

Contemporary Approaches to World Languages and Cultures

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Selected Proceedings of the 21st Southeast Conference on
Foreign Languages, Literatures, and Film

Tampa, Florida, February 21-22, 2014

Edited by

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*Contemporary Approaches to World Languages and Cultures:
Selected Proceedings of the 21st Southeast Conference on
Foreign Languages, Literatures, and Film*

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Introduction

The biennial Southeast Conference on Foreign Languages, Literatures, and Film (SCFLLF), supported by a generous grant from the College of Arts and Sciences at the University of South Florida and the administrative support of the USF Department of World Languages, convened for the 21st time on February 21-22, 2014. The conference, which has been held in various locations throughout Florida since 1983, featured 60 speakers from the US and abroad who shared their research on various topics related to literature, film, culture, language learning, and linguistics. The conference did not feature a specific theme in order to encourage the sharing of a wide array of topics, interests, investigations, and formats that stimulate productive conversations and discussions among divergent fields, languages, and historical periods, resulting in collaborations and connections that continue beyond the conference meeting.

In the spirit of showcasing eclectic scholarship and fostering interdisciplinarity, the 21st SCFLLF featured 20 sessions that focused on cultural and linguistic output in languages as diverse as Arabic, Japanese, Chinese, French, Gaelic, German, Italian, Latin, Russian, and Spanish. Brad Prager, Associate Professor of German and an active member of the Program in Film Studies at the University of Missouri, Columbia, delivered the keynote address entitled “Meet the Parents: 21st Century Holocaust Documentary and the Art of Cross-Examination.” Brad Prager is a distinguished scholar in the area of Holocaust Studies: In 2011, he organized a Holocaust and film conference as a DAAD Guest Professor at the University of Paderborn, Germany; he has been a guest at the United States Holocaust Memorial Museum; he is the University of Missouri System Representative to the state’s Holocaust Education and Awareness Commission; he is the co-editor, with David Bathrick and Michael Richardson, of *Visualizing the Holocaust: Documents, Aesthetics, Memory* (Camden House, 2008); and he is the author of *After the Fact: The Holocaust in Twenty-First Century Documentary Film* (Bloomsbury, 2015). He is also a prolific scholar on German national cinema with several authored and edited books in this field.

In his keynote address at the 21st SCFLLF conference in Tampa, Brad Prager discussed recent Holocaust documentaries,

focusing in particular on those films in which directors interviewed Holocaust victims and perpetrators and their family members, often creating awkward conversations and situations. Prager began his discussion by looking back on older documentaries, such as *Shoah* (1985), which featured such interviews. He then preceded to analyze in detail the more recent documentaries *2 or 3 Things I Know About Him* (2004), directed by Malte Ludin, a German film about the family of a perpetrator, and director Arnon Goldfinger's *The Flat* (2011), an Israeli-German co-production about the legacy of one Jewish family's flight from Germany to Palestine in the 1930s. In his talk, Prager explored how the two films' directors addressed and highlighted the silences associated with difficult Holocaust legacies. In his analysis, he demonstrated how the two films are remarkably parallel, despite the fact that they are on two sides of the divide that generally separates perpetrators' families from those of victims. Prager's engaging and stimulating keynote address was a welcome highlight of the two-day conference. The theme of the address and the subsequent Q & A session were also an excellent display of one of the aims of the Southeast Conference on Foreign Languages, Literatures, and Film, that is to engage scholars from different fields of the humanities and have them share their perspectives on topics that have an impact across the disciplines.

In order to follow up the lively interaction and collaboration on display at the 21st SCFLLF with a more in-depth look at the topics discussed in the various panels, the organizers of SCFLLF, Will Lehman (Western Carolina University), Yves-Antoine Clemmen (Stetson University), and myself have had the pleasure to edit this volume containing selected and peer-reviewed proceedings from the conference. As was the case for *Cultural Perspectives on Film, Literature, and Language* (2010) and *Current Trends in Language and Culture Studies* (2013), proceedings from the 19th and 20th SCFLLF, respectively, *Contemporary Approaches to World Languages and Cultures* has assembled a cross-section of conference presentations, revised into essay form, with the intent of showcasing rigorous, original, and thought-provoking scholarship on eclectic themes and topics. We were not able to feature all of the presentations which were submitted, but rather selected the essays featured here based on scholarly merit and subject interest. We have grouped the essays which were selected into six sections, each containing two to three essays that speak to the particular theme of the section.

In the first section, entitled “Intersections of Language and Culture,” the authors discuss various issues involved in teaching and acquiring Japanese, Spanish, and German language and culture. The first contribution to this section, “The Effect of Podcast Tasks on Students’ Engagement and Performance in a Beginning Level Japanese Language Course” by Masafumi Takeda, interrogates the application of podcasting in the academic context. Takeda argues that, although there have been a number of studies on the academic use of podcasts, the majority of scholarly research on podcasting has studied the use of instructor-generated podcasts as review and as supplemental materials. Whereas this instructor-centered use has been interrogated widely, there is a dearth of research centered on learner-generated podcasts as a learning tool. The few studies that exist mainly investigate how podcast production could contribute to students learning, but they do so without a clear theory-based approach. Takeda addresses this lack by examining the effect of podcast tasks (PTs) in a beginning level Japanese course to see whether there is a statistically significant improvement of students’ engagement or performance when podcasts are employed by learners.

Whereas in the US the Japanese foreign language classroom seldom includes native speakers, with Spanish the situation is quite different. This reality prompts Estrella C. Rodríguez to investigate whether Spanish native speakers and Spanish second language (L2) learners with English as a first language (L1 English) use similar strategies when processing a Spanish multi-functional structure in real time. In “Processing a Multi-functional Structure in the L2: Taught First, Learned First?,” Rodríguez contrasts the reaction times of intermediate and advanced learners with those of a group of native Spanish speakers utilizing a self-paced reading task. She concludes that faster comprehension does not necessarily equate with faster processing and that grammatical complexity and verbal features may also play a role in learning structures in the L2 that are deemed easy to acquire.

The final contribution to this section is my own “*Tatort* DaF: Teaching Language and Culture through Television,” in which I propose a theoretical rationale and practical approach to using a popular German television show in the intermediate to advanced proficiency German classroom. I argue that the show *Tatort* is an excellent tool as it does not exhibit some of the shortcomings usually associated with using TV as a language learning tool. On the contrary, its predictable and recurrent narrative format, as well as the series’

longevity, popularity, regional focus, and, most importantly, online accessibility (including captions), make it an excellent program and rich resource for use in the German conversation and culture course.

In the second section of this volume, “Conceiving and Projecting German National Identity,” we continue to explore the presentation of culture in the German classroom and expand on the issue by contemplating German as a concept in the context of national identity. In her essay “Who are the Germans? Teaching Inclusiveness in Modern German Culture,” Elisabeth Poeter argues for a rethinking of established parameters in survey courses on modern German culture by placing a greater focus on the ideological links between race, gender, and nation that have defined the discursive practices on German national identity and that underlie current debates about Germany as an immigrant destination. Poeter offers a course outline and learning outcomes grounded in a pedagogy of inclusiveness by focusing on German cultural history and identity as multiracial and multi-ethnic. She argues that this approach makes it possible to pose new questions related to the social and ideological constructions of “culture” and “identity” and the process by which certain groups are constructed as “other” from within and without national boundaries.

In the next essay, “Mercedes & Muscles – Questions of Identity in Current German Hip-Hop,” Stephan K. Schindler also argues for using a broader perspective when discussing the concept of Germanness and looks at the ways in which popular culture, in particular German hip hop, has been undermining attempts at establishing a *Leitkultur* (dominant culture) and how any positive identification with the nation has been difficult, if not impossible, for Germans with so-called migration background. Schindler analyzes the emergence of *Kiezdeutsch* and exemplary hip hop music contributions in order to describe the various efforts of resistance against German cultural hegemony. Schindler’s examination provides an insight into the complexity involved in defining German national as well as cultural identity and raises the question whether such a project is still useful.

Harald Höbusch’s essay “Towards New Heights – The (World’s) Mountains as a Path to German National Renewal after the Great War,” is the final contribution of this section on German national identity and contemplates the issue from the perspective of mountaineering publications from inter-war early 20th century Germany. The purpose of these publications was to establish the notion that the mountains and the act of mountaineering could play an essential role in the psychological as well as the (geo)political renewal of the

German nation after its devastating defeat in World War I. Höbusch provides an overview of this discourse from its beginnings in 1917 through the decade leading up to the first German Himalaya expedition in 1929 with a special emphasis on the official printed report of the 1934 expedition to Nanga Parbat by Fritz Bechtold. Bechtold's text, according to Höbusch, reveals the intricate link between early German mountaineering expeditions, the experience of World War I, and the role assigned to the mountains in the process of national renewal.

The third section explores the role of gender in Italian film and literature with a collaborative contribution by Thomas J. DiSalvo and Antonio Melchor and an essay by Joanne Frallicciardi Lyon. DiSalvo and Melchor's "Love in a Time of Darkness: Women on the Home Front in Vittorio De Sica's *I girasoli* (Sunflower)(1969)" is an exploration and reassessment of Vittorio De Sica's film, which has been panned by many critics as a commercial melodrama and as inferior to his neorealist masterpieces. DiSalvo and Melchor point out that this assessment is based on the assumption that the filmmaker is trying to copy or continue the style and content of his earlier works. Despite the war-time setting of *I girasoli*, the authors argue that De Sica is trying to make a different kind of film: one that tells a familiar story from an unfamiliar perspective, that of a woman. Rather than presenting the story through the perspective of the soldier, the film offers an unexpected viewpoint, one that departs from the standard war narratives and stock battle situations, and focuses instead on the lead character's tragic and heroic odyssey in search for her husband who is missing in action.

Whereas the Italian director Vittorio De Sica's *I girasoli* gives a voice to female experience against the backdrop of war, Joanne Frallicciardi Lyon, in her contribution entitled "Mothers, Aging and Fading Images of Beauty in Laudomia Bonanni's *L'imputada*," contemplates another context in which women confront conventional limits of representation. Lyon interrogates the marginalization of aging women by looking at Laudomia Bonanni's novel *L'imputata*. Lyon focuses on a pivotal character in this novel, the young mother Cristina Melli, and examines her dissatisfaction and struggles with her state in life and with the social conventions governing her existence. Lyon sees as particularly instructive the character's difficulties with getting older and with accepting the accompanying loss of physical beauty. For Lyon, this character demonstrates that women are valued for

their ability to reproduce, their sexuality, and their physical appearance, and that therefore their marginalization increases as they age.

In the 4th section of this volume we are presenting two contributions that are both concerned with the relationship between text and image, albeit in works produced in disparate times, i.e. the 17th century and the 20th century. In Christine McCall Probes' contribution "Woman at the Margins: Her Strength and Diversity in a Representative Emblematic Album of the Early Modern, the *Sonnets franco-comtois*," the author demonstrates and analyzes the strength and diversity of "woman at the margins" in de Loysi/ Chassignet's representative album of the Early Modern. Probes argues that the secondary female figure, or woman at the margins, makes a significant contribution, rhetorically and artistically, to the album as her strength and diversity lend those qualities to the album itself. The figure serves as an essential support for both major and minor themes relating to the temporal and the eternal. Secondary female figures drawn from mythology, allegory, history, and the animal kingdom, provide exhortations and warnings, instructing all readers, male and female, ruler and subject. Probes concludes that the "woman at the margins" illustrates diversity and the complementarity of image and text, both essential features of the emblem genre.

In this section, Yves-Antoine Clemmen also investigates the association of text and image in his "Claude Simon, Author and Photographer: the Object of Exhibition in Question," an examination of the place of photography in the context of the practice of exhibition. Clemmen points out that if, as Lacoue-Labarthe stated, art can be equated with the exhibitable, it leaves photography in an ambiguous place. A photographic image's lack of an authentic original renders its exhibitability ubiquitous and undermines therefore its status as art object. In his essay, Clemmen looks at the artist Claude Simon – a Nobel Prize winning author who became a published and exhibited photographer – whose case renders the question of what is exhibited in a photographic exhibit even more complicated. In his contribution, Clemmen shows that what is exhibited always lingers at the frontier between text and image.

In our section entitled "Philosophy and Culture," we include three essays that contemplate cultural influence and observations of philosophers and philosophic writings. Ippokratis Kantzios's essay "Rostand's Socratic Cyrano" directly links Edmond Rostand's well-known *Cyrano de Bergerac* with the works and person of the Greek philosopher Socrates. Although Kantzios acknowledges that Ed-

mond Rostand's titular character in the play *Cyrano de Bergerac* is the result of an eclectic process, he argues that the philosopher Socrates probably constitutes a core influence, perhaps more consequential than the historical Cyrano himself, on whose life the play is based. The broad overlapping of character traits between Socrates and Cyrano, a close verbal echo from the *Apology*, and even the overall transcendental frame of the play suggest that Rostand borrows from Plato extensively. Kantzios concludes that Rostand's "socratization" of his character represents a loving tribute to the historical Cyrano.

Whereas Kantzios contemplates philosophic influence on theater, the next contribution in this section, Heike Scharm's "*Notes of a Method: María Zambrano's Communicative Ethics*," considers a primary philosophical text. Scharm looks at María Zambrano's *Notes of a Method* (*Notas de un método*, 1989), and presents it as the culminating example of Zambrano's philosophical "method" of synthesis: a poetic reasoning that promotes a communicative ethics and offers an alternative to rational Western thought. Built upon the concept of love as an agent of dialogue and reconciliation, Zambrano's essay, as Scharm argues, responds to a changing modernity that escapes Aristotelian logic. As such, she compares *Notes of a Method's* views of man as a polyrhythmic construct with the current shifting politics of identity, and defends Zambrano's supposedly infamous obscurity as a new kind of rationality, one that recognizes harmony in diversity and finds logic in contradictions, very much in accordance with a global era shaped by convergences and asymmetries.

The last contribution to "Philosophy and Culture" is an essay entitled "Realism of the Testimony, Symbolgies and Memory: Phases and Perspectives in the Plurilingual Experimentation of Primo Levi," by Tommaso Pepe. In it, Pepe shows that the narrative work of Primo Levi, one of the most important philosophical writers on the Holocaust, is pervaded by a network of plurilingual contaminations which originated ultimately in the experience of the deportation. As Pepe argues, Levi's experimentation denotes a complex evolution: if in his initial works plurilingualism emphasizes the linguistic violence of the concentration camp, later the author explores the remote and relatively unknown universe of the languages of the Jewish diaspora, including Yiddish and a peculiar Judeo-Piedmontese jargon. This scenario highlights the presence of a wide array of literary strategies that guide Levi's plurilingual experimentation. Pepe argues that while plurilingualism is depicted as confusion of the languages of the camp prisoners, it also relates to a deeper Hebrew history, retraced

by recovering the languages of the Jewish dispersion irremediably destroyed by the persecution. The multilingual structures of Levi, according to Pepe, show complex ties with a series of allegories, ranging from an interpolation with the biblical myth of Babel to the concern for a possible dehumanization of language, up to the recovery of a memory mediated through language identities.

In the final section of our volume, we turn to Francophone writing with Carine M. Mardorossian's essay "Le terrien-marin: Edouard Glissant et la théorie écocritique" and Viviane Uetto's "Bernard Dadié et la féminité occidentale: quand la Périphérie répond au Centre." Mardorossian examines the ecological ramifications of a Caribbean creolized model of culture for the environment. She argues that while scholars in Postcolonial Studies almost uniformly endorse the coming together of cultures, embodied by a Caribbean creolized aesthetics, the Environmental Studies counterpart of cultural crossfertilizations is far from emancipatory. When life forms are at stake, the interaction between organisms from widely disparate places of origin often entails environmentally adverse rather than progressive effects. As a case in point, invasive species introduced to the unique biodiversity of Caribbean islands pose an enormous threat. As such, the creolizing impulses of Caribbean literature and culture would seem incompatible with an ecologically conservationist ethics. Mardorossian argues that Edouard Glissant's *Une Nouvelle Région du Monde* offers a way out of this conundrum by modeling a non-dualistic way of conceptualizing the relationship between humanity and the environment that does not subsume the environment.

From the Francophone literature of the Caribbean, we move to the Ivorian writer Bernard B. Dadié in Viviane Uetto's "Bernard Dadié et la féminité occidentale: quand la Périphérie répond au Centre," which concludes our volume. Uetto's essay details the ways in which the author Bernard B. Dadié seeks to rehabilitate the image of the African woman by focusing his gaze on her western counterpart. Using his three travel novels entitled *Un Nègre à Paris* (1958), *La ville où nul ne meurt* (1960) and *Patron de New York* (1964) which were written during the author's trips to Paris, Rome, and New York in the early sixties, Uetto examines how Dadié represents the Western woman. Uetto suggests that the rationale behind the author's depiction of the physical traits and values of the Euro-American female is to dismantle the notion of her superiority in comparison to the Afri-

can women who have been portrayed as voiceless, powerless and even, at times, despicable human beings in many colonial writings.

As stated earlier, the purpose of this particular selection of revised conference presentations is to offer a representative cross-section of the myriad of topics presented at the 21st Southeast Conference on Foreign Languages Literatures and Film on February 21-22, 2015 in Tampa, Florida. In early 2016, the conference will convene for the 22nd time. It will be hosted by Stetson University in DeLand, Florida. The organizers of the SCFLLF, editors of this publication, anticipate another stimulation gathering of scholars eager to share their research on an eclectic range of topics in the humanities, the highlights of which we will present in the next publication, a volume dedicated to the 22nd SCFLLF.

Margit Grieb, University of South Florida

I: Intersections of Language and Culture

The Effect of Podcast Tasks on Students' Engagement and Performance in a Beginning Level Japanese Language Course

Masafumi Takeda

Podcasting is one of the technological advances that have been widely accepted in educational settings. A podcast is a digital media file that can contain audio files, video files, or synchronized audio and image files. A podcast can be disseminated easily from a dedicated server or a webpage to devices such as a desktop computer, a laptop or handheld devices. Many universities have been using video clips, sound files, and other digital media files to provide materials to students (Evans 492; Lee and Chan 207).

As more educational podcasts become available, a number of studies have been conducted to examine the educational value of podcast use in the classroom (Abt and Barry; Carle, Jaffee, and Miller 376; Ducate and Lomicka 70; Dupagne, Millette, and Grinfeder 56; Lord 368). The profile of podcast use in various studies was mainly either to distribute materials such as recorded lectures or to provide supplemental materials. Kay (2012) stated that there were only a few studies focused on student-created podcasts (822). In addition, Hew (2009) pointed out that the majority of studies reviewed focused on “the features of tools and procedures” (343), and suggested that future research should include theory-based studies on the use of podcasts.

The purpose of this study was to investigate the effect of assignments, called podcast tasks (PTs), on students' engagement and performance in a beginning level Japanese language course at a regional comprehensive university. In this study, the participants completed a certain number of the PTs for the course based on three different treatment conditions. Participants were measured for their level of engagement and their Japanese language competency gains.

Background

A podcast is a digital file that can be delivered automatically to a device such as a portable media player or a computer via the Internet.

4 Intersections of Language and Culture

With the ease of disseminating digital files through the Really Simple Syndication (RSS), podcasts have attracted a sizeable American audience. In 2010, 23% of Americans claimed that they had listened to podcasts (Olmstead, Mitchell, and Rosenstiel). The contents of podcasts include, but are not limited to music, radio shows, technology, and many more. By 2010, there were about 90,000 podcasts released (Olmstead et al.). The number of available podcasts is exponentially higher today.

The growing popularity of podcasting has attracted the attention of higher educational institutions, some of which have started delivering recorded lectures to students on campus. Duke University implemented an initiative to study academic use of handheld multimedia players among first-year college students in 2004 (Belanger 4). During the initiative, students had access to various podcasts to download and use for their classes. Overall, the response from both faculty members and students was positive.

As a wide variety of podcasts became available, researchers saw an opportunity to examine their educational value. Hew (2009) reviewed 30 peer-reviewed articles focused on audio podcasts in academic use (336). The findings revealed that there were two types of podcasts used in all of the studies: those produced by teachers or students in a classroom context and those produced independent of a classroom context and made available to the public. He pointed out that the majority of studies focused on the use of podcasts for reviewing materials and preparation for exams (Hew 340).

Following Hew's study, Kay (2012) conducted a review of the research on video podcasts. Among these studies, the most common focus is to investigate how students use podcasts. There were only a few studies that dealt with student-generated podcasts (822). Kay (2012) also pointed out that the majority of studies were not theory-based but rather focused on students' use of and attitudes towards podcasts (822).

Prior studies on the academic use of podcasts mainly focused on how podcasts might contribute to student learning for reviewing materials or as supplemental materials. Studies have not necessarily focused on how producing podcasts might contribute to student learning (Abt and Barry; Carle, et al. 377; Ducate and Lomicka 70; Dupagne, et al. 56; Lord 367).

If podcasting continues to be a form of digital files delivery system, its mobility and accessibility will not be the only benefit to users. While it is true that the mobility and accessibility of digital contents

made podcasts attractive, a few studies suggested that podcast production could potentially be a learning tool to provide meaningful and engaging learning experiences. However, the previous literature on podcasting has not explored this aspect of podcasting and the theory-based research is almost non-existent. The theory-based research on the educational value of podcast production should be examined.

Research Questions

The guiding questions of this study were:

1. How did students respond to PT's in a beginning level Japanese language class?
2. What was the effect of PT on students' engagement in a beginning Japanese language course?
3. What was the effect of PT on students' performance on the Japanese proficiency tests in a beginning level Japanese language course?

Methodology

The study was implemented in the Beginning Japanese I (JPN101) course for an entire semester (15 weeks). Three sections of the course were assigned to different conditions: the Early Semester (ES) treatment group; Late Semester (LS) treatment group; and Entire Semester (ENT) treatment group. The participants, 45 undergraduate students, completed a series of podcast tasks (PTs) during the course of 15 weeks. The design of the current study by groups, treatments, and points of data collection is shown in Figure 1.

Group	Unit 1			Unit 2			SETUS
	JPT1Pre	JPT1Post	JPT2Pre	JPT2Post	SETUS		
ES	O	X	O	O	O	O	O
LS	O		O	O	X	O	O
ENT	O	X	O	O	X	O	O

Figure 1. Treatment conditions and times of data collection for all three groups.

JPT = Japanese Proficiency Test. SETUS = Student Engagement in Technology Use Survey. O = Observation (data collection). X = Treatment. Blank = No treatment.

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The current study used two instruments to assess the effect of the students' engagement and performance. A survey, Student Engagement in Technology Use Survey (SETUS), adapting several items from the National Survey of Student Engagement (NSSE; Kuh, et al.), and Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich, Smith, Garcia and McKeachie) was developed. The survey included 26 items, was administered online at the end last two weeks of the study.

The second instrument I developed was a Japanese Proficiency Test (JPT). There were two different JPTs developed for this study. The first JPT included listening comprehension, grammar and a vocabulary section using multiple choice, true and false, jumbled sentence, and matching formats. The second JPTs included listening comprehension, grammar, vocabulary, and reading sections using multiple choice, true and false, jumbled sentence, short answer and matching formats.

Descriptive statistics of SETUS was used to address the research question 1. Descriptive statistics of SETUS and a Kruskal-Wallis H test were used to analyze the result of SETUS to answer the research question 2. A series of Wilcoxon Signed-Ranks test, the descriptive statistics and a Kruskal-Wallis H test were used to analyze the JPTs results to answer the research question 3. All of the statistical tests used an alpha level of 0.05.

Treatment

The treatment in this study was a series of PTs. Each PT had two parts, a vocabulary task and a grammar podcast. For a vocabulary podcast, the participants made a slide for each word in Japanese and recorded pronouncing each word in Japanese. For a grammar podcast, the participants made a slide for each grammar point giving an example sentence. The audio for the grammar point included reading each Japanese sentence aloud and explaining of the appropriate grammar point in English, using their own words. English translations for words or phrases were not allowed to be on slides.

Krashen's $i+1$ hypothesis (21), Wittrock's Generative Learning (GL) theory (41) and Mayer's Multimedia Learning (ML) theory (4) were used to craft the PT treatment in this study. These theories and hypothesis were present in both types of the PT treatment.

Krashen stated that the input would not become meaningful unless it was challenging, yet comprehensible (63). The PT had

meaningful input because the vocabulary podcast was based on word categories introduced and repeated grammatical structures. The grammar podcast was based on class work and included related, but new grammar points. Therefore, Krashen's $i+1$ hypothesis was present in the PT.

Witrock's GL theory (41) was also present in the PT because students worked with course-introduced materials and integrated new information. The GL theory was closely related with $i+1$ hypothesis. The PT provided an opportunity for the participants to find a link between the old and new information to generate new knowledge.

Mayer's ML theory (4) was evident in the PT because the participants were required to produce images and audio on their own and edit both elements into a coherent product as a whole. Slides with Japanese characters were considered as an image in the PT so that each slide could be reinforced by audio in Japanese and also English in the grammar podcast. In the process, the participants encoded a piece of information audibly and visually, which served as an essential part of the ML theory.

Results

Students' Responses to PTs

Overall, 24 participants (63%) agreed that they enjoyed working on the PTs. Also, 24 participants (63%) agreed that they would make podcasts for other courses. While the majority seemed to have enjoyed working on the PTs, there were also those who did not enjoy working on the PTs at all.

The participants were also asked to make any comments regarding the PTs if desired. The result indicated mixed responses on podcasting. Thirteen participants (34%) made comments on the PTs. Ten participants (26%) left comments on the course and in-class activities. However, 15 participants (40%) did not leave any comments.

Among the responses regarding the PTs, eight participants clearly indicated that podcasts were helpful. One participant said, "I though [sic] the podcasts were a very interesting and useful tool for learning". Two participants mentioned that the PTs helped them retain information more than paper-based assignments.

On the other hand, five participants expressed that the PTs did not help them learn the materials, although a few of them admitted

that the PTs were interesting. One participant said, “I think the podcasts are a good idea, but I like to learn in a different way. I am very visual, but I remember things more if we talk about them in class”.

Differences in Students’ Engagement by Treatment Groups

One of the measures of engagement in this study was motivation. A Kruskal-Wallis H test was run to determine whether there was any difference among three groups in terms of the level of motivation. The test revealed no statistically significant difference among three treatment conditions, $H(2) = 1.586$, $p = 0.452$, with a mean rank of 19.27 for ES, 22.63 for LS, and 16.64 for the ENT. Even though a couple of motivation items showed a difference among the three groups, the effect of the PTs on motivation scale among the three groups was not statistically significant.

The other measure of engagement in this study was self-regulation. A Kruskal-Wallis H test was run to determine whether there was any difference among three groups in terms of self-regulation. The test revealed no statistically significant difference among three treatment conditions $H(2) = 1.330$, $p = 0.514$, with a mean rank of 18.84 for the ES, 23.44 for the LS, and 18.00 for the ENT. While a couple of self-regulation items indicated a slight difference between the half semester treatment groups, the treatment condition was not statistically significantly different among the three groups.

Relationship Between PTs and Students’ Performance Within Groups

For each group, the percent correct of each JPT set was compared to determine if the gain on each pre-test to post-test was statistically significant. Further, a Wilcoxon Signed-Ranks test was run to investigate if there was any statistically significant difference in participants’ performance gain on both JPT 1 and 2 pre-tests to post-tests.

Early Semester (ES). The group mean of the JPT 1 post-test ($M_{\text{post}} = 74.5$, $SD_{\text{post}} = 18.1$) was higher than the pre-test ($M_{\text{pre}} = 22.3$, $SD_{\text{pre}} = 6.2$). The group mean of the JPT 2 post-test ($M_{\text{post}} = 54.1$, $SD_{\text{post}} = 16.9$) was higher than the pre-test ($M_{\text{pre}} = 32.9$, $SD_{\text{pre}} = 7.5$).

The group mean of the gain on the JPT 1 and 2 pre-tests to post-tests indicated a statistically significant difference in participants’ performance gain on both sets of JPTs ($Z = -3.574$, $p < 0.001$) based on positive ranks. The mean of the ranks in favor of the JPT 1 gain was 9.5, while the mean of the ranks in favor of the JPT 2 gain was

1.0. The results indicated that ES participants had greater gain on the JPT 1 pre-test to the post-test than on the JPT 2 pre-test to the post-test.

Late Semester (LS). The group mean of the JPT 1 post-test ($M_{\text{post}} = 78.4$, $SD_{\text{post}} = 19.7$) was higher than the pre-test ($M_{\text{pre}} = 19.8$, $SD_{\text{pre}} = 11.1$). The group mean of the JPT 2 post-test ($M_{\text{post}} = 59.3$, $SD_{\text{post}} = 15.8$) was higher than the pre-test ($M_{\text{pre}} = 34.9$, $SD_{\text{pre}} = 14.2$).

The group mean of the gain on the JPT 1 and 2 pre-tests to post-tests indicated that there was a statistically significant difference in participants' performance gain on the two post-tests ($Z = -2.803$, $p = 0.005$) based on positive ranks. The mean of the ranks in favor of the JPT 1 gain was 5.5, while the mean of the ranks in favor of the JPT 2 gain was 0.0. The results indicated that the LS participants had greater gain on the JPT 1 pre-test to the post-test than on the JPT 2 pre-test to the post-test.

Entire Semester (ENT). The group mean of the JPT 1 post-test ($M_{\text{post}} = 74.6$, $SD_{\text{post}} = 22.1$) was higher than the pre-test ($M_{\text{pre}} = 20.0$, $SD_{\text{pre}} = 7.3$). The group mean of the JPT 2 post-test ($M_{\text{post}} = 63.1$, $SD_{\text{post}} = 17.2$) was higher than the pre-test ($M_{\text{pre}} = 36.2$, $SD_{\text{pre}} = 12.2$).

The group mean of the gain on the JPT 1 and 2 pre-tests to post-tests indicated that there was a statistically significant difference in participants' performance gain on JPT 1 and 2 pre-tests to the post-tests ($Z = -3.245$, $p = 0.001$) based on positive ranks. The mean of the ranks in favor of the JPT 1 gain was 10.67, while the mean of the ranks in favor of the JPT 2 gain was 3.67. The results indicate that the ENT participants had greater gain on the JPT 1 pre-test to the post-test than on the JPT 2 pre-test to the post-test.

Group Differences in Relationship of PTs and Performance by Treatment

First, a Kruskal-Wallis H test was run to determine whether there was any difference in the three groups on the JPT 1 pre-test. The test result found no statistically significant difference among the three groups, $\chi^2(2, N = 45) = 1.68$, $p = 0.43$.

The descriptive statistics of a mean percent correct on gain and a Kruskal-Wallis H test were used to determine whether there was any statistically significant difference in the gain on two sets of JPTs. The ES had the smallest mean gain on JPT 1 ($M_{\text{ES}} = 52.2$, $SD_{\text{ES}} = 16.1$) and the smallest mean gain on JPT 2 ($M_{\text{ES}} = 21.2$, $SD_{\text{ES}} = 16.4$). The LS had the highest mean ($M_{\text{LS}} = 58.6$, $SD_{\text{LS}} = 18.5$) JPT