s in Germany, or somebody who speaks German, and then you can talk to them online. Or like another classroom that’s in Germany that’s learning English. Or something like that, where you can talk to them ... Yeah, exchange info, kinda learn more. You know, there’s the full culture, but then there’s also the individual cultures of people.

However, Marcus did not actually take steps to connect with German speakers outside of the classroom; he simply acknowledged the possibility of doing so.

5.3.2. Students’ perceptions of the limitations to technology for community building

When the interviewer asked Julie (mid-level *Communities* orientation, Class A) if there was anything that one could do on the Internet to learn more about German-speaking cultures and communities, Julie said, “I don’t think so, not really. I feel like whatever’s on the Internet was first in the classroom and then they translated it to the Internet to do things.” Further comments provided evidence that the participants did not truly envision the use of technologies

as a way that they *would* contact speakers of the TL, even if they had acknowledged that they *could* do so. Biyu (SCO, Class A) implied that she could only be a member of a TL community as long as she remained a physical part of it when she said “I think the community and drawing in is temporary... And I’ll leave. Maybe we’ll make connections, and we’ll talk to each other, but as a whole large group I cannot make connections with everybody. Yeah, so after that I will go.” She did not imagine the potential role of technology for maintaining contact with a community of GS-NSs if she were to physically leave the group.

Often, when asked about the value of technology, participants’ minds went straight to a rather narrow definition of language learning. In a group interview, participants from Class B were asked if and how they thought technology could ever be a suitable substitute for language classes. Jack (WCO) was the first to respond, when he said, “I mean, I think [the online exercises were] definitely helpful for like practice and stuff, but I definitely need someone to talk to.” Nate (WCO) quickly agreed, “Yeah, I don’t think you could actually fully learn a language outside of a classroom setting. I just don’t foresee that happening.” In her individual interview, Julie (mid-level *Communities* orientation, Class B) was asked to discuss the value of technology for learning about languages and cultures. She responded, “a lot of people are trying to move towards like Rosetta Stone and a lot of the online stuff and computerized stuff ... That’s good to a degree, but to me, you really need the person-to-person interactions to really get it ...” In all of these quotes, it is apparent that the use of technology for interaction with speakers of the TL did not come to participants’ minds.

5.3.3. The reality of students’ use/non-use of technologies for community building

Students did report in the baseline questionnaire the use of a wide variety of digital tools in their everyday lives (e.g., more than half of the learners in both the SCO and WCO groups

reported that they listen to music or watch music videos; read and write e-mail; talk on the phone; watch movies; post to social media; watch videos made by others they do not know personally; search for websites; start and respond to text chats; and play video games). However, they reported using only a relatively narrow range of those resources to maintain relationships with their ideal German-speaking communities. As discussed in Section 5.1.2d.II, Facebook was the most common means through which participants said that they said they were in contact with GS-NSs (as reported by 34.78% of participants), which was followed by Skype (26.09%). Text messaging/instant messaging and e-mail were each reported by 13.04% of participants, and lastly, one participant of the 23 (4.35%) reported that she had spoken on the phone with GS-NSs.

The only interviewee who talked about using technologies with personal contacts in German beyond the classroom setting was Nate (Class B), who had the weakest orientation toward *Communities*. He explained:

I'll send text messages in German sometimes to my buddy. He ended up downloading a translator on his phone because I was doing that quite a bit. When I get a few drinks in me, the German comes out! 'Cause then I don't care if I sound like an idiot, especially to my friends who don't know what I'm saying. Then I'll just, I'll think of something and then I'll send it to them and they'll be like, "well why'd you say that?" And I'm like "why not?" You know? And then he goes and translates it with his app. And most of the time, the message I sent is the one I meant to convey, so it's kind of cool.

Although Nate did take some pleasure in his ability to speak German, he had mentioned several times that his German was not good enough to use with GS-NSs and he clearly lacked the confidence to pursue those types of relationships. Therefore, his use of the TL via technologies was limited to interactions with friends who were not German speakers at all.

I (and other researchers, e.g., Blake, 2013; Ennis, 2011; Jones, 1998b) have suggested that technology holds great potential for allowing learners to get in contact with NSs of their TL.

On the one hand, some participants' comments illustrated that they were aware of a few ways that technology could be used to establish or maintain contact with German speakers, and some (43.48%) reported having used technologies to maintain relationships with GS-NSs (i.e., students' ideal contacts. On the other hand, 52.17% of participants said that in actuality, technology did not play a role in helping them get to know or stay in touch with GS-NSs within or beyond the classroom setting, and no participants reported that they had used technologies to seek or establish new relationships with German speakers, even when they had expressed a strong orientation toward *Communities*.

5.4 The Lack of a Relationship Between Communities Orientation and Technology Use

Participants who had a strong orientation toward *Communities* were not more likely to engage in technology use to enter or establish new German-speaking communities than their peers with a weak orientation toward *Communities*. To provide some possible explanations for this finding, I return to theoretical frameworks that were first visited in the literature review.

5.4.1. A return to theories on communities, motivation, goals, and behaviors

Of the 23 participants, 60.87% had been categorized as having an above-average orientation toward participation in German-speaking communities; however, few of the participants in the sample took action to participate in TL communities via digital technologies (even if they agreed that they would like to be able to use the TL with GS-NS friends and family members but did not already have these types of relationships with German speakers). The five learners with the strongest orientation toward *Communities* were no exception to this trend; the relative strength of a learner's community orientation did not predict the intensity of their community-oriented technology use. The lack of a relationship between an orientation toward *Communities* and the active pursuit of those communities provides a counterpoint to Gardner's

(1985, 2011) notion of integrativeness. In his work on Canadian L2 students, Gardner stated that integratively motivated learners would be active learners. In contrast to Gardner's claims, RQ 3e showed that participants with a strong orientation toward *Communities* were not necessarily the learners who engaged in more autonomous technology-use behaviors for the purpose of contact with communities of German speakers.

The precise reasons escape a definitive explanation at the moment, but beginning-level learners may have lacked the confidence or competence to engage in technology-use behaviors in the TL to enter into relationships with German speakers. According to Self-Regulation Theory, learners must be aware of their own agency and believe themselves capable of increasing that agency (Bandura, 1989; Bown, 2009). Activity Theory posits that humans act as a result of mediations (e.g., tools and relationships) that are made available to them and by them (Leont'ev, 1978). It could be that learners did not see themselves as agents who would be capable of working toward this goal because they were not familiar with the necessary contacts and were not competent or experienced with using these tools in their L2.

Moreover, students need to feel a sense of both belonging and competence in order for desires to lead to self-regulated behaviors (according to Self-Determination Theory; Deci & Ryan, 1985; Deci, Vallerand, Pelletier, & Ryan, 1991; Ryan & Deci, 2000a, 2000b). However, many students in this sample lacked German-speaking contacts beyond the classroom setting (i.e., they did not have anyone with whom they could belong) and some (like Nate, WCO, Class B, see Section 5.2.2; and Marcus, mid-level *Communities* orientation, Class B, see Section 5.1.2c.II) may have felt that their German abilities were not good enough to pursue contact with GS-NSs (i.e., they did not feel competent). Even if students did align with *Communities*-oriented goals, strong commitment towards goals and action toward the achievement of goals only occurs

when students can imagine their future selves and believe that they can be realized (according to Fantasy Realization Theory; Oettingen, 1996, 1999).

Similarly, an ideal self (Dörnyei, 2005, 2009; Markus & Nurius, 1986) can only be motivating if certain conditions are met: 1) There is a detailed and strong self image; 2) it seems plausible that the individual can realize their ideal self; and 3) the image of the ideal self is activated by accompanying procedures to enable the learner to realize it (according to Self-Discrepancy Theory; Higgins, 1998). It seems unlikely that learners could imagine or idealize membership in a German-speaking community without the necessary contacts or language skills. Lastly, based on the Socio-Contextual Model of L2 Learning (Clément, 1980; Noels & Clément, 1996; Rubenfeld et al., 2006), contact with L2 speakers or their media leads to L2 confidence, and learners who are confident will in turn pursue more L2 contact. However, in FL settings, most learners do not have contact with TL speakers or their media in the local environment.

Therefore, more must be done to expose students to contacts and activities that will help them gain confidence and a sense of competence and to show them resources that will enable them to pursue TL contact beyond the classroom setting, particularly in ways that help them achieve the *Communities*-oriented goals that they believe are most important for their own learning. For example, interactions with GS-NSs via digital technologies in a scaffolded (classroom) setting would enable learners to practice the TL; it would introduce them to GS-NS contacts; it would show them ways they could maintain contact with German-speaking contacts

beyond the classroom setting; and it could help them gain confidence and sense of competence with regard to use of the TL with NSs of the TL.

5.4.2. Intersections between existing relationships, technology use, and learning goals

Besides *Communities*-orientation, there may have been other factors that more strongly related to technology-use behaviors, including one that surfaced in my qualitative data. Results showed that although participants had not used technologies in an attempt to enter or establish new German-speaking communities, several participants had used technologies to maintain existing relationships with German speakers. It also seems that existing relationships may have factored into students' learning objectives. One item in the baseline questionnaire asked participants to describe how their relationships with German-speaking contacts influenced their learning goals. Although some students responded that there was no connection between having German-speaking contacts and their aims, many students were able to give a precise account of the connection between TL communities and their learning goals. Several students pointed out that having German-speaking contacts could help them with their language studies; others wanted to connect with German-speaking contacts that could help them reach career goals; and some mentioned specific ways in which their relationships with German speakers had inspired their learning, which included the following:

- “After staying with [my host family in Germany], I wanted to learn more German so that I could return some day and speak it with them.” (*Communities* score = 75.71/100, Class C)
- “Having a friend who speaks German swayed me into taking German classes.” (*Communities* score = 60/100, Class C)

- “[My family members] have been teaching me things about German language and culture my whole life.” (*Communities* score = 68.57/100, Class A)
- “I visited friends in Germany making me want to become a part of its society.” (*Communities* score = 100/100, Class E)

All four of these participants who referenced specific ways in which contact with German speakers had influenced their learning goals rated the questionnaire item “to be able to communicate with native German-speaking friends or family” as a learning goal that they absolutely (100%) wanted to achieve, and their average score on the *Communities* goal area was 76.07/100 ($SD = 17.2$). In contrast, there were seven students who had said that contact with German speakers did not influence their learning goals in any way; four of them were among the five participants with the overall lowest scores on the *Communities* goal area.

The relationship between participants’ German-speaking social networks and a positive orientation toward *Communities* (or a lack of a German-speaking contacts and a relatively negative orientation toward *Communities*) suggests that a desire for future contact with German speakers may shape and/or be shaped by students’ offline social networks (see also boyd, 2007). All four participants who were referenced above specified contacts that included friends or family members; it is therefore possible that the type of contacts that students had played a role in their alignment with *Communities*-oriented goals. I speculate that if learners have strong personal ties with German-speaking contacts, they may be better able to visualize themselves as

German speakers and thus more likely to align with goals that would enable them to realize that identity (see also Anya, 2011).

5.5 Summary

Although many participants placed a high value on taking part in a German-speaking community, they felt this goal would be difficult or impossible to achieve in their classes. I hypothesize that an important reason for the incongruence between students' desire to meet *Communities*-oriented goals and the belief that they would be achievable is the following: When learners imagined TL communities, they imagined GS-NSs resident in a TL-speaking country. Many participants did not have access to GS-NSs so that by their own definition, they and their peers were disqualified from forming a German-speaking community.

Technology seems like an ideal outlet for participants with a strong desire to meet *Communities*-oriented goals to pursue desired relationships with GS-NSs. Indeed, 47.8% of participants reported that they had used digital tools to maintain relationships with German-speaking friends and family members. Unfortunately, 34.78% of the participants in this study reported that they did not have German-speaking contacts and would therefore have no real TL communities with which they could maintain contact. In terms of reaching out to their imagined communities, *none* of the 23 participants in this study had attempted to establish or enter new TL communities in virtual settings. All of the interviewees mentioned ways in which the Internet and digital technologies could be helpful for language learning; however, only one of the six interviewees even mentioned the possibility that one could interact with German speakers in virtual environments. This is problematic because there was a disparity between students' hopes for their own language learning and their belief in their ability to achieve those goals, not to mention the fact that they were not living up to ACTFL's *Standards* (NSFLEP, 1996). Learners

saw physical space, lack of confidence, poor language ability, fears of cultural exclusion, and age differences as barriers between them and speakers of the TL.

The few students who did use digital resources for communication with TL communities used them to maintain contact with German speakers whom they already knew, rather than to establish new relationships with speakers of German. Furthermore, they did so primarily in English or another L1 rather than in German. Since today's students are supposed Digital Natives and are part of the Net Generation (Cooke-Plagwitz, 2009; Prensky, 2001), and because social media and computer-mediated communication are a ubiquitous part of young people's lives (boyd, 2007), educators may wrongly assume that learners are familiar enough with technologies that can be used to access TL communities beyond the classroom setting (Cai & Zhu, 2012; Cooke-Plagwitz, 2009; White, 2012, 2013) and, further, ready and willing to use them. However, the present study showed that although students were aware of some technologies that could potentially be used for communication with GS-NSs, they reported the use of a fairly limited range of tools. At the beginning levels of FL learning, students may need guidance from educators to help them discover a wider variety of tools that they can navigate in the TL. Alternatively, the problem may not be uncertainty about available technologies but rather may rest with concerns about who will be on the other end of it. GS-NSs are idealized contacts but the concept of a GS-NS does not align with learners' possible selves or, at this level, even possible peers. It is therefore imperative that educators help learners increase their confidence and realize their own agency in terms of TL use within and beyond the classroom setting.

6.0 Future Research and Limitations

In this chapter, I will describe some avenues for future research that seem promising based on the present study, and I will outline limitations of the work that I have done.

6.1 Future Research

The findings and implications of this study point to directions for future research within three strands: 1) Participation in and perceptions of TL communities; 2) TL use beyond the classroom setting; and 3) technology use for explorations of and interactions with the target communities.

6.1.1. Future research on participation in and perceptions of target language (TL) communities

Although I was able to infer some of students' perceived parameters of a TL community from my interview data, it would be valuable to undertake more detailed research that also incorporates quantitative elements to explore specifically how students define a TL community; who they believe is or can be part of a TL community; and their own potential for membership in a TL community. My research showed that many students hope that they could someday be more involved with TL speakers, but I recommend that research should determine whether learners have clear ideas of how they could eventually become part of a TL community, and if so, why they sometimes do not pursue that goal. On a related note, my study showed that students do not see their classes as TL communities and largely believed that *Communities*-oriented goals would be difficult to achieve within a classroom. In future research, I would also like to ask learners what (if anything) they think could help their class become a community, and if and how they think *Communities*-oriented goals could be achieved as part of the curriculum. Likewise, a two-group experimental design could be used to explore whether an instructor's explicit mention of

the possibility to build and participate in a classroom community would impact learners' perceptions of the existence and value of a local TL community.

Furthermore, I was able to establish that learners did not use German with their classmates beyond the classroom in real or virtual environments. With regard to other contacts, though, my baseline questionnaire only explored the ways that students did and did not use technology for interaction with TL communities. To make students' overall community engagement clearer, I recommend that research tap into the opportunities that students see for involvement with TL communities in physical (i.e., non-virtual) settings; the extent to which they participate in those communities; and why the students who do not participate in those communities choose not to do so. In Discussion (Chapter 5), I suggested that more efforts should be made to build classroom and local communities; however, empirical studies would be necessary to determine whether certain community building strategies and activities are particularly successful for specific student populations. Since this study looked only at beginning-level learners of German, a longitudinal study design would be especially helpful to shed light on how TL communities can be built, maintained, and developed over time.

6.1.2. Future research on target language (TL) use beyond the classroom setting

The data in the present study spoke to the *quantity* of interaction that students reportedly had with German speakers via digital technologies – both in terms of how often they communicated with certain types of German-speaking contacts, and also the percentage of their interactions that were in the TL. A study that provides insight to the *quality* of those interactions would also be enlightening. In other words, research should investigate not just how much German learners use, but also what kind. Discourse analysis (e.g., of students' chat logs) could be especially useful for an investigation of this type. My work has shown that a fairly low

percentage of students' communication via digital media occurred in the TL, so it may be that their German use was limited to greetings and goodbyes, or other simple, scripted language scenarios. If that is the case teachers may need to strive yet harder to help students make their goal of using the TL to communicate with friends and family members a reality.

6.1.3. Future research on technology use for interactions with and explorations of target language (TL) communities

My research showed that few students had engaged in technology use in German to maintain relationships with German speakers, and that no participants had used technologies to attempt to establish new relationships with German speakers. Furthermore, I concluded that a strong orientation toward *Communities*-oriented goals was not a predictor of technology-use behaviors in the TL. With similar or the same methods as those used for the present research, it would therefore be valuable to investigate whether other goals were more strongly related to technology-use behaviors.

However, the fact remains that few participants used technologies (especially in the TL) to maintain relationships with speakers of German, and none had used technologies to enter or establish new relationships with German speakers, even when a) it was an important goal for them to be able to communicate with German speakers in the TL; b) they did not already have German-speaking contacts with whom they could accomplish this goal; and c) they did not imagine that this goal could be achieved in their classes. An implication that I have drawn from this is that, despite their status as Digital Natives and members of the Net Generation (Gee, 2012; Niño, 2009), L1 digital literacies are not readily transferable to the TL, at least in this population of beginning-level learners of German. Therefore, teachers need to train students to use the TL for use via digital technologies and in virtual settings. Unfortunately, my research cannot answer

the questions of how we can effectively teach students these skills or how students can be prompted to continue to the use of digital tools for interactions with German speakers beyond the classroom setting. Investigations in these veins are thus both relevant and necessary.

Finally, it would be also interesting to know how in-class lessons in which students learn about German-speaking cultures and communities may influence their self-initiated out-of-class learning behaviors. For example, as students learn about German speakers and their cultural practices, how do their personal opinions of these groups develop and change? Other researchers have suggested that learners' perceptions of TL communities – real or imagined – influence students' learning and identities (Pavlenko & Norton, 2007; Rubenfeld, Clement, Lussier, & Auger, 2006), and that learners will invest more time and energy into becoming more like the communities that they want to become part of (Murphey, Jin, & Li-Chi, 2004). Future investigations should incorporate classroom observations, technology-use logs filled out by students, and questionnaires and/or follow-up interviews to understand how in-class discussions on TL speakers and their cultural practices influence students' out-of-class technology-use behaviors for learning more about or engaging with those cultures and communities.

6.2 Limitations

Although this study has provided a foundation for explorations of how students' desire to become part of a TL community relates to out-of-class technology-use behaviors, there were some limitations to the design and analysis that could be mitigated in future investigations.

6.2.1. Limitations that pertain to design, data, and the sample

First, the length of the baseline questionnaire itself was a limitation; it was 18 pages long. Fatigue was clearly a factor, as seven out of the 30 of the questionnaires that were turned in

(23.33%) could not be used because they were incomplete. In addition to the fact that I could not analyze some of the volunteers' questionnaires due to incompleteness, it is also possible that students may have rushed through the final sections of the questionnaire out of a desire to be finished, and since the technology-use section of the baseline questionnaire came last and was central to the findings in this study, the data may not have been precisely exact. Similarly, participants also had no training on how to fill out questionnaire items; although they were given my contact information in case they needed any clarification, none of them asked any questions. Individuals may therefore have been unsure how to respond to some questionnaire items. Furthermore, all findings were based on self-report data, so it is impossible to know the extent to which participants' reports were wholly and accurately representative of their beliefs and behaviors.

I should also draw attention to the design of the baseline questionnaire items that measured *Communities*. As explained in Methods (Chapter 3), I chose not to include *Communities Standard 5.1* ("Students use the language both within and beyond the school setting") as worded in the NSFLEP (1996) or in the study by Magnan et al. (2012) because the wording is somewhat vague and only captures participation and membership in a TL community indirectly (Darhower, 2006; Magnan, 2008). To provide a more complete notion of *Communities* and to make the goal area clearer to students, the items with which I replaced *Standard 5.1* were the following: To be able to communicate with native German-speaking friends or family; to become a part of the German culture; to know about German speakers who resemble me in some way (age, student status, interests, etc.); to know about German speakers, German companies, or German cultural events in the [local city] area; to know about German speakers, German companies, or German cultural events in [the state] (other than [the local city]); and to know

about German speakers, German companies, or German cultural events in the US (other than [in the state]). As shown in Tables 3a-h in Appendix 4, Cronbach's alpha (α) for this goal area was high (0.908), which indicated that this revised *Communities* goal area can be regarded as a valid construct with good to excellent internal consistency; however, it is important to note that my *Communities* goal area was not identical to the *Communities* goals encompassed by ACTFL's *Five Cs* (NSFLEP, 1996), so any claims about students' alignment with *Communities* must be considered with this caveat in mind.

Another important piece of the picture which is only indirectly discussed in the present study is the role of the L1 for establishing or maintaining contact with speakers of German via digital technologies. Although in an ideal world, students would always use the TL to learn about and interact with German speakers, that is simply an unrealistic expectation at this level of proficiency; questionnaire data (and indeed, common sense) indicate that beginning-level learners of German use English and other languages to interact with German speakers. Open-ended items on the baseline questionnaire showed that (regardless of frequency or language of use) over half of the participants (65.22%) did utilize digital tools (most commonly, Facebook, but also Skype, e-mail, text and instant messages, and phone calls) to interact with German speakers; however, the technology-use table in the baseline questionnaire (in which participants recorded the technologies that they used, the types of people with whom they used them, and the amount of their interactions via the technologies that occurred in German) did not ask participants to distinguish whether their interlocutors were GS-NSs or GS-NNSs (e.g., they typically just wrote that they used a certain technology with 'friends' and not 'GS-NS friends'). I cannot be sure of the extent to which they used their L1 or a shared L2 to interact with other German speakers. I therefore recommend that future research in this area include a more

thorough exploration of how and why learners interact with speakers of the TL in their own L1 or perhaps a FL.

With regard to the participants themselves, it is important to note that this research was conducted with one small group of learners at one institution and with one TL. Furthermore, as mentioned earlier, completion of the baseline questionnaire (i.e., the requisite for participation in this study) required quite a bit of work for little compensation. Those students who self-selected to participate may have had particular motivations that set them apart from their peers. It is unclear whether they were representative of typical groups of German learners at this institution, and of course, findings cannot be generalized to other populations.

Similarly, the question I am most commonly asked when presenting this research to others is “well, what about learners with more advanced language skills? Wouldn’t they be more inclined to use technology to engage with German-speaking communities?” At first thought, it seems obvious that the answer would be yes, but I cannot be certain. After all, several participants in this study said that they did not use any technologies *in any language* to engage with German speakers beyond the classroom setting, even though they did describe ways in which they *could* interact with German speakers in virtual settings. However, I do suspect that there might be more use of technology for engagement with other speakers of the TL among advanced learners – not necessarily because of their better linguistic skills – but rather, because advanced students would be more likely to have gotten to know their classmates over the course of time (and thus ‘educational contacts’ may have crossed into the category of ‘personal contacts’, see RQs 3c and 3d), and because they are more likely to have studied abroad and formed ties with GS-NSs. In any case, future investigations should address broader populations with greater degrees of TL experience and proficiency.

6.2.2. Limitations that pertain to analysis of the data

The small sample size also played a limiting role in analysis of the data. In particular, in Table 7 in RQ 1 which showed differences in composite means between students' self-reported desire to achieve *Communities* and each of the seven other goal areas, I did not make a Bonferroni correction despite repeated testing. Results derived from inferential statistical analyses therefore must be viewed as exploratory rather than definitive in nature.

Furthermore, although I have explored *how much* of students' interactions with other German speakers reportedly occurred in German, I did not analyze the *frequency* at which they reported that they engaged with TL communities via digital technologies. A preliminary review of these data shows that, in most cases, if students used a technology at all, they used it on a regular basis. However, in the cases of watching videos made by others one knew personally and playing video games, there were more reported infrequent³¹ users than reported frequent users (for watching videos made by known others, 66.67% of the reported users were infrequent users and 33.33% of reported users were frequent users; for video games, 54.55% of the reported users were infrequent users and 45.45% were frequent users). Among the participants who reported that they video chatted, there were also nearly as many infrequent users (47.06%) as frequent users (52.94%). This has strong implications for the results of this study, as video chat was shown to be one of the most common ways that learners reported that they stayed in touch with GS-NS friends and family members. Bearing in mind that a relatively low amount of interaction occurred in German (as shown in RQ 3d), the overall amount of technology use in the TL beyond the classroom setting may be even less optimistic than originally thought.

³¹ "Infrequent" is defined here as once per month or less; "frequent" is defined as at least several times per month.

7.0 Conclusion

Perhaps the most fundamental finding of this research is how narrowly students define ‘community’ in the FL context. The participants in this study described groups of NSs situated in a TL-speaking country as the ideal TL community – a notion that (a) excludes the learners, by definition, from being putative community members themselves; and (b) constitutes but one of several definitions outlined in ACTFL’s *Standard of Communities*. Apart from the fact that this rather constricted view of ‘TL communities’ permanently excludes the students themselves from true membership (i.e., full or expert membership, in the terms of the framework of communities of practice, Lave & Wenger, 1991), it also verily requires either travel or technology to establish contact. However, in the case of the beginning-level learners of German in this study, technology was not used for establishing, but only for maintaining ties to such communities, and many students did not have existing contact that they could maintain.

According to previous research, contact with L2 speakers can increase confidence, and confidence can lead to more self-initiated actions for engagement in and with the TL (Clément, 1980; Noels & Clément, 1996; Rubenfeld et al., 2006); but students need to feel competent in order to be strongly committed to goals and engage in self-initiated behaviors to achieve those goals (Deci & Ryan, 1985; Oettingen, 1996, 1999; Ryan & Solky, 1996). Based on these guiding principles and findings from the present study, I conclude that learners without prior contact with GS-NSs lacked the confidence to attempt to establish any such contact on their own, even if they

had a strong desire to do so. Learners may have also been unaware of the full range of resources that they could use to reach out to their ideal and imagined communities.

In other words, the onus is on educators to help students expand their notion of who and what can be a TL community, and how one can maintain and, especially, establish ties to a TL community. If students persist in their currently attested definitions of an ideal TL community (i.e., GS-NSs who live in a TL-speaking country) – which references the geographically and socially most remote group – their *Communities*-oriented goals may seem too far beyond the learners' reach for them to even try to pursue them. Specifically, instructors should introduce students to TL contacts and train learners to use resources that will allow them to gain positive experiences with *Communities*-oriented goals both within and beyond the classroom setting (see also Wu, 2012). As shown by learner Marcus (mid-level *Communities* orientation, Class B), who was the only interviewee who talked about the possibility of getting to know German speakers in online environments and thought it would be “cool” to have German penpal or a cultural exchange with a class of German speakers, even learners who do not have a particularly strong orientation toward *Communities* may hope for and appreciate the opportunity to get to know GS-NSs in virtual settings. If teachers can pique students' interest and raise their confidence in using the FL in digital environments, learners' motivation to practice the TL outside of the classroom may be greatly increased (Brantmeier, 2003; Cai & Zhu, 2012; Cooke-Plagwitz, 2009; Niño, 2009; Ushioda, 2011). If they have positive experiences with TL communities, learners will also make more autonomous use of German and will invest more time and energy into shaping their identities as German speakers (Murphey et al., 2004) – and in time, we may be able to recover the “lost C.”

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Appendices

Appendix 1. Notice of Approval from the Institutional Review Board

Notice of Action

University of Wisconsin–Madison Institutional Review Board (IRB)

Principal Investigator: Jeanne M Schueller

Department: German

Co-Investigator: Monika M Chavez

Point of Contact: Kelsey D White

Protocol Title: DISS - Technology for FL Culture and Communities

Protocol Number: SE-2012-0524

IRB: Social & Behavioral Sciences IRB (Contact: 263-2320)

Committee Action: Approved on: **September 12, 2012** Expires: **September 11, 2013**

We have received the information you sent regarding the above named protocol. This information complies with the modifications required by the Institutional Review Board, and your protocol is now approved. You may begin collecting data at any time.

Thank you for your cooperation.

Special Notes or Instructions: The modifications requested have been submitted and this protocol is now approved per 45 CFR, 46.110 (b)(1), 7. Written, signed consent will be obtained. The IRB determined that the study was minimal risk.

INVESTIGATOR RESPONSIBILITIES:

Unless this protocol is exempt, or the IRB specifically waived the use of written consent, an approved consent form that is stamped with approval and expiration dates can be found on IRB WebKit. To find the stamped consent form, go to IRB WebKit at <https://rcr.gradsch.wisc.edu/irbwebkit/Login.asp>. Login and open this protocol number. The link to the consent form can be found on the left side of the page. All copies of the form must be made from this original. Any changes to the consent form must be approved in advance by the IRB.

Any changes to the protocol must be approved by the IRB before they are implemented.

Any new information that would affect potential risks to subjects, any problems or adverse reactions must be reported immediately to the IRB contact listed above.

If the research will continue beyond the expiration date indicated above, a request for renewal/continuing review must be submitted to the IRB. You must obtain approval before the current expiration date. If you do not obtain approval by the expiration date noted above, you are not authorized to collect any data until the IRB re-approves your protocol.

Signed consent forms must be retained on campus for seven years following the end of the project.

If you are continuing to analyze data, even though you are no longer collecting data, you should keep this protocol active.

Appendix 2. Consent Form for the Baseline Questionnaire

UNIVERSITY OF WISCONSIN-MADISON Research Participant Information and Consent Form

Title of the Study: Technology and Foreign Culture & Communities - Student Questionnaire

Principal Investigator: Jeanne Schueller (jmschuel@wisc.edu); **Co-Principal Investigator:** Monika Chavez (email: mmchavez@wisc.edu)

Student Researcher: Kelsey White (email: kdwhite2@wisc.edu phone: 937-477-8949)

DESCRIPTION OF THE RESEARCH

You are invited to participate in a research study about the ways beginning foreign language learners use technology to learn about German culture and communities and their reasons for doing so.

You have been asked to participate because you are at least 18 years old and are in a first semester German course.

The research will be conducted confidentially and privately.

WHAT WILL MY PARTICIPATION INVOLVE?

If you decide to participate in the research, you will be asked to complete a questionnaire addressing your language learning goals, your interest in foreign culture and communities, and your uses of technology. The questionnaire will take approximately thirty to sixty minutes to complete. The class with the highest return rate of questionnaires will be chosen as a focus class for additional phases of data collection. If you are in the focus class, you may volunteer to log your use of technology for foreign language learning and to take part in follow-up interviews to expand on your responses from the questionnaires and logs. Three to six participants from the focus class will be randomly selected for the logs and interviews. More information and an additional consent form will be given to these participants at a later time. The questionnaires and logs for these participants will be compared with the use of a pseudonym provided by the participants.

There will be no penalty for withdrawing from the study at any time.

ARE THERE ANY RISKS TO ME?

There is a risk that open-ended questions may elicit personal, sensitive, or identifiable information; any personal, sensitive, or identifiable information will not be included in the data.

ARE THERE ANY BENEFITS TO ME?

We do not expect any direct benefits from participating. Your language studies may benefit since you will be reflecting on your own language learning goals and the ways you may achieve them.

HOW WILL MY CONFIDENTIALITY BE PROTECTED?

While there will probably be publications as a result of this study, your name will not be used. Only group characteristics will be published.

If you participate in this study, we would like to be able to quote you directly without using your name. If you agree to allow us to quote you in publications, please initial the statement at the bottom of this form.

WHOM SHOULD I CONTACT IF I HAVE QUESTIONS?

You may ask any questions about the research at any time. If you have questions about the research after you leave today you should contact the Principal Investigators Monika Chavez (mmchavez@wisc.edu) and Jeanne Schueller (jmschuel@wisc.edu). You may also contact the student researcher, Kelsey White at kdwhite2@wisc.edu or 937-477-8949.

If you are not satisfied with response of research team, have more questions, or want to talk with someone about your rights as a research participant, you should contact the Education Research and Social & Behavioral Science IRB Office at 608-263-2320.

Your participation is completely voluntary. If you decide not to participate or to withdraw from the study it will have no effect on grade in this course.

Your signature indicates that you have read this consent form, had an opportunity to ask any questions about your participation in this research and voluntarily consent to participate. You will receive a copy of this form for your records.

Name of Participant (please print): _____

Signature

Date

_____ I give my permission to be quoted directly in publications without using my name.

Appendix 3. Baseline Questionnaire (with slight changes in formatting)

Student Questionnaire: Language Learning and Technology

Before completing this questionnaire, you will have received and signed a consent form notifying you of the details of this research.

As a reminder, this study investigates the ways learners use technology and what they hope to learn. Your decision to participate or not participate in this research will have no effect on your grade in your German course. You may withdraw from the study at any time; there will be no penalty for doing so. Classes that participate will be rewarded with treats for the whole group (cookies, sweets, etc.). Thank you in advance for your time and participation.

Pseudonym = your birth month (TWO digits, e.g., 12 or 03) and the last two digits of your phone number: _____

Your course number and meeting time (8:50, 9:55, etc.): German _____ @ _____

Demographics

1. What is your gender? A. Male B. Female C. _____

2. How old are you? _____ years

3. What is your major? _____

4. Do you plan on doing a certificate? If yes, in what subject? _____

5. List ALL places you have ever lived// and how long you lived there. Give the city/town, state, and if outside the U.S., the country. List the places in the order in which you lived there, from birth on. CIRCLE your hometown.

(1) _____//____; (2) _____//____; (3) _____;____; (4) _____//____;

(5) _____//____; (6) _____//____; (7) _____;____; (8) _____//____;

6. Why do you call this your hometown? (Circle all that apply.)

A. It's my birthplace.

B. It's where I spent my childhood.

C. It's where I lived the longest.

D. It's where my family is.

E. It's my favorite place I've lived.

F. It's the only place I've lived.

G. Other(s) _____

7. Do you or your family still live there?

A. Yes, we all do.

B. (Some of) my family does, but I don't.

C. None of us do.

8. What is/are your native language(s)? _____

9. Describe briefly what sort of connection there might be between learning German and

(a) learning about the culture of German-speaking countries: _____

(b) entering into or being in contact with German speakers: _____

10. Describe briefly whether learning about the **culture of German-speaking countries** plays a role in your learning goals. If so, explain

(a) what you are interested in, in particular: _____

(b) how these interests and your learning inform each other: _____

11. Describe briefly whether **contact with speakers of German** (in Europe, in the US, elsewhere) plays a role in your learning goals. If so, explain:

(a) with whom you are already in contact: _____ and

(b) with whom you'd like to establish contact: _____ and

(c) how these contacts and your learning German influence each other: _____

12. Describe briefly what role technology **COULD** play:

(a) in learning about the culture of German-speaking countries: _____

(b) in establishing or maintaining contact with German speakers: _____

13. Describe briefly what role technology actually **DOES** play **FOR YOU**:

(a) in learning about the culture of German-speaking countries: _____

(b) in establishing or maintaining contact with German speakers: _____

14. Are you particularly interested in a specific German-speaking country? If yes, please name it and explain what piques your interest specifically:

Social Networks

Please answer the following questions to the best of your ability. If you are unsure, a range is acceptable, or you may leave the question blank. If the answer is “none” or “doesn’t apply”, please write “0” or “N/A”.

	How many do you have, approximately?	How frequently do/did you talk or write to them (e.g., daily, x number times per week/month, etc.)?	What % of what you say or write is/was in German?	How comfortable are/were you talking or writing with them in English? (1 = very uncomfortable; 5 = very comfortable)	How comfortable are/were you talking or writing with them in German? (1 = very uncomfortable; 5 = very comfortable)
1. Friends who are native speakers of German					
2. Friends who know some German (non-natively)					
3. Living family members who are native speakers of German					
4. Living family members who know some German (non-natively)					
5. Deceased family members who were native speakers of German and whom you knew personally.					
6. Deceased family member who knew some German (non-natively) and whom you knew personally.					
7. Former teachers who spoke German natively					

8. Former teachers who spoke German non-natively					
9. Current teachers who speak German natively					
10. Current teachers who speak German non-natively					
11. Former classmates in German classes					
12. Current classmates in German class					
13. Former or current classmates in non-German classes who speak German natively					
14. Former or current classmates in non-German classes who speak German non-natively					
15. Former or current employers who speak German natively					
16. Former or current employers who speak German non-natively					
17. Other people who you know who speak German natively (describe them, e.g., pet sitter)					
18. Other people who you know who speak German non-natively (describe them, e.g., pet sitter)					

Language Contact and Language Use

1. What other foreign languages have you learned? Please list them all. _____

2. How well do you believe you know each of the languages you listed in #1? _____

3a. Did you learn German before this course? If yes, please answer 3b and 3c.	YES	NO			
3b. Where did you learn German prior your current course?	a. High school b. Another university c. Self-taught d. Private lessons e. Speaking with German speakers f. _____				
3c. Please rate your knowledge of German RELATIVE TO THE COURSE LEVEL upon starting this course? (1 = the course level seemed way below my skills; 2 = the course level seemed somewhat below my skills; 3 = the course level and my skills matched; 4 = the course level seemed somewhat above my skills; 5 = the course level seemed way above my skills)	1	2	3	4	5

4a. Have you spent time in a German-speaking country or German immersion environment?	YES	NO
4b. If yes, where? _____		
4c. How long were you there? _____		
4d. Where did you stay (e.g., with a host family, in hostels, etc.)? _____		

5a. Are you currently in contact with people who speak German **outside of your German class**? YES NO

5b. If yes, what many percentage of these people are native speakers of German? _____ %

5c. If you are in contact with **people who speak German natively**, how do you communicate with them (e.g., text messaging, Skype, e-mail, face-to-face)? Please list all modes of communication, in order of most frequent to least frequent mode of communication.

(1) _____; (2) _____; (3) _____; (4) _____; (5) _____; (6) _____

5d. If you are in contact with **people who speak German non-natively**, how do you communicate with them (e.g., text messaging, Skype, e-mail, face-to-face)? Please list all modes of communication, in order of most frequent to least frequent mode of communication.

(1) _____; (2) _____; (3) _____; (4) _____; (5) _____; (6) _____

6. Please indicate the amount of time you spend doing the following activities each week **in minutes or hours, as feasible**. **Enter the total for each row in the final column.**

Activity	BY YOURSELF			WITH OTHERS			Total
	In German	In English	In other FL	In German	In English	In other FL	
1. Talking or chatting online/on the phone for pleasure							
2 Talking face-to-face for pleasure							
3. Talking or chatting online/on the phone for work/university							
4. Talking face-to-face for work/university							
5. Reading online for pleasure							

6. Reading print media for pleasure							
7. Reading online for work/university							
8. Reading print media for work/university							
9. Writing online for pleasure							
10. Writing offline for pleasure							
11. Writing online for work/university							
12. Writing offline for work/university							
13. Listening to or viewing something online for pleasure							
14. Listening to or viewing something offline for pleasure							
15. Listening to or viewing something online for work/university							
16. Listening to or viewing something offline for work/university							

Language Learning Objectives and Goals

1. Why did you **originally** choose to learn German? _____

2. What is/are your motivation(s) for **continuing** to learn German? _____

3. What are your objectives for learning German? Indicate the percentages in increments of 10 (0, 10, 20, 30,...100%) that best express (I) how much you would like for these things to happen (0% = do not care at all; 100% = would absolutely love for this to happen); (II) how much you expect for these things to happen (0% = certainly will not happen; 100% = is certain to happen).

Outcome	I. How much would you like for this to happen (0-100%)?	II. How likely are these things to happen (0-100%)?
a. To understand and interpret written and spoken German on a variety of topics		
b. To understand the relationship between the practices (patterns of social interactions) and perspectives (meanings, attitudes, values, and ideas) of German culture		
c. To reinforce and further my knowledge of other disciplines through German		
d. To engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in German		
e. To understand the relationship between the products (books, tools, foods, laws, music, games, etc.) and perspectives (meanings, attitudes, values, and ideas) of German culture		
f. To understand the concept of culture through comparisons of the German culture with my own		
g. To understand the nature of language through comparisons of German and my own language		
h. To use German for my career		

Outcome	I. How much would you like for this to happen (0-100%)?	II. How likely are these things to happen (0-100%)?
i. To acquire information and recognize the distinct viewpoints that are only available through the German language and its culture		
j. To become a life-long learner by using German for personal enjoyment and enrichment		
k. To present information, concepts, and ideas in German to an audience of listeners or readers on a variety of topics		
l. To study in a German-speaking country		
m. To be able to communicate with native German-speaking friends or family		
n. To become a part of the German culture		
o. To know about German vocabulary		
p. To know about German grammar		
q. To know about the sounds or sentence melody of German		
r. To know about social uses of German (e.g., what is polite; in which contexts words or phrases are used)		
s. To know about specific (e.g., famous) people who live or lived in a German-speaking country		
t. To know about German speakers who resemble me in some way (age, student status, interests, etc.)		
u. To know about German speakers, German companies, or German cultural events in the Madison area		
v. To know about German speakers, German companies, or German cultural events in Wisconsin (other than Madison)		

Outcome	I. How much would you like for this to happen (0-100%)?	II. How likely are these things to happen (0-100%)?
w. To know about German speakers, German companies, or German cultural events in the US (other than Wisconsin)		
x. To know about the politics or economics of German-speaking countries		
y. To know about the history or geography of German-speaking countries		
z. To know about the literature or art of German-speaking countries		
aa. To know about professional or study- or work-abroad opportunities in German-speaking countries		
ab. To know about customs, holidays, the daily lives, etc. of people in German-speaking countries		
ac. To know about political or social views or artistic preferences held by people in German-speaking countries		

4. Please indicate how much you agree or disagree with the following statements by circling a number from 1 to 6.

Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1	2	3	4	5	6

1.	I study German because close friends of mine think it is important.	1	2	3	4	5	6
2.	Studying German is important to me because I think it will someday be useful in getting a good job and/or making money.	1	2	3	4	5	6
3.	I have to spend a lot of time studying German because I don't want to get bad grades in it.	1	2	3	4	5	6
4.	Learning German is important to me because I would like to travel internationally.	1	2	3	4	5	6
5.	I would be happy if other cultures were more similar to American culture.	1	2	3	4	5	6
6.	I would like to spend lots of time studying German.	1	2	3	4	5	6
7.	I can imagine myself speaking German as if I were a native speaker of German.	1	2	3	4	5	6
8.	If I fail to learn German well, I'll be letting other people down.	1	2	3	4	5	6
9.	Studying German is important to me to make my family happy.	1	2	3	4	5	6
10.	I have to learn German because without passing the German courses I can not get my degree.	1	2	3	4	5	6

11. I think the relationship between the German and English languages is interesting.	1	2	3	4	5	6
12. Most other cultures are strange compared to my culture.	1	2	3	4	5	6
13. I am prepared to put in a lot of effort in learning German.	1	2	3	4	5	6
14. I can imagine myself speaking German with international friends or colleagues.	1	2	3	4	5	6
15. Studying German can be important to me because I think I'll need it for further studies.	1	2	3	4	5	6
16. Because of the influence of English-speaking countries, I think the German culture is being ruined.	1	2	3	4	5	6
17. It would be a better world if everybody lived like Americans.	1	2	3	4	5	6
18. I would like to concentrate on studying German more than any other topic.	1	2	3	4	5	6
19. Studying German is important to me in order to achieve a special goal (e.g., to get a degree or scholarship).	1	2	3	4	5	6
20. Studying German is important to me because if I don't have knowledge of a foreign language, I'll be considered a weak student.	1	2	3	4	5	6
21. Studying German is important to me because without it I won't be able to travel to the places I want to see.	1	2	3	4	5	6
22. I want to take more German courses in the future.	1	2	3	4	5	6

23. I can imagine myself studying in a university where all my courses are taught in German.	1	2	3	4	5	6
24. Learning German is necessary because people I'm close to expect me to do so.	1	2	3	4	5	6
25. My parents encourage me to practice my German as much as possible.	1	2	3	4	5	6
26. I study German in order to stay updated and informed of recent news of the world.	1	2	3	4	5	6
27. I highly value the artistic and cultural contributions of many people from German-speaking countries.	1	2	3	4	5	6
28. It is hard to tolerate the behavior of people from other cultures.	1	2	3	4	5	6
29. If my teacher would give the class an optional assignment, I would certainly volunteer to do it.	1	2	3	4	5	6
30. I can imagine myself writing German e-mails fluently.	1	2	3	4	5	6
31. I am learning German because I think all Americans should learn a language other than English.	1	2	3	4	5	6
32. Studying German is important to me because other people will respect me more if I have knowledge of German.	1	2	3	4	5	6
33. Studying German is important to me because I am planning to study abroad.	1	2	3	4	5	6
34. I think that when people from other cultures are in America, they should follow our American rules (e.g., in dressing style and their relationship with opposite sex).	1	2	3	4	5	6

35.	Studying German is important to me, because I would feel ashamed if I got bad grades in German.	1	2	3	4	5	6
36.	I think that the American/English culture will eventually take over other cultures because of globalization.	1	2	3	4	5	6
37.	I would study German even if it were not required to learn a foreign language.	1	2	3	4	5	6
38.	I can imagine myself living abroad and using German effectively for communicating with the locals.	1	2	3	4	5	6

5. Please indicate your assessment of the following items, using the scale below.

Not at all.	Not a lot.	Not really.	A little bit.	Quite a lot.	Totally.
1	2	3	4	5	6

39.	Do you like the atmosphere of your German class?	1	2	3	4	5	6
40.	How tense would you get if a foreigner asked you for directions in German?	1	2	3	4	5	6
41.	How much would you like to become similar to people who speak German natively?	1	2	3	4	5	6
42.	Do you like the music of German-speaking countries (e.g., techno, pop music, rap, folk music)?	1	2	3	4	5	6
43.	Do you like the people who live in German-speaking countries?	1	2	3	4	5	6
44.	Do you find learning German really interesting?	1	2	3	4	5	6
45.	How uneasy would you feel speaking German with a native speaker?	1	2	3	4	5	6

46.	Do you like German movies?	1	2	3	4	5	6
47.	Do you like meeting people from German-speaking countries?	1	2	3	4	5	6
48.	Do you think time passes faster while in your German class, as compared to your other classes?	1	2	3	4	5	6
49.	How nervous and confused do you get when you are speaking in your German class?	1	2	3	4	5	6
50.	Do you look forward to German class?	1	2	3	4	5	6
51.	How afraid are you of sounding stupid in German because of the mistakes you make?	1	2	3	4	5	6
52.	How important do you think learning German is in order to learn more about the culture and art of its speakers?	1	2	3	4	5	6
53.	Would you like to know more about people from German-speaking countries?	1	2	3	4	5	6
54.	How worried are you that other speakers of German would find your German strange?	1	2	3	4	5	6
55.	How much do you like German?	1	2	3	4	5	6
56.	Do you like any particular German magazines, newspapers, or books?	1	2	3	4	5	6
57.	Do you really enjoy learning German?	1	2	3	4	5	6
58.	How afraid are you that other students will laugh at you when you speak German?	1	2	3	4	5	6
59.	Do you wish you could take more German classes at school?	1	2	3	4	5	6

Technology Use

	Frequency of use	% of use in German	% of use in English	With whom, if anyone (by yourself, with a friend, with a classmate, with a family member, with an employer, etc.)	Purpose/s (assignment, extra practice, personal interest, professional reasons, maintaining relationships, personal pleasure, etc.)	How well do you usually accomplish this purpose? (1) not at all; (2) not really; (3) somewhat; (4) quite a bit; (5) entirely
1. Reading blogs						
2. Writing blogs						
3. Creating/adding to websites (e.g., forums, wikis)						
4. Searching for websites (which you may or may not then read)						
5. Starting chats (text format)						
6. Responding to chats (text format)						
7. Reading chats/forums (without participating)						
8. Posting to social media (e.g., Facebook, Twitter)						
9. Reading social media						
10. Reading e-mail						

	Frequency of use	% of use in German	% of use in English	With whom, if anyone	Purpose/s	How well do you usually accomplish this purpose? 1) not at all; (2) not really; (3) somewhat; (4) quite a bit; (5) entirely
11. Writing e-mail						
12. Reading other websites						
13. Creating videos						
14. Watching videos you made						
15. Watching videos made by others you know personally						
16. Watching videos made by people you do NOT know personally						
17. Watching movies						
18. Listening to music or watching music videos						
19. Listening to talk radio or podcasts						
20. Talking on the phone						
21. Video chat (e.g., Skype)						

	Frequency of use	% of use in German	% of use in English	With whom, if anyone	Purpose/s	How well do you usually accomplish this purpose? 1) not at all; (2) not really; (3) somewhat; (4) quite a bit; (5) entirely
22. Playing video games						
23. Talking face-to-face						
24. Other use of technology not mentioned: _____						
25. Other use of technology not mentioned: _____						

A note from the researcher:

Thank you again for completing this questionnaire!

The next phases of data collection involve individuals who keep logs of their uses of technology for language learning. They will also be interviewed about their logs. There are two options to participate.

OPTION 1:

Some participants will complete **6 logs, 3 individual interviews, and 1 group interview, which will require 30-60 minutes of work per week**. Interviews will be scheduled with individuals at the participant's convenience. At the end of the semester, participants will be paid **\$100 if they complete all tasks**. Participants who do not complete all but do complete at least 3 logs and 2 interviews will receive \$50. Participants who complete less than three logs and two interviews will receive no payment. Please note that interviews will be audio-recorded.

If you are interested in receiving more information, please sign your initials here _____, list the time that your German section meets _____, and provide your e-mail address here: _____.

OPTION 2:

Some participants will complete **4 logs, 1 individual interview, and 1 group interview, which will require 30-60 minutes of work for each log/interview**. Interviews will be scheduled with individuals at the participant's convenience and will be audio-recorded. At the end of the semester, participants will be paid **\$50 if they complete all tasks**. Participants who do not complete all logs and interviews but complete at least 2 logs and 1 interview will receive \$25. Participants who complete fewer than 2 logs and 1 interview will receive no payment.

If you are interested in receiving more information, please sign your initials here _____, list the time that your German section meets _____, and provide your e-mail address here: _____.

OPTION 3:

Some participants who do not complete any logs will still participate in a group interview with other members of your class at the end of the semester. This interview will last approximately 60 minutes and will be audio-recorded. Participants will receive **\$15 if they stay for the entire group interview**. Participants who chose to come to the group interview but cannot stay for the whole time are welcome to attend, but will not be compensated.

If you are interested in receiving more information, please sign your initials here _____, list the time that your German section meets _____, and provide your e-mail address here: _____.

Please note that

- (1) providing your contact information does not oblige you to participate. You will be contacted with specifics about further participation and can then decide whether to participate.
- (2) at the time of participation, you will be asked to complete a consent form as well as provide some basic personal information to facilitate payments. That is, your further participation will be confidential but cannot be anonymous.
- (3) depending on the number of volunteers, not all volunteers may be able to participate; participants will be selected through an anonymous drawing.
- (4) you may choose any number of the three options (e.g., you may indicate that you are interested in 0, 1, 2, or all 3 options), but you can only be chosen for one.

If you have any questions about this study, you may contact the researcher, Kelsey White, at kdwhite2@wisc.edu or 937-477-8949. The principal investigators, Monika Chavez (mmchavez@wisc.edu) and Jeanne Schueller (jmschueller@wisc.edu) are also available to address any questions or concerns.

Thank you!

Appendix 4. Tables 3a-3h: Correlation Coefficients in Tests for Construct Validity by Learning Goal Area

Table 3a: Communication - $\alpha = 0.353$

A = To understand and interpret written and spoken German on a variety of topics

D = To engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in German

K = To present information, concepts, and ideas in German to an audience of listeners or readers on a variety of topics

Item x item	A	D	K
A			
D	.334		
K	.298	.31	

Table 3b: Cultures - $\alpha = 0.976$

B = To understand the relationship between the practices (patterns of social interactions) and perspectives (meanings, attitudes, values, and ideas) of German culture

E = To understand the relationship between the products (books, tools, foods, laws, music, games, etc.) and perspectives (meanings, attitudes, values, and ideas) of German culture

Item x item	B	E
B		0.916
E		

Table 3c: Connections - $\alpha = 0.569$

C = To reinforce and further my knowledge of other disciplines through German

I = To acquire information and recognize the distinct viewpoints that are only available through the German language and its culture

H = To use German for my career

Item x item	C	I	H
C			
I	.36		
H	.472	.132	

Table 3d: Comparisons - $\alpha = 0.304$

F = To understand the concept of culture through comparisons of the German culture with my own

G = To understand the nature of language through comparisons of German and my own language

Item x item	F	G
F		0.343
G		

Table 3e: Communities - $\alpha = 0.908$

J = To become a life-long learner by using German for personal enjoyment and enrichment

M = To be able to communicate with native German-speaking friends or family

N = To become a part of the German culture

T = To know about German speakers who resemble me in some way (age, student status, interests, etc.)

U = To know about German speakers, German companies, or German cultural events in the [city³²] area

V = To know about German speakers, German companies, or German cultural events in [state] (other than [city])

W = To know about German speakers, German companies, or German cultural events in the US (other than [state])

Item x item	J	M	N	T	U	V	W
J							
M	.710						
N	.710	.665					
T	.488	.456	.484				
U	.332	.399	.538	.757			
V	.422	.308	.447	.835	.880		
W	.328	.226	.413	.751	.862	.932	

³² In the questionnaire, the name of the city and state in which the university is located was provided. It has been removed here to protect the participants' identities.

Table 3f: Gaining Formal Knowledge of Language - $\alpha = 0.831$

O = To know about German vocabulary

P = To know about German grammar

Q = To know about the sounds or sentence melody of German

Item x item	O	P	Q
O			
P	.779		
Q	.615	.681	

Table 3g: Gaining Formal Knowledge of Culture - $\alpha = 0.911$

R = To know about social uses of German (e.g., what is polite; in which contexts words or phrases are used)

S = To know about specific (e.g., famous) people who live or lived in a German-speaking country

X = To know about the politics or economics of German-speaking countries

Y = To know about the history or geography of German-speaking countries

Z = To know about the literature or art of German-speaking countries

AB = To know about customs, holidays, the daily lives, etc. of people in German-speaking countries

AC = To know about political or social views or artistic preferences held by people in German-speaking countries

Item x item	R	S	X	Y	Z	AB	AC
R							
S	.380						
X	.544	.728					
Y	.464	.804	.740				
Z	.537	.805	.786	.808			
AB	.381	.454	.590	.471	.601		
AC	.597	.676	.859	.706	.798	.628	

Table 3h: Travel Opportunities - $\alpha = 0.9$

L = To study in a German-speaking country

AA = To know about professional or study- or work-abroad opportunities in German-speaking countries

Item x item	L	AA
L		0.519
AA		

Appendix 5. Consent Form for the Heavy Study Protocol

UNIVERSITY OF WISCONSIN-MADISON Research Participant Information and Consent Form

Title of the Study: Technology and Foreign Culture & Communities – Heavy Protocol

Principal Investigator: Jeanne Schueller (jmschuel@wisc.edu); **Co-Principal Investigator:** Monika Chavez (email: mmchavez@wisc.edu)

Student Researcher: Kelsey White (email: kdwhite2@wisc.edu phone: 937-477-8949)

DESCRIPTION OF THE RESEARCH

You are invited to participate in a research study about the ways beginning foreign language learners use technology to learn about German culture and communities and their reasons for doing so.

You have been asked to participate because you are at least 18 years old and are in a first semester German course. Your class has been chosen as a focal class for this study because there was a high rate of return for the questionnaires in the first phase of data collection. You volunteered for additional data collection phases on the questionnaire you completed previously.

The research will be conducted confidentially and privately.

WHAT WILL MY PARTICIPATION INVOLVE?

As a participant, you will be asked to keep logs of the way you use technology for foreign culture and language learning. You will complete a total of six³³ logs, which will take anywhere from five to 30 minutes each to complete. Additionally, you will be individually interviewed by a member of the research team three times in the semester and you will take part in a group interview once during the semester. The interviews will be audio recorded. If you choose not to be audio recorded, you will not be eligible to continue participating in this study; there will not, however, be any penalty for withdrawing. There will be no penalty for withdrawing from the study at any time

ARE THERE ANY RISKS TO ME?

There is a risk that open-ended questions may elicit personal, sensitive, or identifiable information; any personal, sensitive, or identifiable information will not be included in the data.

ARE THERE ANY BENEFITS TO ME?

We do not expect any direct benefits from participating. Your language studies may benefit since you will be reflecting on your own language learning goals and the ways you may achieve them.

³³ The number of required logs was dropped to five and the number of required individual interviews was dropped to two because it took longer than anticipated to obtain approval from the Institutional Review Board, and thus the study's expected start date was delayed. All Heavy Study Protocol participants received full compensation.

HOW WILL I BE COMPENSATED?

You must complete all of the logs to receive full compensation. If you complete all of the logs and interviews, you will receive \$100 at the end of the semester. If do not complete all of the logs and interviews, but you complete at least three logs and two interviews, you will receive \$50. Completing less than three logs and two interviews makes you ineligible for compensation. Please be aware that in order to receive monetary compensation, you will have to sign a receipt of payment that will be submitted to the organization funding this research, according to the requirements of the UW Foundation.

HOW WILL MY CONFIDENTIALITY BE PROTECTED?

Please be aware that your participation will be confidential, but not anonymous. According to university accounting policies, you must sign a receipt when you receive payment. This receipt will be collected by a graduate student researcher who will have no part in reporting on this data. This receipt will be locked in a filing cabinet in the main office for the Department of German, so that no member of the research team who will be reporting on this data will have access to your name.

All log and interview data will be stored on the researcher's password protected computer and will be destroyed after seven years. Your name will not be attached to any of the data; only pseudonyms will be used.

No individual names or characteristics will be used in publications.

If you participate in this study, we would like to be able to quote you directly without using your name. If you agree to allow us to quote you in publications, please initial the statement at the bottom of this form.

WHOM SHOULD I CONTACT IF I HAVE QUESTIONS?

You may ask any questions about the research at any time. If you have questions about the research after you leave today you should contact the Principal Investigators Monika Chavez (mmchavez@wisc.edu) and Jeanne Schueller (jmschuel@wisc.edu). You may also contact the student researcher, Kelsey White at kdwhite2@wisc.edu or 937-477-8949.

If you are not satisfied with response of research team, have more questions, or want to talk with someone about your rights as a research participant, you should contact the Education Research and Social & Behavioral Science IRB Office at 608-263-2320.

Your participation is completely voluntary. If you decide not to participate or to withdraw from the study it will have no effect on grade in this course.

Your signature indicates that you have read this consent form, had an opportunity to ask any questions about your participation in this research and voluntarily consent to participate. You will receive a copy of this form for your records.

Name of Participant (please print): _____

Signature

Date

_____ I give my permission to be quoted directly in publications without using my name.

Appendix 6. Individual Interview Script

Background info

- Can you briefly describe to me the community/communities you grew up in?
 - What was it like growing up there?
 - Who made up the community?
 - What roles did you play in the community [e.g., child, student, choir member, etc.] and which people did you have more/less contact with?
 - Are you still in contact with many of the people you knew growing up?

Technology use

- Tell me a little bit about the ways you use technology in your everyday life.
 - Hardware: Do you use smartphones, tablets, computers, etc.?
 - How much time do you spend on the internet?
 - What are your primary uses of the internet; please include work, school, and personal reasons?
 - What do you enjoy doing on the internet?
 - What do you find useful on the internet? Useful in what sense?
 - (IF student mentions using things that are not useful/enjoyable): Why would you use technology that you do not find useful/enjoyable?
 - (IF student does not mention using common technologies, e.g., Social networking sites, blogs, wikis, etc.) Why don't you use X?
 - How would you compare your internet use (amount, purposes) to that of other people you know?
 - Who are you comparing yourself to in this answer?
 - How can you compare yourself to these people? [e.g., do students talk about their internet use? Do they gauge how often others are on-line when they are, too?]
- Are there ways in which you have used computers or the internet to enhance your learning of a foreign language and culture?
- In your opinion, are there things you can learn or do online with regard to German that you can't do/don't get a classroom setting?
 - In terms of cultural learning?
 - In terms of language learning?
 - In terms of social interaction in a foreign language?

Learning goals and objectives

- What are your personal goals for your learning German?
 - Do you think you will achieve them?

- Why/why not?
- For foreign language teaching and learning, language teachers are supposed to look toward five “Standards” or goal areas for learning. They are: communication, culture, connections, comparisons, and communities. [EXPLAIN A LITTLE]
 - What do you think of these goals?
 - Why do you think language teachers are supposed to emphasize those things?
 - What would teachers, what would students have to do to achieve each of these goals?
 - Which of these things are actually happening in your class?
 - For you personally, which of these goals are
 - More/less important? Why?
 - More/less achievable? Why?
- {pay attention to culture & community specifically}

Language and culture

- When you think of German speaking countries, which country or countries are you thinking of first?
- Tell me what you have learned recently about the culture of German-speaking countries.
- German is called a ‘foreign’ language. What does ‘foreign’ mean to you in this context?
- Would you call the culture of German speaking countries ‘foreign’? How so/not?
- What is the opposite of ‘foreign’? [look for ‘similar, familiar’, etc.]
- What is [use opposite here] about the German language?
- What is [use the opposite here] about the culture of German speaking countries?
- If you met a native German/Swiss/Austrian, what would you like to ask them about?

Social networks, willingness to communicate

- How would you describe your personality?
 - What role does contact with other people play in your life?
 - What sort of people do you enjoy/not enjoy being around?
 - In which situations would you consider yourself outgoing, in which shy?
- Is it important for you to meet people from other cultures/learn more about other cultures?
 - Can you please finish this sentence:
 - “When I meet people from other cultures, I wish
 - I would..
 - I would not
 - the people would....
 - the people would not....

- When meeting people from other cultures,
 - What might you learn (in the broadest sense of the word) from them?
 - What could they learn from you?
- Have you ever gone to a foreign country?
 - IF YES:
 - Which country/countries?
 - How many times to each and for how long?
 - What makes a ‘foreign’ country foreign?
 - What was your experience like?
 - Do you remember your expectations before the trip? What were they?
 - What sort of people did you expect to meet?
 - Where did you expect to meet people?
 - What language did you think you’d interact in?
 - Did you get to know anyone?
 - Where did you meet them?
 - How did you get to know them?
 - How is just “meeting” someone different from “getting to know them”?
 - What sort of people [go for L1s, professions, conversational roles, e.g., people at the checkout counter, etc.] did you get to know?
 - How many people did you get to know?
 - What language did you talk to them in?
 - Why this language? [What’s the function of the language? Is this the lingua franca, someone’s L1, etc.?
 - What did you talk about?
 - Did you stay in contact with them after you left? Are you still in contact with them?
 - What did you learn (in the broadest sense of the word) from them?
 - What did they learn from you?
 - If NO, imagine you were going to go to a German-speaking country.
 - What sort of expectations would you have, of yourself, the people there, and of everyday life?
 - What sort of people would you hope to meet (e.g., students my own age, teachers, neighbors, etc.)?
 - What sort of people would you expect to meet? How many?
 - Where/how would you expect to meet people?

- What might you learn (in the broadest sense of the word) from them?
- What could they learn from you?

Logs and Day-to-Day Experience

- What are some particularly interesting/enjoyable/fascinating, etc. things you have learned in your German class [since we last met]?
- What are your thoughts/feelings about your TA?
- What do you think are your TA's thoughts/feelings about you?
- What are your thoughts/feelings about other students in the class?
- What do you think are the other students' thoughts/feelings about you?
- How do you feel/what do you think about your ability to use German at the moment?
- How do you feel/what do you think about your ability to understand the culture of German-speaking countries at the moment?
- How do you feel WHEN you speak German?
- Do you feel you are connecting with another culture when you speak German?
- You logs indicate that you have been using [X TECHNOLOGY] for learning about language or culture.
 - This is an [increase/decrease] in use from your last interview.
 - What do you think caused this [increase/decrease]?
 - Do you think you use this more or less than your classmates?
 - What makes you think that?
 - Did you find it helpful?
 - Why/why not?
 - Did you find it enjoyable?
 - Why/why not?
 - Did you do anything new to learn about culture or language, that you haven't done before?
 - Did you find it helpful? Why/why not?
 - Did you find it enjoyable? Why/why not?
- Did you use German outside of class this week? If so, please tell me about that.
 - With whom?
 - Where?
 - For how long?
 - Why did you use German (instead of another language)?
 - Did you have any realizations about language or culture as a result of your use of German?
- Did you use other foreign languages outside of class? How/where/with whom, etc.?

- Was there anything specific going on in your life which either encouraged you to or prevented you from using more/less German than you would have liked (e.g., a German-speaking friend coming to visit, busy studying for midterms, etc.)?
- Is there anything else you wanted to add about communities, culture, or foreign languages?

Questions or concerns about this study/its instruments

- How did you feel about the questionnaire and logs you filled out for this research?
 - Did participation in the study help you learn something about yourself, German language and culture, or foreign language teaching?
 - Was there anything in this study that.....
 - You wanted to share but were not able to?
 - You shared but felt you did not express quite adequately?
 - Made you feel uncomfortable?
- In the questionnaire, did you have thoughts or comments that were not captured in any of the items?
 - Were any ways you used the internet or technology for culture or language learning left out?
 - Was there anything about your social life left out?
 - Was there anything about your language learning goals or history that was left out?
- Was there anything else you wanted to say or comment on?

Appendix 7. Consent Form for the Light Study Protocol

UNIVERSITY OF WISCONSIN-MADISON Research Participant Information and Consent Form

Title of the Study: Technology and Foreign Culture & Communities – Light Protocol

Principal Investigator: Jeanne Schueller (jmschueller@wisc.edu); **Co-Principal Investigator:** Monika Chavez (email: mmchavez@wisc.edu)

Student Researcher: Kelsey White (email: kdwhite2@wisc.edu phone: 937-477-8949)

DESCRIPTION OF THE RESEARCH

You are invited to participate in a research study about the ways beginning foreign language learners use technology to learn about German culture and communities and their reasons for doing so.

You have been asked to participate because you are at least 18 years old and are in a first semester German course. Your class has been chosen as a focal class for this study because there was a high rate of return for the questionnaires in the first phase of data collection. You volunteered for additional data collection phases on the questionnaire you completed previously.

The research will be conducted confidentially and privately.

WHAT WILL MY PARTICIPATION INVOLVE?

As a participant, you will be asked to keep logs of the way you use technology for foreign culture and language learning. You will complete a total of four logs³⁴, which will take anywhere from five to 30 minutes each to complete. Additionally, you will be individually interviewed by a member of the research team once during the semester and you will take part in a group interview once during the semester. The interviews will be audio recorded. If you choose not to be audio recorded, you will not be eligible to continue participating in this study; there will not, however, be any penalty for withdrawing. There will be no penalty for withdrawing from the study at any time.

ARE THERE ANY RISKS TO ME?

There is a risk that open-ended questions may elicit personal, sensitive, or identifiable information; any personal, sensitive, or identifiable information will not be included in the data.

ARE THERE ANY BENEFITS TO ME?

We do not expect any direct benefits from participating. Your language studies may benefit since you will be reflecting on your own language learning goals and the ways you may achieve them.

³⁴ Unlike the Heavy Study Protocol, there were no changes made to the Light Study Protocol due to the delay in the study's starting date.

HOW WILL I BE COMPENSATED?

You must complete all of the logs and interviews to receive full compensation. If you complete all of the logs and interviews, you will receive \$50 at the end of the semester. If do not complete all of the logs and interviews, but you complete at least two logs and one interview, you will receive \$25. Completing less than two logs and one interview makes you ineligible for compensation. Please be aware that in order to receive monetary compensation, you will have to sign a receipt of payment that will be submitted to the organization funding this research, according to the requirements of the UW Foundation.

HOW WILL MY CONFIDENTIALITY BE PROTECTED?

Please be aware that your participation will be confidential, but not anonymous. According to university accounting policies, you must sign a receipt when you receive payment. This receipt will be collected by a graduate student researcher who will have no part in reporting on this data. This receipt will be locked in a filing cabinet in the main office for the Department of German, so that no member of the research team who will be reporting on this data will have access to your name.

All log and interview data will be stored on the researcher's password protected computer and will be destroyed after seven years. Your name will not be attached to any of the data; only pseudonyms will be used.

No individual names or characteristics will be used in publications.

If you participate in this study, we would like to be able to quote you directly without using your name. If you agree to allow us to quote you in publications, please initial the statement at the bottom of this form.

WHOM SHOULD I CONTACT IF I HAVE QUESTIONS?

You may ask any questions about the research at any time. If you have questions about the research after you leave today you should contact the Principal Investigators Monika Chavez (mmchavez@wisc.edu) and Jeanne Schueller (jmschuel@wisc.edu). You may also contact the student researcher, Kelsey White at kdwhite2@wisc.edu or 937-477-8949.

If you are not satisfied with response of research team, have more questions, or want to talk with someone about your rights as a research participant, you should contact the Education Research and Social & Behavioral Science IRB Office at 608-263-2320.

Your participation is completely voluntary. If you decide not to participate or to withdraw from the study it will have no effect on grade in this course.

Your signature indicates that you have read this consent form, had an opportunity to ask any questions about your participation in this research and voluntarily consent to participate. You will receive a copy of this form for your records.

Name of Participant (please print): _____

Signature

Date

_____ I give my permission to be quoted directly in publications without using my name.

Appendix 8. Consent Form for the Group Interview

UNIVERSITY OF WISCONSIN-MADISON Research Participant Information and Consent Form

Title of the Study: Technology and Foreign Culture & Communities – Group Interview

Principal Investigator: Jeanne Schueller (jmschueller@wisc.edu); **Co-Principal Investigator:** Monika Chavez (email: mmchavez@wisc.edu)

Student Researcher: Kelsey White (email: kdwhite2@wisc.edu phone: 937-477-8949)

DESCRIPTION OF THE RESEARCH

You are invited to participate in a research study about the ways beginning foreign language learners use technology to learn about German culture and communities and their reasons for doing so.

You have been asked to participate because you are at least 18 years old and are in a first semester German course. Your class has been chosen as the subject for this research because there was a high rate of return on the questionnaires that you completed at the beginning of the semester.

The research will be conducted with a graduate student researcher and other members of your German 101 class.

WHAT WILL MY PARTICIPATION INVOLVE?

As a participant in this final phase of data collection, you will participate in a group interview with other members of your class who have volunteered for this interview. Your TA will not be present. The interview will last approximately one hour and will be audio recorded. If you choose not to be audio recorded, you will not be eligible to continue participating in this study; there will not, however, be any penalty for withdrawing.

ARE THERE ANY RISKS TO ME?

There is a risk that open-ended questions may elicit personal, sensitive, or identifiable information; any personal, sensitive, or identifiable information will not be included in the data.

ARE THERE ANY BENEFITS TO ME?

We do not expect any direct benefits from participating. Your language studies may benefit since you will be reflecting on your own language learning goals and the ways you may achieve them.

HOW WILL I BE COMPENSATED?

Students who remain for the entirety of the group interview but did not participate in the log phase of data collection will receive \$15 at the end of the interview. Students who did participate in the log phase will also receive their appropriate compensation (\$100 for fully completed heavy protocol/\$50 for fully completed light protocol) at the end of this interview. Please be aware that in order to receive monetary

compensation, you will have to sign a receipt of payment that will be submitted to the organization funding this research, according to the requirements of the UW Foundation.

HOW WILL MY CONFIDENTIALITY BE PROTECTED?

Please be aware that although this is a group interview, only members of your German 101 section will participate. Your responses will not be shared outside of the interview setting except in reports where your identity is protected. You cannot, however, remain anonymous.

According to university accounting policies, you must sign a receipt when you receive payment. This receipt will be collected by a graduate student researcher who will have no part in reporting on this data. This receipt will be locked in a filing cabinet in the main office for the Department of German, so that no member of the research team who will be reporting on this data will have access to your name.

All log and interview data will be stored on the researcher's password protected computer and will be destroyed after seven years. Your name will not be attached to any of the data. Although your classmates will be able to identify you by name, the researcher will not; only pseudonyms will be used during the group interview and in any reports of the data.

No individual names or characteristics will be used in publications. If you participate in this study, we would like to be able to quote you directly without using your name. If you agree to allow us to quote you in publications, please initial the statement at the bottom of this form.

WHOM SHOULD I CONTACT IF I HAVE QUESTIONS?

You may ask any questions about the research at any time. If you have questions about the research after you leave today you should contact the Principal Investigators Monika Chavez (mmchavez@wisc.edu) and Jeanne Schueller (jmschuel@wisc.edu). You may also contact the student researcher, Kelsey White at kdwhite2@wisc.edu or 937-477-8949.

If you are not satisfied with response of research team, have more questions, or want to talk with someone about your rights as a research participant, you should contact the Education Research and Social & Behavioral Science IRB Office at 608-263-2320.

Your participation is completely voluntary. If you decide not to participate or to withdraw from the study it will have no effect on grade in this course.

Your signature indicates that you have read this consent form, had an opportunity to ask any questions about your participation in this research and voluntarily consent to participate. You will receive a copy of this form for your records.

Name of Participant (please print): _____

Signature

Date

_____ I give my permission to be quoted directly in publications without using my name.

Appendix 9. Group Interview Script

(For the group interview, the researcher will not say very much. I basically want them to bounce ideas off each other. It will start by letting students know that there are no right/wrong answers, but that I am looking for a diversity of opinions. When there is a lull in conversation, the researcher may provide a prompt. Below are some examples of the prompts.)

- The most interesting thing I learned about the culture of German-speaking countries were ...
- I think learning about foreign culture is/is not important because ...
- Technology and the internet can/cannot be used to learn about ...
 - A. the German language
 - B. the culture of German speaking countries.
- I used/did not use technology/the internet to learn about
 - A. the German language
 - ... by doing ...
 - B. the culture of German speaking countries....
 - by doing
- I used/did not use technology/the internet to learn about
 - A. the German language
 - because ... [e.g., I wanted to, the teacher made me, etc.]
 - B. the culture of German speaking countries
 - because ...
- In the [questionnaire/log], I asked [INSERT QUESTION]. What do you think your peers said about that?
- Your peer actually said [INSERT QUOTE].
 - Why do you think s/he said/did that?
 - Do you believe this view/action is typical of students in the class?
 - What do you think a German teacher would think of this response?
 - What do you think a native speaker of German would think of this response? [use only if appropriate]
 - What would you have said about [replicate question that had triggered the example student's response.]?

Appendix 10. Tests for Differences in Means Between All Eight Goal Areas

Table 8a: Differences in composite means between students' self-reported desire to achieve these goal areas; with statistically significant differences from paired sample two-tailed t-tests at $p < .05$ shown in bold

Pairing	Difference in composite mean scores, (right subtracted from left in pair)	t - statistic	p - value
Gaining Formal Knowledge of Language			
x Communication	6.014	-1.493	0.15
x Cultures	10.652	-1.656	0.112
x Travel Opportunities	10.869	-1.422	0.169
x Comparisons	18.369	-3.9	0.001
x Gaining Formal Knowledge of Culture	19.294	-4.093	<0.001
x Connections	21.594	-3.601	0.002
x Communities	22.835	-4.853	<0.001
Communication			
x Cultures	4.638	-0.827	0.417
x Travel Opportunities	4.855	-0.765	0.452
x Comparisons	12.355	-2.568	0.018
x Gaining Formal Knowledge of Culture	13.28	-3.293	0.003
x Connections	15.58	-3.77	0.001
x Communities	16.821	-3.537	0.002
Cultures			
x Travel Opportunities	0.271	-0.049	0.961
x Comparisons	7.717	-1.464	0.157
x Gaining Formal Knowledge of Culture	8.642	-2.005	0.057
x Connections	10.942	-2.561	0.018
x Communities	12.183	-2.289	0.032
Travel Opportunities			
x Comparisons	7.5	-1.109	0.279
x Gaining Formal Knowledge of Culture	8.425	-1.658	0.111
x Connections	10.725	-2.067	0.051
x Communities	11.966	-2.208	0.038
Comparisons			
x Gaining Formal Knowledge of Culture	0.925	-2.008	0.043
x Connections	3.225	-0.638	0.53
x Communities	4.466	-0.979	0.338
Gaining Formal Knowledge of Culture			
x Connections	2.3	-0.602	0.553
x Communities	3.541	-1.348	0.191
Connections			
x Communities	1.241	-0.274	0.787

Note: The goal areas are listed in the order of students' perceived importance, as shown in Table 3.

Appendix 11. Students' Alignment with all 29 Learning Goals

Table 9a: Students' alignment with the 29 learning goals

Goal	Goal Area	Mean	SD	Median	Range
A. To understand and interpret written and spoken German on a variety of topics	<i>Communication (Standard 1.2)</i>	98.7	6.26	100	70-100
D. To engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in German	<i>Communication (Standard 1.1)</i>	93.48	13.39	100	50-100
O. To know about German vocabulary	<i>Gaining Formal Knowledge of Language</i>	93.04	14.6	100	50-100
R. To know about social uses of German (e.g., what is polite; in which contexts words or phrases are used)	<i>Gaining Formal Knowledge of Culture</i>	92.17	13.8	100	50-100
P. To know about German grammar	<i>Gaining Formal Knowledge of Language</i>	90.87	17.03	100	40-100
M. To be able to communicate with native German-speaking friends or family	<i>Communities</i>	89.5	24.17	100	0-100
Q. To know about the sounds or sentence melody of German	<i>Gaining Formal Knowledge of Language</i>	84.78	29.28	100	0-100
AB. To know about customs, holidays, the daily lives, etc. of people in German-speaking countries	<i>Gaining Formal Knowledge of Culture</i>	83.48	24.61	100	10-100
L. To study in a German-speaking country	<i>Travel Opportunities</i>	82.61	31.37	100	0-100
E. To understand the relationship between the products (books, tools, food, laws, music, games, etc.) and perspectives (meanings, attitudes, values, and ideas) of German culture	<i>Cultures (Standard 2.2)</i>	80.87	25.75	100	10-100
F. To understand the concept of culture through comparisons of the German culture with my own	<i>Comparisons (Standard 4.2)</i>	77.83	31.62	90	0-100
B. To understand the relationship between the practices (patterns of social interaction) and perspectives (meanings, attitudes, values, and ideas) of German culture	<i>Cultures (Standard 2.1)</i>	76.96	25.66	80	10-100

Goal	Goal Area	Mean	SD	Median	Range
AA. To know about professional or study- or work-abroad opportunities in German-speaking countries	<i>Travel Opportunities</i>	74.78	30.47	80	0-100
J. To become a life-long learner by using German for personal enjoyment and enrichment	<i>Communities (Standard 5.1)</i>	73.91	29.35	70	10-100
N. To become a part of the German culture	<i>Communities</i>	72.61	35.45	80	0-100
AC. To know about political or social views or artistic preferences held by people in German-speaking countries	<i>Gaining Formal Knowledge of Culture</i>	72.39	29.54	80	0-100
C. To reinforce and further my knowledge of German through other disciplines	<i>Connections (Standard 3.1)</i>	72.17	28.6	80	20-100
H. To use German for my career	<i>Connections</i>	70	26.73	70	20-100
Y. To know about the history or geography of German-speaking countries	<i>Gaining Formal Knowledge of Culture</i>	66.52	33.25	70	0-100
S. To know about specific (e.g., famous) people who live or lived in a German-speaking country	<i>Gaining Formal Knowledge of Culture</i>	65.44	34.74	70	0-100
U. To know about German speakers, German companies, or German cultural events in the [city] area	<i>Communities</i>	64.78	33.96	70	0-100
G. To understand the nature of language through comparisons of German and my own language	<i>Comparisons (Standard 4.1)</i>	64.57	38.34	80	0-100
T. To know about German speakers who resemble me in some way (age, student status, interests, etc.)	<i>Communities</i>	63.26	36.23	70	0-100
I. To acquire information and recognize the distinct viewpoints that are only available through the German language and its culture	<i>Connections (Standard 3.2)</i>	61.74	36.14	80	0-100
X. To know about the politics or economics of German-speaking countries	<i>Gaining Formal Knowledge of Culture</i>	58.91	39.14	70	0-100
K. To present information, concepts, and ideas in German to an audience of listeners or readers on a variety of topics	<i>Communication (Standard 1.3)</i>	58.48	40.21	70	0-100
W. To know about German speakers, German companies, or W.	<i>Communities</i>	53.04	35.984	50	0-100

Goal	Goal Area	Mean	SD	Median	Range
German cultural events in the US (other than [state])					
Z. To know about the literature or art of German-speaking countries	<i>Gaining Formal Knowledge of Culture</i>	52.89	38.311	50	0-100
V. To know about German speakers, German companies, or German cultural events in [state] (other than [city])	<i>Communities</i>	50	38.494	60	0-100

Appendix 12. Differences in Number of German-Speaking Contacts Reported by WCO and SCO Participants, Regardless of Language Use

Table 12a: Unpaired, two-tailed tests for differences in means for the number of German-speaking contacts reported by Weak- and Strong Communities Orientation participants, regardless of language use

Type of contact	WCO (<i>n</i> = 5) mean number of contacts of this type (SD)	SCO (<i>n</i> = 5) mean number of contacts of this type (SD)	Difference (SCO minus WCO)	<i>t</i> -statistic	<i>p</i> -value
Current classmates in German class	20.6 (2.61)	21.2 (2.17)	0.6	0.396	0.703
Current TAs in German class, GS-NNSs	0.8 (0.45)	1 (0)	0.2	1.0	0.347
Friends, GS-NNSs	2.6 (4.34)	2.4 (2.07)	-0.2	0.093	0.928
Friends, GS-NSs	0.4 (0.55)	1.4 (2.19)	1	0.99	0.351
Living family members, GS-NNSs	0.2 (0.45)	0.2 (0.45)	0	0	1
Former teachers, GS-NNSs	0.4 (0.89)	0.6 (1.34)	0.2	0.277	0.789
Current teachers, GS-NSs	0.2 (0.45)	0.2 (0.45)	0	0	1
Former classmates from German class	5 (11.18)	0.4 (0.89)	-4.6	0.917	0.386
Former/current classmates (not from German classes), GS-NNSs	5.4 (10.99)	0	-5.4	1.099	0.304

Appendix 13. Differences in Number of German-Speaking Contacts with whom WCO and SCO Participants Reportedly Used German

Table 13a. Unpaired, two-tailed tests for differences in means for the number of German-speaking contacts with whom participants use German, as reported by Weak- and Strong Communities Orientation participants

Type of contact	WCO (<i>n</i> = 5) mean number of contacts of this type (SD)	SCO (<i>n</i> = 5) mean number of contacts of this type (SD)	Difference (SCO minus WCO)	<i>t</i> -statistic	<i>p</i> -value
Current classmates in German class	20.6 (2.61)	21.2 (2.17)	0.6	0.396	0.703
Current TAs in German class, GS-NNSs	0.8 (0.45)	1 (0)	0.2	1	0.347
Friends, GS-NNSs	2.6 (4.34)	2.4 (2.07)	-0.2	1.111	0.299
Friends, GS-NSs	0.4 (0.55)	1.4 (2.19)	1	1.429	0.191
Current teachers, GS-NSs	0.2 (0.45)	0.2 (1.34)	0	1	0.347
Former/current classmates (not from German classes), GS-NNSs	5.4 (10.99)	0 (0)	-5.4	1.099	0.304
Former classmates from German class	5 (11.18)	0.4 (0.89)	-4.6	1	0.347

Appendix 14. Figures 8a-8g: Distribution Across Categories for Frequency of Communication with Different Types of Contacts as Reported by the WCO and SCO groups

Figure 8a. Distribution of WCO (n = 5) and SCO (n = 5) groups' reported GS-NS contacts in each frequency category

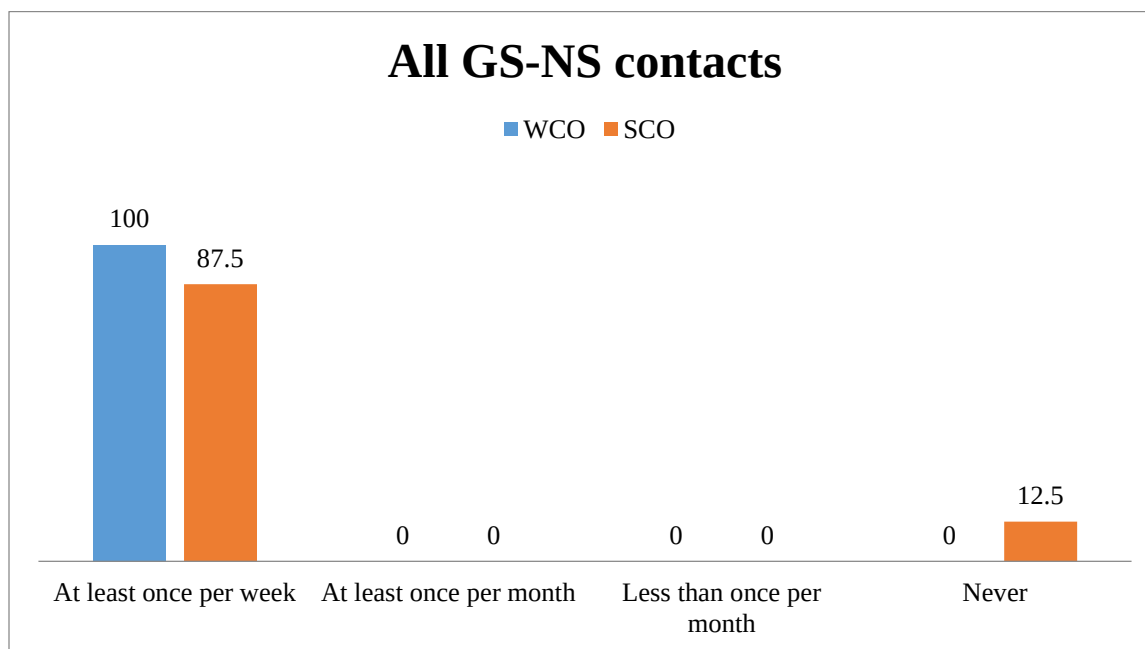


Figure 8b. Distribution of WCO (n = 5) and SCO (n = 5) groups' reported GS-NNS contacts in each frequency category

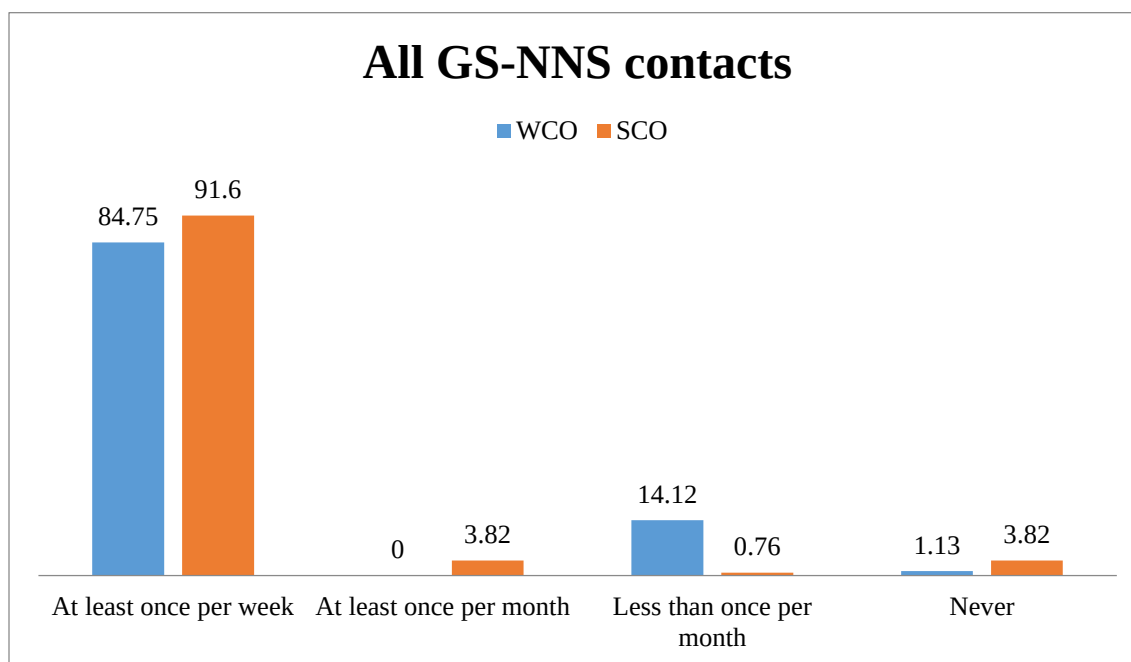


Figure 8c. Distribution of WCO (n = 5) and SCO (n = 5) groups' reported German-speaking friends in each frequency category

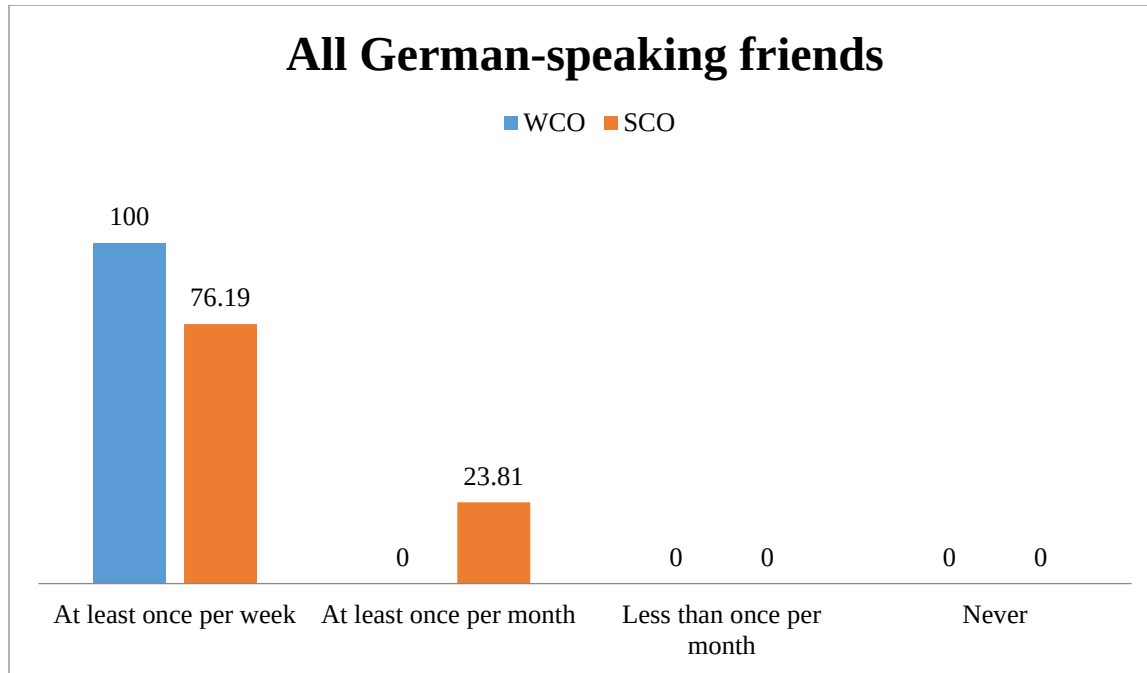


Figure 8d. Distribution of WCO (n = 5) and SCO (n = 5) groups' reported GS-NS friends in each frequency category

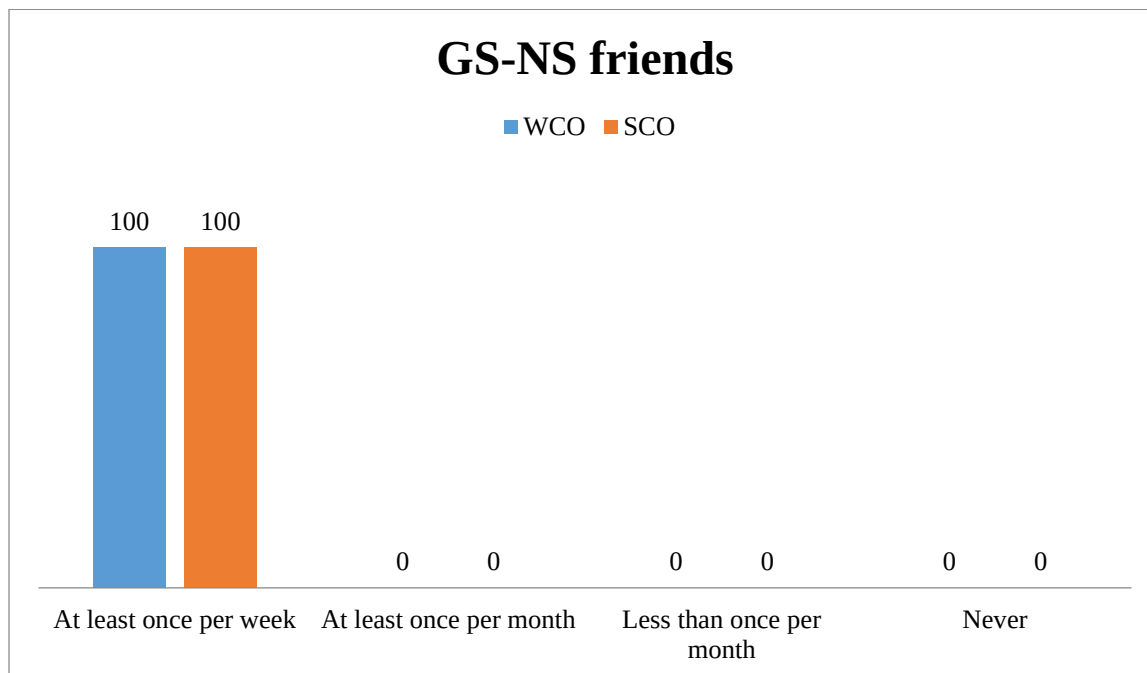


Figure 8e. Distribution of WCO (n = 5) and SCO (n = 5) groups' reported GS-NNS friends in each frequency category

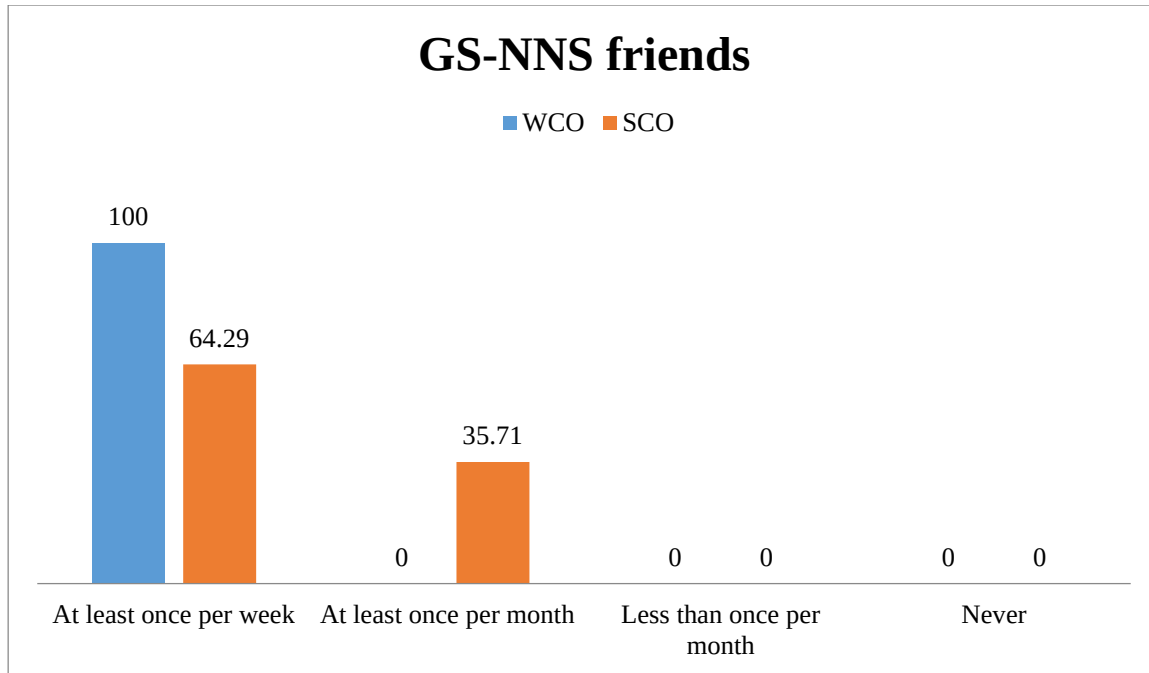
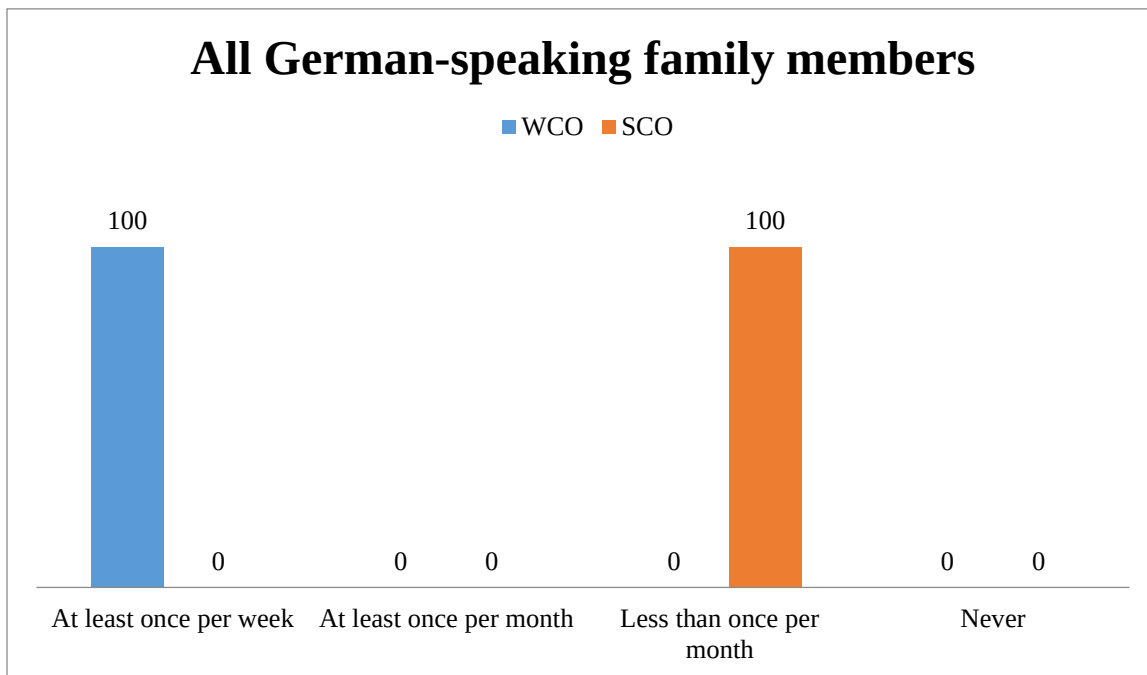
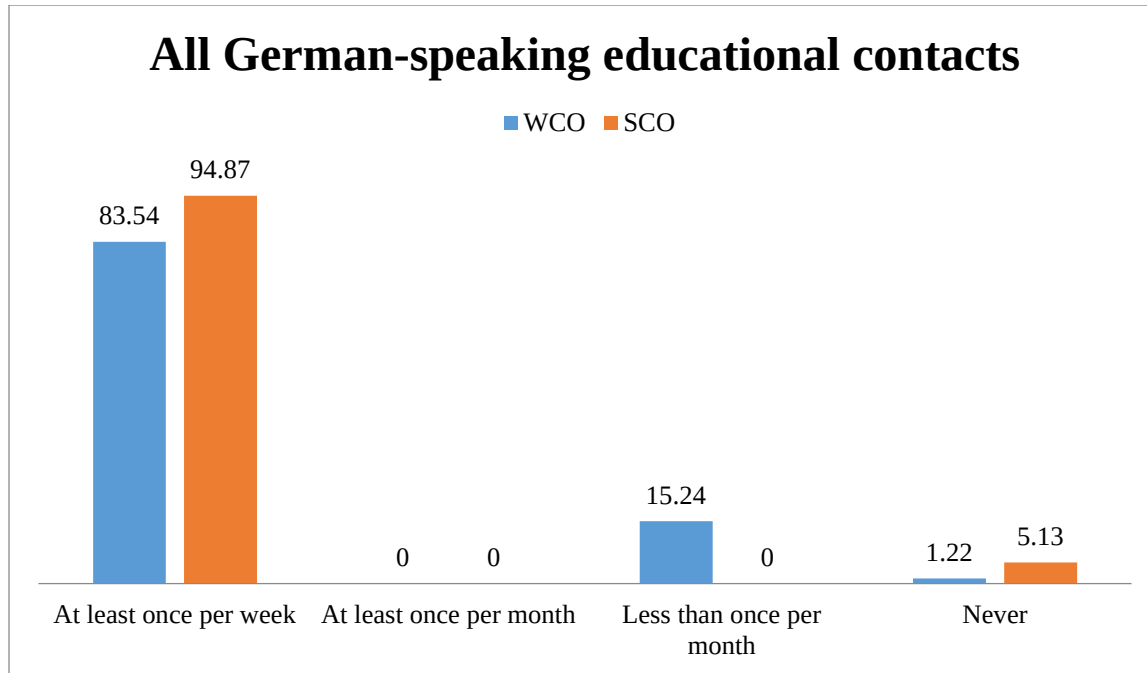


Figure 8f. Distribution of WCO (n = 5) and SCO (n = 5) groups' reported German-speaking family members in each frequency category



Note: There was only one family member, a GS-NNS, reported by each group.

Figure 8g. Distribution of WCO (n = 5) and SCO (n = 5) groups' reported German-speaking educational contacts in each frequency category



Appendix 15. How Participants ($n = 23$) Said They Maintained Contact with GS-NSs and GS-NNSs

Of the 23 participants ...

- 65.22% said that they did have some contact with German speakers beyond the classroom setting;
- 66.67% said that they had contact with at least one GS-NS;
- and 78.57% said that they had contact with at least one GS-NNS.

On average, they reported that 38.53% of their contacts were GS-NSs ($SD = 39.87$).

Table 23. Participants' descriptions of the ways they kept in touch with their GS-NS and GS-NNS contacts

Participants with GS-NS contacts ($n = 10$)			Participants with GS-NNS contacts ($n = 11$)		
Rank order	Method of communication	Percentage of participants who reported its use	Rank order	Method of communication	Percentage of participants who reported its use
1	Facebook	80%	1	Text messaging / instant messaging	81.82%
2	Skype	60%	2	Face-to-face	63.64%
3	E-mail	30%	3	E-mail	45.45%
3	Text messaging / instant messaging	30%	4	Skype	36.36%
3	Snail mail	30%	4	Phone calls	36.36%
6	Face-to-face	10%	6	Facebook	27.27%
6	Phone calls	10%	7	Snail mail	9.09%

Note: The methods of communication are listed in the rank order from highest to lowest percentage of participants who reported their use.