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## Spanish as a second language instruction at the elementary level within a two-way bilingual program.

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SPANISH AS A SECOND LANGUAGE  
INSTRUCTION AT THE ELEMENTARY LEVEL  
WITHIN A TWO-WAY BILINGUAL PROGRAM

A Dissertation Presented

By

OLGA MAIA AMARAL

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

May 1988

School of Education

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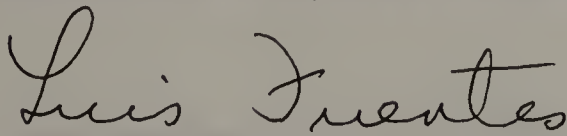
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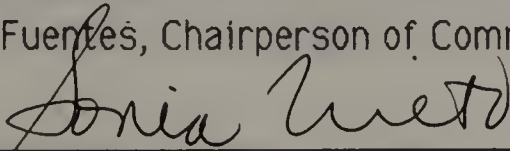
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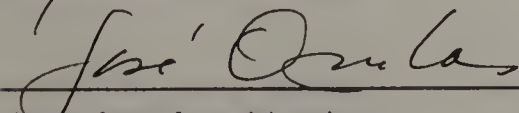
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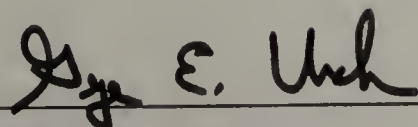
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George Urch, Acting Dean  
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To

My daughter, Jennifer,  
My Mother, Nazaré Costa

And

To the memory of  
My Father, Armando N. Maia

## ACKNOWLEDGEMENTS

The preparation of a dissertation is a process which, I have come to realize, is made easier by the support of friends and colleagues. Many have inspired me and I will forever remain grateful to them. I must begin however, by acknowledging the hundreds of children that I have worked with, directly or indirectly, to whom I have chosen to dedicate my life's work. I can only hope that my efforts will play a part in enriching their education and the educational experiences of the children who follow them.

To the members of my committee, Sonia Nieto, Jose Ornelas and Luis Fuentes, my thanks for encouraging me to pursue a personal dream to investigate the field of second language acquisition within a bilingual education setting. My sincere thanks to Luis, particularly for his ability to instill in me a feeling of strength that allowed me to continue the process even when life's hardships seemed to dim the light at the end of the tunnel. To Dora Fuentes, I wish to show my appreciation for the happy times and the laughter we often share. To

Christine and Cornelia O'Hare, I would like to express not only my sincere gratitude but also my love and appreciation for the way in which they welcomed me into their lives and helped me to grow both professionally and personally. I must also extend a special heartfelt thanks to some dear friends who have been close enough to see me through this process and endure some of my periodic impatience, loving me all along.

Finally, but not least, there is a most special person without whom this would not have been possible. His encouragement, the confidence he has always shown in my ability, and the time that he has dedicated to helping me in this endeavor have provided the necessary combination to allow me to reach this goal. To David, all my love.

## ABSTRACT

Spanish as a Second Language  
Instruction at the Elementary Level  
Within a Two-Way Bilingual Setting

May 1988

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The primary goal of this dissertation is to examine the impact of Spanish as a Second Language instruction within a bilingual setting.

The first chapter provides an overview of those issues which must be considered when developing and implementing a second language program. These issues are too often addressed in isolation by foreign language, English as a Second Language and bilingual educators. All three disciplines are concerned with language acquisition and literacy development. To date, not enough has been done to bring about collaboration among the three disciplines. The sharing of ideas and resources can only help to promote language development for all students.

The second chapter reviews the literature in four specific areas: theories of second language acquisition, methodology and techniques used in the study of a second language, attitudes towards foreign language teaching and learning, and foreign language study within a bilingual setting. The exploration of these four areas provides information about theoretical frameworks on which many second language programs are based. It also emphasizes the value of integrating a second language into the overall education of youngsters. In addition, it provides one example of an educational schema which shows promise in promoting bilingualism for all children.

The third chapter provides an analysis of the process followed in this study to arrive at some conclusions about the benefits of an SSL Program within a bilingual setting.

The findings of the study are reported in chapter four. Results indicated that children participating in SSL made important gains in the acquisition of oral proficiency. Also, educators who were surveyed favored the approach that was used in the SSL Program because it considered the following characteristics:

1. The value of learning a second language
2. Curriculum
3. Methods and techniques
4. Assessment
5. Support for SSL instruction
6. SSL instruction within a bilingual setting

Chapter V offers a summary of the study, the conclusions, the recommendations for applications of the findings and possible further research.

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## CHAPTER I

### INTRODUCTION

#### Issues in Second Language Acquisition

There is a widespread feeling of renewed vitality in both language teaching and bilingual education today, largely inspired by new discoveries in the language classroom, new insights from research, and new trends in educational policy that have been accumulating rapidly over the last decade. One of the most exciting developments in language teaching is that the individual needs of students are now being considered to a much greater degree. Researchers recognize the importance of being aware of students' needs and of the ways children learn. While these have been at the very core of many debates, researchers have recently focused more on the impact that social factors have on the ways children acquire language. Carlos Yorio (1986) cites some of the differences found amongst learners, indicating that these differences could possibly all be found within any given classroom:

1. Students have different language backgrounds
2. Students' literacy in their native language can vary enormously
3. Students' metalinguistic awareness also varies
4. Students' motivation varies in degree and kind
5. Students' attitude ranges from hate to love (most often indifference)
6. Some students are inductive learners, some are deductive learners
7. Some have high tolerance of ambiguity, others have low tolerance of ambiguity
8. Some are embroiderers (like and learn detail); others are skeletonizers (they get lost in detail)
9. Some have strong intelligence 1, some have strong intelligence 6\*

Human beings do not behave, each one, like the other, consistently or uniformly. Every person is unique and little is in common across individuals, but what is common is that we are all human and all have the urge to communicate. LaForge's (1971) Community Language Learning and other methods are good examples dealing with the humanity of the language learner. We need to capitalize on this urge to communicate by creating and making use of real situations providing for meaningful communication.

\* In this case Carlos Yorio refers to a paper entitled "The Theory of Multiple Intelligences: Educational Implications" presented at the Bilingual/Foreign Language/ESL Education Symposium at Southeastern Massachusetts University in June of 1986 by Dr. Howard Gardner of Harvard University in which he describes multiple intelligences and assigns a number to each of the abilities individuals are capable of having.

In a task as complex as language learning it is impossible to expect two people to acquire a language in the same way. Research on theoretical linguistics has played a major role in shaping teaching methods and techniques for the study of languages. Robert Khron points out that we can no longer expect of recent linguistic theory what was expected of structural linguistics several decades ago (Khron, 1970).

Structural linguistics provided practioners with the theoretical framework which supported the use of different techniques and methodologies in the classroom. This theory and methodology provided for language instruction which relied on memorization skills almost exclusively but included the use of a grammar approach which analyzed the deep structures of language. More recent research suggests that although many aspects of language acquisition are still a mystery, language is deeply controlled and motivated by cognitive and affective domains. These two factors make the relevance of abstract, formalized linguistic theory obsolete (Brown, 1975). Brown further points to the affective domain as being crucial to language learning. He indicates that "...given the necessary motivation, ego permeability, extroversion, and empathy one should never fail to learn a language (Brown, 1975, p.84).

While it is important for language learners to be motivated, any normal child can learn any language to which she has adequate exposure. If she hears or responds to two or more languages in her environment in the early stages of language development, she will become bilingual (Saville-Troike, 1976). Much of a child's language development is completed before she ever comes to school. The average child has mastered most of the distinctive sounds of her native language before she is three years old and she controls most of her basic grammatical patterns before she is five or six.

There is still considerable debate as to how a child acquires the primary language and whether this acquisition is the result of the child's natural desire to please, an urge to communicate her needs or simply a matter of imitation. Troike explains that there are at least three common characteristics of language acquisition (Saville-Troike, 1976, p. 9):

"Children around the world begin to learn their native language at the same age, in much the same way, and in essentially the same sequence.

Children have acquired most of the basic operations in language by the age of four, regardless of their language or social environment.

Children can understand and create novel utterances; they are by no means limited to repeating what they have heard, and many child speech patterns are systematically different from those of the adults around them."

This confirms what is commonly referred to as an innate or natural ability for language learning. Kenji Hakuta also comments on this innate capacity to acquire language:

"Children demonstrate a remarkable ability to acquire a second language spontaneously in the absence of explicit instruction. Their initial statements are tied to the context of conversations and tend to be 'prefabricated' in that they do not display use of grammatical structure. Structure is gradually acquired through still undetermined processes which I suspect are largely attributable to an innate capacity to acquire language" (Hakuta, 1986, p. 232).

Hakuta and Jim Cummins (1982) are just a few of the current researchers studying the intricacies of learning a second language. All believe that there is a close relationship between one's ability to learn a second language and the way in which one's first language is developed. Linguists have extensively studied the acquisition of children's first or primary language considering the various stages of

development, equating this "natural" ability with the physiological stages of children. Roger Brown (1973) suggests that these stages are an extension of Piaget's "sensorimotor intelligence" and parallel the child's ability to first demonstrate an almost unlimited phonetic capability, then to acquire the means for expressing spatial relationships and finally to incorporate the use of syntax. Language is not acquired then through a simple associational learning process but rather with a grasp of a complex set of rules underlying the structure of language (Dulay and Burt, 1974).

With the increase of new thinking concerning primary language development, the rejection or assertion of previously stated theories and pedagogy offered by researchers continues to be of serious importance when considering the implications for the education of children. This is particularly true when we consider the education of limited English proficient children enrolled in bilingual programs throughout the United States. Bilingual educators have not only considered the development of the child's primary language but they have also investigated many aspects of second language acquisition. Having an understanding of the process for the development of the first

language will hopefully shed some light on how the second language is acquired.

Theories in this field are as diverse as in the first. This research must not only take into account the way in which a second language is acquired but it must also resolve such issues as how the child's development in the native language affects the process of second language acquisition as well as the most effective methodology used in second language instruction and the assessment of students' proficiency in the second language.

Dulay and Burt (1974) have hypothesized that the creative construction process, a developmental theory assuming that children learn a second language in the same way as children learn a first language, plays a major role in second language acquisition. In a study comparing Chinese and Spanish speaking children's order of acquisition of certain English functors, it was revealed that:

1. the sequences of acquisition of the eleven functors in English obtained for Spanish and Chinese children were the same.
2. the same sequence of acquisition of the eleven functors provides strong evidence that children exposed to natural, second language speech acquire certain structures in universal order.

Hakuta (1986) does not view the process of acquisition in first and second languages as being exactly the same. Instead he claims that "...It depends on what aspects of language acquisition you consider to be important" (pp. 130-131). He further explains that:

"...First- and second- language acquisition are similar in that they are both examples of the entity called language undergoing change in the context of different mediums. First- and second- language learners represent two such contexts, different in what they bring to the learning situation but similar in their capacity to acquire language and similar in what they end up with through the acquisition process" (p.133).

As a child develops control over her native language, many aspects of perception and production become more and more fixed and she loses much of the flexibility she had to produce sounds that are not in the language around her (Saville-Troike, 1976). Learning English as a Second Language requires the student to recognize differences in sound patterns and to associate meaning with the new sounds. In addition, the formal features which express meaning or the relationships of elements in sentences must be learned. Other components of second language learning may be as important as its cognitive and linguistic aspects.

Children must understand the cultural referents that words in the second language reflect and become familiar with the patterns of thought such linguistic organization represents. Referents, when used in idiomatic expressions, songs and poems, and other variants that accompany language such as intonation patterns, gestures and facial expressions are all essential to understanding a language. Since these are all factors which may be different in different language communities, they must be reflected in the instruction of the second language.

The way in which this is communicated to the second language learner may vary. Second language methodology has recently attempted to replicate the conditions which are thought to be present when the first language is learned. This process has been studied closely. Saville-Troike cautions against some of the approaches used in the instruction of a second language and claims that

"...such attempts have been largely unsuccessful, partly because of the misconceptions about first language learning and partly because the methods used were developed with adults and transferred

without adequate adaptation to younger students. Of course, first and second language acquisition cannot really be the same process because the second language is filtered through the first language and will be partially modified by it. Additionally, students have already learned to communicate verbally when they approach a second language, and are cognitively more advanced. Beyond these inherent restrictions, much of the methodology has not recognized or taken into account the similarities that do exist between the two processes (Saville-Troike, 1976, p. 20).

Much of the English as a Second Language (ESL) instruction has been modelled on the methodologies proposed for modern foreign language and native language instruction. Perhaps this can be attributed to the fact that ESL is a relatively new field when compared to instruction in the native language. Certain characteristics make ESL a very unique entity in the realm of second language learning primarily due to the linguistic and cultural environment of the ESL learner. ESL is for most linguistic minority/limited English proficient children not a matter of choice but survival. Children need to compete in an English-oriented society. For

this reason, Cummins' claim that cognitive academic language proficiency (CALP)\* is as important as basic interpersonal communicative skills (BICS) in the full development of the child's overall second language proficiency. CALP equips the child with the skills necessary to function successfully in subject matter and to compete in the classroom with English proficient peers. The student's attitude towards second language learning largely depends on her motivation, environment, the acceptance of the linguistic minority child

\* Cognitive/Academic Language Proficiency: a construct originally proposed by James Cummins to refer to aspects of language proficiency strongly related to literacy and academic achievement. Cummins has further refined this notion in terms of "cognitively demanding decontextualized" language.

Basic Interpersonal Communicative Skills: a construct originally developed by James Cummins to refer to aspects of language proficiency strongly associated with the basic communicative fluency achieved by all normal native speakers of a language. Basic Interpersonal Communicative Skills are not highly correlated with literacy and academic achievement. Cummins has further refined this notion in terms of "cognitively undemanding contextualized" language.

--California State Department of Education. Office of Bilingual Bicultural Education. Schooling and Language Minority Students: A Theoretical Framework (1982, p. 215).

by the dominant culture, the views of the dominant culture by the adults immediately surrounding the child in the home or neighborhood, the value placed on the native and second languages and the child's feelings of self-esteem.

These issues have had a significant impact on the performance of linguistic minority children in American schools. They are closely related and associated with views on bilingual education. Kenji Hakuta summarizes these views pointing out that bilingual education is often viewed as compensatory or remedial education:

"Bilingualism in the United States is seen as a transitional stage into fully assimilated English monolingualism. Historically, it has been associated with low-income, low-status persons who are educationally at risk. Bilingual education, which exists in various forms nationwide as a remedy for the educational problems of these students, is regarded with suspicion by some sectors of the public. It is seen by some to foster separatist tendencies, of the sort evidenced in officially bilingual countries such as Canada and Belgium" (Hakuta, 1986, p.7).

These attitudes are often reflected in the types of programs available to children and they affect the way in which linguistic

minority children function in schools. Cummins (1986) refers to this problem in terms of power. He states:

"Minority students are disabled or disempowered by schools in very much the same way that their communities are disempowered by interactions with societal institutions. Since equality of opportunity is believed to be a given, it is assumed that individuals are responsible for their own failure and are, therefore, made to feel that they have failed because of their own inferiority" (Cummins, 1986, pp. 23-24).

Second language instruction must therefore be sensitive to these issues. The tremendous impact of these factors on learners' abilities to achieve cannot be overestimated (Alvira-Benites, 1977). An examination of these factors makes it clear that English as a Second Language cannot and should not be carried out in the same manner that foreign or native languages are taught. Foreign language and native language educators can benefit from the information offered by researchers as they investigate the fields of first and second language acquisition.

Foreign language instruction has traditionally taken place in a very different environment and under very different circumstances. Students either volunteer or are encouraged by parents to participate in foreign

language studies. This instruction is usually conducted under the same nurturing and safe environment already familiar to the child. For this child, learning another language does not become a matter of survival since its usage is often non-existent outside of the classroom and often limited inside the classroom. Learning a foreign language, particularly at the elementary level, has often been viewed as an opportunity or luxury afforded only to those who "deserve" it either by virtue of the child's advanced academic standing or by the chance that the child is enrolled in schools economically equipped to offer language programs.

Today both in the United States and abroad there is widespread enthusiasm for beginning language instruction early in the grades. Considerable emphasis is being placed on multi-language learning for the young and more and more programs are being implemented nationwide. In contrast, during the first half of the twentieth century, the developed countries of the West purposely delayed the beginning of foreign language instruction until students entered the secondary school (Donaghue, 1986). The instruction of foreign languages in the elementary

schools has stirred much popular interest and some professional controversy. For those who still view foreign language instruction as a frill, it is uncommon to see it taught as part of the overall curriculum of a child's education. In many cases it is only offered to those few considered by educators as gifted. For those educators who value the learning of a second language, the implementation of language programs may still be a difficult process due to the resistance encountered from other sources. But even these educators may fail to see the value of the linguistic diversity of those students who already speak a language other than or in addition to English. Yorio (1986) states that

"...We are concerned with the preservation and development of our students' native language (English or any other) and with the teaching of English as a Second Language or any other language as a foreign language... What we want to avoid is a situation of subtractive bilingualism in which the native language of the learner is lost or stunted at the expense of the second language (p. 6).

Educators must closely examine the values of studying a second language and consider developing and implementing programs that are designed to meet the needs of students, that use methodologies and

techniques most appropriate for the particular population being served and those that foster a greater understanding of the world in children.

Three professional organizations, the Massachusetts Foreign Language Association (MaFLA), the Massachusetts Association for Bilingual Education (MABE), and the Massachusetts Association for Teachers of English to Speakers of Other Languages (MATSOL) joined efforts in sponsoring a conference which was held at Southeastern Massachusetts University in June of 1986. It brought together educators from the areas of foreign languages, ESL and bilingual education to discuss issues common to all. Such efforts are long overdue and the cooperation and sharing of ideas that emerged from that conference provides us with a great deal of hope for the future of education for all children.

### Rationale and Significance of the Study

Learning a second language is a complex process. Decision makers intent on establishing foreign/second language programs at the

elementary level may not always be familiar with that process. Too often they use as a point of reference the history of foreign language education at the secondary level in American schools. There are many reasons for this and many educational historians often cite them when reporting a downward trend in foreign language enrollments at this level. It wasn't until after the launching of Sputnik\* that there was a renewed interest in the study of foreign languages nationwide. Along with this interest came studies such as those conducted by Wilder Penfield which indicated that the child's brain is better able to learn foreign speech than adolescents or adults and that other conditions such as inhibitions experienced by older language learners may affect one's capacity for language learning (Penfield and Roberts, 1959). Such findings motivated many educators to offer foreign language instruction at an earlier age. Another factor was first suggested by Theodore

\* Sputnik is the name of unmanned artificial satellites, the first of which was launched into orbit by the Soviet Union on October 4, 1957. This event was met with great surprise by the United States and many expressed concern that the United States had been surpassed in this area. This resulted in a campaign in the United States to promote an education that would better prepare students in the areas of technology and international affairs. At this time, foreign language study was encouraged as being a necessary part of a student's overall preparation and education.

Andersson when he compared the enthusiasm of American and European educators on their views towards the study of languages and found the latter to be "surprised to learn what happens in our high schools to a student interested in languages. Our guidance counselors, who strongly influence the selection of subjects to be studied, tend to discourage a student, no matter how serious or how gifted, who wants to study two or more languages, and they usually advise only two years' study of one language (Andersson, 1969, p. 53).

Educators must then look to elementary foreign language programs that have been deemed successful and investigate them to find the contributing factors which make them successful. One consideration may be the status of language being offered within the linguistic framework of the community and the benefits that studying a foreign language may bring as perceived by that community. Other factors might be the selection of a particular grade or grades in which to begin instruction, an assurance of a continuous and sequential program not only at the elementary level but also appropriately leading into the secondary setting, the resources available for the delivery of instruction and the recruitment and appropriate training of teachers.

Some educators fail to see any value at all in the study of foreign languages even when they acknowledge that children can indeed learn a foreign language. For example, Martin Haberman has stated that "...the ease of learning a foreign language cannot be used as a rationale for offering this subject matter to children in the elementary school. The names of Aztec rulers, Haitian voodoo rituals, or the skill of making walrus oil might prove to be subjects which children learn easily but are we really to include new areas of study in the already overcrowded elementary school program because young children seem capable in these fields?" (Haberman, 1963, pp.51-54). Unfortunately, Haberman's sentiment is still echoed all too often today.

The importance of learning foreign languages can no longer go unnoticed. It should not be viewed as an add-on, an additional burden for school districts, or one more discipline for educators to fit into the elementary school program. Rather, we must be aware of the many contributions second language learning makes to the overall education of children, find the best ways to integrate it into the curriculum and consider then how best to promote such programs.

There is strong evidence to suggest that formal language instruction

should begin optimally within the span of ages four through eight with "...superior performance to be anticipated at ages eight, nine, ten" (Modern Language Association, 1982). In relation to the conditions needed to provide an appropriate environment for language learning, Andersson describes this ideal setting to be that of established bilingual programs whereby "... the second language is not merely a subject of instruction but also a medium of learning. Such programs provide a setting in which children learn informally, on the playground as much as in the classroom, from one another" (Andersson, 1969, p.50). The interaction and integration of linguistic minority students with those learning the target language provides a wealth of experiences for all involved. Children gain a greater understanding of their own language and a greater appreciation for what it means to learn a second language.

The process of socialization alone may be argued to be sufficient reason for setting up such programs. Children having the opportunity to learn a second language in a setting where linguistic minority students are learning the dominant language become acquainted with the

cultures\* of both. This may be not only a natural extension of linguistic skill but a more important aspect of the child's overall psychological, sociological and physiological development.

If evidence can be found that such programs at the elementary level are successful in bringing together linguistically different children by teaching a second language in a way which enables children to communicate with their peers and if these children can be motivated to continue foreign language study through the adolescent years, then the right steps will have been taken to provide information to any persons interested in setting up similar programs or refining existing ones. This study will help to dispel the notion that foreign language teaching is not appropriate for the elementary grades and that second language programs cannot flourish within a bilingual setting. What is needed is research that can provide information about methodology and techniques

\* In this case I refer to culture not as the refinement of a well-educated individual or the intellectual or artistic achievements of a group but rather in its anthropological sense of a total way of life, the learned and shared patterns of behavior of a group or people.

of second language instruction as well as a way of assessing student progress in this area. As early as 1964, Robert Lado suggested that "...testing the ability to speak a foreign language is perhaps the least developed and the least practiced in the language testing field" (Lado, 1964, p. 239). Many companies have in recent years published many instruments which attempt to assess children's proficiency in a second language and/or the progress children have made in the acquisition of a second language over a period of time. Many assessment instruments focus on one or a particular number of objectives to measure and practitioners, in many cases, must decide which ones come closest to measuring achievement most accurately as it is defined for the needs of a specific population.

It was also the intent of this study to examine the objectives set forth by an urban school district which attempted to meet the needs of an elementary population interested in the study of a second language within a bilingual setting and to evaluate curriculum and assessment materials to determine if such a second language program was consistent with what practitioners and theoreticians in the field of

foreign or second language instruction believe to be most effective. It is hoped that the information contained herein will be of use to any language educators considering the implementation of similar programs.

### Statement of the Problem

The instruction of a foreign or a second language has been provided to students for hundreds of years. Methods and techniques have been varied. Not all students have always been afforded the opportunity to learn a second language and decisions and selection criteria used for participation in language programs have been based on many different factors. The delivery of instruction has probably been as varied as the individual philosophy of second language acquisition held by the instructor.

In the midst of this debate on the different theories on language acquisition, educators continue to make decisions about programs designed to teach children a second language. The main goal as stated in

the descriptions of these programs is most often to have students achieve a high level of proficiency in the four skill areas of listening, speaking, reading and writing. Such programs are usually evaluated on a yearly basis and its rate of success is often determined by the students' ability to demonstrate a particular level of communicative skills as well as by the results of tests used to measure their ability in reading and writing after just one year of instruction. Such noted researchers as James Cummins (1982) have documented several times that the process of language acquisition enabling a student to compete successfully in a second language may take as long as seven years.

Language instruction must then take place in a well structured and organized fashion so as to allow for a natural progression of skill acquisition in the second language. There are a number of schools of thought on what this natural progression should be. These will be explored in greater detail in the next chapter. In the meantime, practitioners must seek to implement approaches which will effectively bring about communication in the second language.

The philosophy of second language acquisition, the curriculum, methodology and techniques used in the instruction of Spanish as a Second Language in this study arose naturally from a need perceived by an urban community in the western part of Massachusetts to provide young children with the opportunity to learn a second language through their participation in a Two-Way Spanish/English Bilingual Program. The purpose of this study was to examine a number of facets of this program, pointing out some of its salient features, and relating this information to attitudes of local educators as evidenced by their responses to a questionnaire designed specifically to elicit information about learning a second language. The Spanish as a Second Language curriculum guides and assessment instruments designed for this program and used in this study will be made available to individuals who wish to use them in providing SSL instruction to beginning or intermediate level students. While it is unlikely that these materials can be used exactly in their current form with other groups of students, they may be adaptable to meet similar needs in other communities. It is

also hoped that the information provided can serve to enrich the learning environment for all students learning a second language since the activities suggested for use go beyond the traditional drills for which foreign language classes are known.

### Purpose of the Study

This study examines the relationship between the techniques that are described in the curriculum guides which were designed for use in the school district where the research was conducted and the students' performance as measured by the criterion-referenced evaluation instruments which accompany those curriculum guides. The attitudes of practitioners in the field of second language study towards such topics as current assessment of second language acquisition, techniques and materials used in the instruction of SSL in a Two-Way\* Program, and

\* Two-Way Programs are described as those where linguistic majority and minority students are grouped together for academic instruction and both languages are taught to both groups of students.

the support they feel exists at the local level for such programs were examined and correlated to existing practices in a district where such a program was implemented. Both qualitative and quantitative measures were used to arrive at answers to the following questions:

1. Are gains consistently made in the acquisition of Spanish by students participating in a Two-Way program as described in this study?
2. Are practices as implemented in the Spanish as a Second Language component of the Two-Way Bilingual Program consistent with the attitudes about these practices as expressed by educators surveyed?

Related questions answered in this study include the following:

1. Do educators surveyed feel that there is value in learning a second language?
2. Do the design and curriculum used in this Spanish as a Second Language Program reflect the needs of second language learners as perceived by educators surveyed for this study?
3. What specific methods and techniques used in the instruction of Spanish as a Second Language do educators surveyed feel are most important?
4. What forms of assessment do educators surveyed feel should be in place in a Spanish as a Second Language Program at the elementary level?

5. Is there community support for SSL Programs as perceived by educators surveyed?
6. Is there any indication to support the theory that the study of a second language at the elementary level should take place within a bilingual setting whenever possible?

Answers to these questions were arrived at through the use of a number of investigative techniques. These include the development of curriculum guides which included objectives, vocabulary and structures to be learned and activities designed to thematically introduce students to the most natural possible context-filled linguistic development. The monitoring of student progress in the acquisition of Spanish as a Second Language was accomplished through periodic random sampling testing done on a pre/post basis using a criterion-referenced instruments developed for this purpose. Finally, surveys were used periodically to determine attitudes of a number of persons directly or indirectly concerned with the study of second languages. Data collected and presented in this study is explained in greater detail in ensuing chapters and are included in this study as appendices.

### Assumptions

The development of materials for use in second language instruction and the motivation for this study arose from the realization that the field of second language study at the elementary level has not provided teachers with the appropriate tools to carry out sequential and well organized programs that would follow the theoretical premises of second language learning currently being advocated by many researchers. This may stem from the fact that some educators are content to provide teachers with a textbook and having them follow it as if it were the sole curriculum. In other cases, teachers might get a list of grammatical structures to be taught leaving up to them to search for appropriate resources and strategies to implement the curriculum or program.

It has been documented that young children are most involved with the self and those activities, concepts and tangibles which reflect the child's immediate surroundings. The instruction of a second language should thus follow a logical sequence which parallels that desire in

children to express their own thoughts and feelings and which provides motivational activities which will stimulate their curiosity. Some experts in the field of foreign language studies share this view.

Kraus-Srebric says that:

"...a child is much more willing to speak in a foreign language if he can carry out functions and actions which he himself has chosen. Therefore the arrangement of linguistic structures in a traditional course has to be changed in such a way that it suits the more natural and logical path of children's speech. Thus mechanical drills....should be replaced by conversations which refer to the natural situation of the child...Thus a foreign language course at pre-school age should represent an integral part of the general educational progress of a child. It must contain those language tasks which will stimulate children's curiosity and develop their ability to express their thoughts, feelings and desires" (Kraus-Srebric, 1979, p.27).

One assumption of this study is based on the premise that children will better acquire the second language when this logical progression of skill development is followed. Additionally, it is thought that students, when provided with the appropriate environment for second language study will indeed learn that target language when they feel that the

process is pleasurable. Lenora Frohlich-Ward has spoken of ways of keeping young learners motivated and interested in foreign language studies. She concludes that "...the teacher must take their [children's] varied interests and needs into consideration, and thus enable them to learn to play so that they may make definite progress towards communicative competence" (Frohlich-Ward, 1979, p.70). Activities must then be structured so as to promote a controlled atmosphere of fun and relaxation, one in which children feel comfortable and accepted.

Another assumption of this study is based on the premise that reading and writing instruction in the second language should be introduced only after there has been "...a breakthrough to fluency in the oral skills of listening and speaking" (Garvie, 1979, p.45). Eleanor Wall Thonis' (1983) belief, that of James Cummins (1982) and Hakuta (1986) that literacy in the native language more easily leads to literacy in the second language provided a basis for the development of materials as they appear in this study. That is, oral proficiency is developed in the second language while language proficiency, including literacy is being developed in the native language. Only when a child is progressing

satisfactorily in the native language would reading and writing be introduced in the second language. For this reason, reading and writing in the second language should not be introduced at a very early age when the child has not yet developed literacy in the primary language.

It is not being suggested that children should be kept from seeing print in the second language or that their attempts to read signs or labels displayed in the classroom or in books at an appropriate reading level should be ignored or discouraged. On the contrary, if the child shows an interest, the teacher should provide adequate stimuli as well as the necessary support to that student. It is important to note that not all students will demonstrate that interest or at least they will not all demonstrate it at the same stage. For older students, for those who have developed good literacy skills in the native language, and for those whose oral proficiency is strong enough to warrant it, reading and writing instruction must be introduced in a carefully planned sequence, using methodology most appropriate for second language learners.\*

\*One such technique might be the language experience approach to reading and writing whereby the teacher provides the motivation and/or theme and the students provide their own experience and/or theme combining efforts to write and read their own stories.

Since all materials used in this study were developed for beginner and intermediate level students at the elementary level, very little in the area of reading and writing was to be introduced.

### Limitations of the Study

This study focuses on the development, implementation and evaluation of the Spanish as a Second Language component of a Two-Way Program which was designed to meet the specific needs of a student population in a particular urban setting. For this reason, discussions of curriculum and its implementation will be limited to that developed by this author for use with this population. It is not the intent of this study to disregard or dismiss the value of any other techniques used in the instruction of a second language or any other programs of different designs which may, under various circumstances, be useful with other groups of students.

Variables such as teacher attitudes towards the study of a second language may affect the results of students' performance and growth in the study of Spanish as a Second Language. Also, the administration of evaluation instruments may be considered a variable since even with extensive teacher training in the administration of the assessment instrument, there may be room for various interpretations of scores as there might be with any assessment instrument which could slightly alter the results.

Because randomization procedures have been applied in the selection of students to be tested, the actual data reported in percentiles is representative only of twenty percent (20%) of the total population being served. Any conclusions and recommendations made will be generalizations based on the statistics provided by the 20% random sample of the student population.

The process of randomization further imposes limitations to this study since slight variations in time of instruction provided, classroom settings, teachers' style, and the students' previous experiences with

the target language are factors that, given the school setting, can only be taken into consideration but cannot be controlled in any way.

Finally, this study is limited to the elementary population of some public schools in an urban setting in the state of Massachusetts. Because the population that studies SSL is small in number, any conclusions drawn from this study may not necessarily reflect educational practices or trends in other communities with different demographic profiles which might wish to achieve similar or different goals. In addition, the questionnaire used in this study is intended to assist this researcher to identify some of the attitudes of local educators about the study of a second language at the elementary level. For this reason, the sample used is relatively small and may not reflect any trends in the instruction of a second language in other communities.

### Definition of Terms

The following is a list of terms which are used in this study.

Target Language -- Term used in referring to both foreign and second language teaching and learning situations.

Foreign Language -- Refers to situations in which children learn a language that is neither their mother tongue nor spoken as a means of communication in the place where they live.

Second Language -- The term is used to refer to bilingual situations in which both mother tongue and another language are actively employed by their speakers in everyday communication.

English as a Second Language -- Pertains to situations in which children learn English for the purpose of obtaining access to the social, political and economic structures of a dominant English speaking society.

Limited English Proficient -- Refers to the linguistic condition of students who, in a dominant English speaking society, do not have the minimal criteria as determined by mandated guidelines imposed by the State Department of Education of the Commonwealth of Massachusetts to be capable of performing ordinary classwork in English.

Foreign Language in the Elementary School (FLES) -- A situation in which students are exposed to a foreign language at the elementary level by meeting with a language specialist for a short period of time three to five times per week.

Foreign Language Exploratory Programs (FLEX) -- A situation in which students are exposed to one or more foreign languages on a short term basis ranging anywhere from just a few weeks to a year.

Language Immersion Programs -- A situation in which students are taught content through the second language regardless of their level of proficiency in the second language.

Attitude -- The Dictionary of Behavioral Science defines attitude as " a learned predisposition to react consistently (either positively or negatively to certain persons, objects or concepts). Attitudes have cognitive, affective and behavioral components."

In summary, in order to demonstrate the complexity of issues relating to the instruction of language, be it one's native language, a second or foreign language, a few theories of language acquisition as presented by some of the most noted researchers in the fields of linguistics, sociolinguistics, psychology and anthropology have been discussed. Some of the implications for practioners, given all the issues presented for consideration, may be serious as they plan, design and implement language programs for children.

Language instruction, as with any area of the curriculum in education, may be perceived in different ways from time to time. Programs implemented at each of these times seem to reflect the values set forth by the majority society. It is this society that identifies the population which is to receive services. Methodology and techniques used will be specifically selected to meet the needs of that population and to achieve the goals of those programs.

The population addressed in this study is made up of students at the elementary level who are monolingual English speakers and study SSL and students who are limited English proficient and study English as a second language. Since the instruction of languages should be an integral part of the overall education of these children, it becomes very important to identify the common aspects of language instruction in the areas of native language development, both in Spanish and in English, and Spanish and English as second languages.

The need for carrying out this study has been described. A statement of the purpose as well as the basic assumptions upon which this study is based have been provided. Finally, two aspects of the study have been

included: the analysis of the limitations of this study and the definition of the major terms used in this text. The chapter which follows presents a review of the literature in these related areas.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

The review of the literature for this study focuses on four major areas: the acquisition of a second language, methodologies and techniques used in the instruction of foreign/second languages at the elementary level, attitudes towards the study of foreign languages and the values placed upon foreign language instruction, and the instruction of a second language within a bilingual setting.

The first area will provide the general theoretical background information which serves as the skeleton on which this study is based. It will provide references to theories of second language acquisition which have been viewed as essential to understanding the ways in which a limited English proficient child as well as a monolingual English speaker develops proficiency in a second language and it examines the relationship between second language acquisition and foreign language instruction.

The second area of the literature to be reviewed is the methodology and techniques suggested by researchers as being effective in the

delivery of instruction of foreign languages at the elementary level. This, in many cases, has come about as an outgrowth of the various theories offered by researchers on first and second language acquisition, allowing educators to develop and implement whatever methodologies and techniques reflect these current theories.

The third area to be reviewed will be that of attitudes towards foreign language instruction. Attitudes are often reflected in the methodology used in classrooms. Also, the value placed on learning foreign languages by educators often contributes to the ways in which foreign language instruction is presented. For example, the political and economic atmosphere in the nation is largely responsible for the status of foreign language instruction in the public school setting in the United States since, often, if a need in the political arena is determined to be that of preparing students linguistically and culturally for international dealings, then programs designed to address this need will be promoted and funds will be allocated to promote them.

The final area to be examined is the instruction of foreign or second languages within the context of bilingual settings. Despite the fact that

bilingual education is not a new phenomenon, the study of a second language at the elementary level has been limited in recent years. In the last decade many programs which expose children to a foreign or second language have been flourishing. Yet, there are probably as many different types of programs as there are programs. Some of these offer foreign language instruction by pulling students out from their regular classroom and teaching the language in an isolated setting. Others teach the language through the immersion process in which teachers use the target language in the instruction of content area material. Few have attempted to capitalize on the existing linguistic resources of those students for whom that target language is their native language. Very little information is available as to which programs are most effective in making children, that is, English dominant children, proficient in the second language even though most would agree that it is the goal of foreign language programs to help children become bilingual.

## The Acquisition of a Second Language

The acquisition of a second language has traditionally been the concern of applied linguists while first language acquisition has been the subject of psycholinguistics (Eckman, Hastings, 1979). This division has reflected a traditionally accepted view that two very different types of learning are involved in first and second language acquisition. First language learners acquire their native language effortlessly requiring only minimal exposure to the speech of their community. Second language learners may expend great amounts of time and energy in formal, structured courses of study only to achieve an imperfect mastery of that second language. Much research has recently been conducted to examine the relationship between the two and, when we speak of second language acquisition, we can no longer disregard the acquisition of the native language or leave it only to the field of psycholinguistics to explore.

During the 1950's the ideas of the behaviorist psychologist B. F. Skinner (1957) attracted the interest of many language teachers.

Skinner viewed language learning as the formation of habits, or as the result of the individual's learning a large number of discrete elements, and then gaining the ability through practice to manipulate these elements in a rapid and automatic fashion. This somewhat still popular 'audio-lingual' method used in foreign language instruction was an outgrowth of this behaviorist tradition of psychology.

Prior to Skinner's research many approaches to foreign language instruction had been practiced. Many were thought to be effective for the acquisition of a second language. In fact, the term 'acquisition' needs to be defined since in the context of second language instruction it has only been used recently. Terrell(1981) refers to Stephen Krashen's use of the term to be the "...development of language proficiency without conscious recourse to rules". The term commonly used in the past was 'learning' which Terrell describes as "...the development in language proficiency through the conscious, directly accessible knowledge about language rules". The definition of this distinct terminology clearly points to the changes in the theoretical elements of the development of a second language. Krashen (1978) has hypothesized that two modes of

internalizing language play an important role in the overall development of the second language. The two are interrelated so that the acquired rules are used to initiate utterances which occupy a central position in all language use while consciously learned rules are used to monitor correct syntax and appropriateness.

This 'Acquisition/Learning Hypothesis' is only one of five theories described by Krashen which are responsible for much of the research today in second language acquisition. The remaining four are the 'Natural Order Hypothesis', the 'Monitor Hypothesis', the 'Input Hypothesis' and the 'Affective Filter Hypothesis'.

The 'Natural Order Hypothesis' states that students acquire grammatical structures in a predictable order but that these structures are not learned. That is, certain syntactical structures tend to be acquired early and others late. Krashen claims that the order of acquisition for the second language is not identical to that of the first language but there are some similarities. He further claims that although we can speak of an average order of acquisition,

"...the existence of the natural order does not imply that we should teach second languages along this order focusing on earlier acquired

items. Indeed, there is good evidence that language teaching aimed at acquisition should not employ a grammatical syllabus (Krashen, 1981, p. 57)

The 'Monitor Hypothesis' affirms the relationship between acquisition and learning. Acquisition is far more important than learning. It is responsible for the fluency in a second language, the ability to use it easily and comfortably. Conscious learning has only one function: it can be used as an editor or monitor. Krashen cautions that the 'Monitor Hypothesis' is not an easy one to use and that in order to use it effectively, the following three conditions need to be met:

1. Time. In order to use conscious rules, the performer has to have enough time. In normal conversation, there is rarely enough time to consult conscious rules.

2. Focus of form. In order to use conscious rules, just having enough time is not enough. The second language performer must also be focused on form (Dulay and Burt, 1978) or thinking about correctness. Research has indicated that even when performers have time, as when they are writing, they may not fully use the conscious grammar, since they are more concerned with what they are expressing rather than how they are expressing it.

3. Know the rule. This is a formidable condition, considering our incomplete knowledge of the structure of language. Linguists

concede that they have described only fragments of natural languages, and only a few languages have been worked on to any extent. Teachers and students, of course, have access to only a fraction of the linguists' description (Krashen, 1981, p. 58).

The 'Input Hypothesis' attempts to answer the question of how a second language is acquired. Structures are acquired by understanding messages and not focusing on the form of the input or by analyzing it. Messages which include unfamiliar structures are understood when language is used in context with extra-linguistic information such as environmental cues. This hypothesis also maintains that speaking is not taught but rather that oral fluency develops on its own over time. The best way to promote language then is to provide a context via visual aids and familiar topics which allows speech to flow when the student feels ready. This readiness state emerges at different times for different individuals. In addition, input should not be 'grammatically sequenced' but rather

"...acquirers will receive comprehensible input containing structures just beyond them if they are in situations involving genuine communication, and these structures will be constantly provided and automatically reviewed" (Krashen, 1981, p. 59).

The 'Affective Filter Hypothesis' deals with the effects of personality, motivation and other affective variables on the acquisition of a second (or third) language. Research suggests that the following three factors are closely related to success in language acquisition.

1. Anxiety -- Stevich (1976) refers to the relationship which exists between the level of anxiety and the level of second language acquisition. The lower the anxiety level is the more successful students will be in the acquisition of the second language.

2. Motivation -- Higher motivation predicts more second language acquisition. There are various kinds of motivation and some are more effective in certain situations. Teachers of students for whom second language acquisition is a practical necessity should be aware of the 'Instrumental' type of motivation. For those where acquisition is not merely a practical necessity, 'integrative'\* motivation predicts success in second language acquisition (Lambert, 1972).

3. Self-confidence -- The acquirer with more self-esteem and self-confidence tends to do better in second language acquisition (Krashen, 1981). These affective factors relate more directly to subconscious language acquisition than to conscious learning. Dulay and Burt (1977) have made this relationship clear and demonstrate it by way of an 'affective filter', a filter preventing acquirers from fully utilizing input when in a less than optimal affective state.

\* 'Instrumental' motivation is defined as wanting to acquire another language for some practical purpose whereas 'integrative' motivation occurs when the language is acquired in order to feel a closer sense of identity with another group.

Krashen has nicely summarized the research on second language acquisition with these five hypotheses. However, much more could be said about second language acquisition within American bilingual education programs, especially as it refers to the study of English by linguistic minority children. Interestingly enough, the theoretical frameworks set forth by researchers in this field have had little impact on the field of foreign language studies. Foreign language educators seldom make reference to these theories and methodologies.

The studies on the relationship between first and second language acquisition have gone a long way towards fostering a better understanding of the language acquisition process for linguistic minority children. These same practical methodologies and techniques must be applied to those situations in which linguistic majority children acquire a foreign language as well as in cases where these children are integrated with linguistic minority children, in second language or Two-Way bilingual programs.

### Methodology and Techniques

One major goal of foreign language educators is to bring about in their students the highest possible level of proficiency in the target language. This proficiency has been identified by many researchers as requiring mastery in four different domains: listening, speaking, reading and writing. The debate as to which of these modes should be introduced first continues to prompt researchers to further study the various aspects of language acquisition both in the first and second language. One important issue to consider is that of methodology and technique which often reflect trends in second or foreign language theory and philosophy and which strive to attain the goals and objectives of a particular language program. We must realize that specific objectives may differ in various settings where such programs are implemented, however, those objectives should take into consideration the individual needs of students to minimize frustration and promote language development.

Since this study assumes that literacy in the first language leads to

literacy in the second language, issues of reading and writing in the second language will not be explored. It is also assumed that while children are developing literacy in the native language oral proficiency is being developed and stressed in the second language. It should be noted here that teachers should be aware of the importance of reading and writing proficiency in the second language and should appropriately prepare children for print. Virginia Allen (1964, p. 60) states that

"...through oral activities they [teachers] can help children feel comfortable with the target language, acquainted with its grammar, vocabulary, characteristic rhythms and sounds. And they can draw attention to a sequenced set of examples which clarifies the pupil's perception of sound/spelling relationships, syntactic patterning and semantic range".

So many methods and techniques have been tried in second and foreign language classrooms that teachers may be overwhelmed by the number of techniques offered by considered experts in the field. An interesting observation was made by a foreign language teacher, one which is often echoed by other teachers:

"Unfortunately so much has been written and spoken about which techniques are good and which ones are bad and which are forbidden

that I hesitate to add to the collection. As far as I am concerned, the matter is uncomplicated; if the children are learning and are happy, the techniques being used are good; if they are not learning or are unhappy, the techniques being used are not good" (Barnett, 1973, p.3).

Techniques which are generally considered good are those that capture the imagination and interest of the students so that they will be able to master the various tasks needed for language learning. Barnett recognizes that teachers need to make students aware of their expectations for an instructional period. He then goes on to say that one possible technique might include:

"...playing games...All my drills are called 'games'... My 'games' do not take place at the end of a period 'if the students are good'. It is the period lesson and I simply expect them to be good, because they are involved in an interesting, pleasurable and meaningful activity" (p. 5).

Teachers often plan language activities which are to be carried out within a period of perhaps 30 or 45 minutes. If that plan falls short of the time span allotted, teachers may find themselves scrambling for activities to fill in those last few minutes before students can be

dismissed. Gerard Ervin (1982) considers that time to be most often wasted, possibly filled with "...nothing that might serve to advance the students' control of the target language" (p. 95). He suggests the following eleven activities to involve students in focused language activity:

1. Easy Listening Comprehension Activities
2. Generating Word Lists
3. Generating Sentences
4. Generating Questions
5. Clue-Word
6. Personalized Questions With Reflecting Technique
7. Short, Simple Dictation for Review
8. Conjugation/Declension Drills at Board
9. Twenty Questions
10. Rapid-Fire Circle Drills
11. Hangman

Not all of the activities listed above should be considered today as viable ways of promoting language. Most would agree that conjugation drills are examples of practices used in the past which are discouraged by most foreign/second language educators today.

The use of audio-visual techniques became most popular in the 1960's as a result of the efforts of such language educators as Theodore Huebener. He saw the use of those techniques as a means of increasing

"...the effectiveness of learning by helping the pupil to assimilate ideas in a more meaningful and interesting manner. Through the appeal to eye and ear they provide for a systematic improvement of knowledge and skills, as well as a favorable influence on attitudes and appreciations" (Huebener, 1960, p. 3).

The use of audio-visual aids, like any other technique, has its place as well as its limitations. It is best to learn by actual experience, but since the possibilities in the classroom are limited, audio-visual aids can provide, when implemented in carefully planned lessons, very worthwhile experiences. Audio-visual aids can range from a well decorated bulletin board, maps, props, and pictures to the more sophisticated equipment found in language laboratories and today's television programs, videos, and computer programs.

The availability of the latest technological advances in the field of education, computers, has prompted educators to re-evaluate programs and attempt to determine the value of having computers and offering computer assisted instruction (CAI). Also, we cannot overlook the possibility that teachers are often intimidated by the computer, and in some instances the knowledge that some students have of computers. Given the increased numbers of computers available in schools today, language teachers must be encouraged to explore the possibilities of

using the computer as a resource in the instruction of a second language. Robert Hart (1985) suggests that there are many possibilities for the use of computers in foreign language classrooms and that software being developed will provide teachers with many new options in approaches and techniques of foreign language instruction.

Currently there are various methodologies considered 'non-traditional', that is, they are not used commonly in average everyday classrooms. One such method which has received considerable attention is what is referred to as 'Total Physical Response', a teaching strategy developed by the psychologist James J. Asher (1982). It aims to provide a stress-free environment in which oral production is not demanded at the outset. Instead, learners respond to teacher commands with physical actions. Speaking, when a learner feels ready, occurs in the form of role-reversal with one of the students giving commands to his or her peers.

The Silent Way, a theory popularized by Caleb Gattegno (1974), utilizes as a pedagogical and motivational tool, the reduction of teacher-directed speech to a minimum, thereby stimulating students to

rely upon themselves and each other. Learners are guided by a variety of silent visual and gestural cues to devise their own utterances, to collaborate in the formulation of complete and correct responses, and to correct their own errors.

Gestures and certain forms of non-verbal communication play a major role in the foreign or second language classroom. Marva A. Barnett (1983) asserts that

"...teachers can use gestures to signal and instigate changes in the class atmosphere and thus further their instructional goals. Moreover, through non-verbal communication, they can affect personalization between class members and thus lessen the inhibitions which normally plague language students" (p. 173).

Most researchers agree that a reliance on any one single method cannot by itself be effective. Instead, they advocate an eclectic approach to language instruction. Carlos Yorio (1986) communicates his belief that eclecticism is favored to the use of any single method.

"My method is actually more an approach than a method, more a philosophy than a specific set of suggestions--it's called eclecticism. Eclecticism does not mean that you can do anything you want because it's there or because someone says that it's good. It means that you can do whatever you think is appropriate for your students, including computers, at any specific time, regardless of what people say (and the operative words are 'appropriate' and 'at any specific time')" (p. 6).

Whatever methodologies might be used, certain specific techniques will always be preferred by those in the field. Whether it's the effective use of poetry, pantomime, newspapers, plays, thematic units or any other number of ways to 'reach' students, we cannot lose sight of the important role that the theoretical aspects of language acquisition play in helping us appropriately select and put into practice those activities best suited for our students.

Attitudes Towards Foreign Language Teaching  
and  
The Values of Learning Foreign Languages

Washington Post, 24 April 1979. - To the catalogue of sins for which education is responsible add still another conspicuous failure. At the primary and secondary level the teaching of languages and instruction in the state of the world is so deficient that the rising generation is woefully ignorant of languages and the people who use those languages. On an increasingly interdependent planet, they are like players in a game of blindman's bluff loaded with a nuclear potential.

- Marquis Childs

A national telephone survey conducted by the University of Michigan (1979) and analyzed by the Center for Applied Linguistics, probed American's attitudes toward foreign language study. The data, according to June K. Phillips (1980), while encouraging in its revelation of generally positive or widespread support of the 'ideal' of foreign language study, underscores the problem of a populace in which less than ten percent have actually studied a language long enough to be considered proficient. The following is a sampling of the results:

- over 50 percent wished they could speak another language
- over 75 percent believed foreign languages should be offered in elementary schools; over 40 percent responded that they should be required
- over 90 percent felt that foreign languages should be offered in secondary schools and over 45 percent thought that they ought to be required
- 38 percent suggested that foreign languages be an admission requirement to college and 39 percent felt it should be a graduation requirement in higher education
- 84 percent of parents with children under 16 encourage them to study foreign languages; 73 percent expect that their children will have an opportunity to use them
- 45 percent of the respondents reported that they would like to study a foreign language in the future

While results of the survey indicate overall positive attitudes towards the study of languages, the terminology used in the analysis clearly focuses on the ideal rather than on current practices.

Most would agree that there are many benefits in the study of foreign languages. Several benefits cited by Pamela J. Meyers (1980) in her conclusions of an attitudinal survey include

"...a broadened world view, an increased cultural awareness, increased facility in communicating with other people, increased interest and ease in travel, enhanced career plans, and an expanded knowledge of the native language" (p. 29).

Another study which points to the benefits of a knowledge of languages and cultures other than one's own was conducted by a project funded by a grant from the Arkansas Endowment for the Humanities in which a survey of attitudes gathered information in response to newspaper articles devised for that purpose. Margaret L. Clark and Marjorie H. Rudolph (1981) summarize their findings in the following manner:

#### "Concerning Language Study

1. The need to start earlier was stressed, not only because it would be easier for the student, but also in order to save time and money in training diplomats and other government representatives.
2. Language study should be compulsory, even to the point of requiring it for a high school diploma.
3. Spanish should be required in both high school and college, in view of our proximity to Mexico.

### Concerning the Humanistic Value to an Individual

1. Language study enriches travel experiences
2. Language study complements literature, culture and history
3. Language study broadens horizons and enriches life
4. Language study increases the benefits of study abroad. Some scholarships and grants, such as Fulbrights, require the knowledge of another language.
5. Language study helps people to see themselves as others see them

### Concerning the Value to Professionals

1. Knowledge of foreign languages and cultures enhances employment possibilities
2. Knowledge of foreign languages, cultures, and business practices is necessary in business, especially for multinational companies, in order to export technology and to deal more effectively with prospective buyers
3. Knowledge of foreign languages and cultures is necessary not only for the employee, but also for all members of the family in order to cope satisfactorily with problems of living in unfamiliar environments
4. Knowledge of foreign languages and cultures is required for employment with some companies and agencies
5. Knowledge of foreign languages and cultures would strengthen our ability to help other countries develop

6. Knowledge of foreign languages, cultures, and contemporary politics is needed by persons in the diplomatic field and other government representatives

7. Knowledge of foreign languages and cultures is needed by guides and employees of hotels, restaurants, and resort areas in order to develop tourism

8. Knowledge of foreign languages and cultures is needed by missionaries and journalists" (pp. 323-4).

The overall reaction to this survey showed that the majority of those who responded favor the teaching of foreign languages and even expanding it, but recognized that practical problems exist, especially in light of the tremendous demands being made by society on the already overburdened public school systems. Still, there was strong evidence of the growing awareness of the real potential benefits of knowing different languages and cultures.

Another study conducted in the state of Georgia by J. Harold Weatherford (1982) investigated the attitudes of superintendents and high school principals towards the study of foreign languages. This study indicated that although a large percentage of school administrators had never studied a foreign language, most of those who

had done so had found language study to be a satisfying and valuable experience. In addition, they were much more inclined to be supportive of language study.

Finally, we must not overlook the attitudes of students towards foreign languages. John L. Walker (1976) speaks of the students' view in terms of their perceived needs. He says of the student that "...because the student is deciding for himself more and more these days what he will do in school and in life, he is logically the one to tell us what he needs" (p.133). A survey of students' attitudes also conducted by Walker showed that students were as aware of the values of learning languages as were the adults, and they shared in the enthusiasm of language study as indicated by the following two responses from those students surveyed:

"1. Certainly the need for people to communicate is great, and the ability to communicate well is the ability to succeed in today's world.

2. To explore the Spanish language is to open up the doors of the narrow-minded American society and walk into a new world with new cultures and new ideas." (p. 87).

### Foreign Language Study Within a Bilingual Setting

Bilingualism should be the goal of every sequential foreign language program. The student who succeeds in developing skills in listening and speaking is well on her way to becoming literate in a second language and is indeed becoming bilingual. The term 'bilingual education' usually refers to programs designed to help speakers of languages other than English to maintain and develop competence in their native language as well as to promote an awareness of their own cultural heritage while they are developing proficiency in English. Foreign language programs should be set up as bilingual programs whenever possible. The general consensus that bilingual education programs are the most appropriate way of educating children whose native language is not English is now being considered as a viable means of educating all children, including those whose first language is English, to better understand and appreciate what each has to offer the other. Bilingual education at the elementary level can also provide for the use of the second language in learning content. This not only promotes learning but it also encourages the effective instruction of foreign languages even at the primary level.

Christian and Sharp (1972) portray bilingual education programs and bilingualism as an alternative for members of ethnic groups whose native language and culture have not been entirely lost. This recognition of the cultural aspects of language, often referred to as bilingual/bicultural education programs, has made it possible for a progressively increasing number of persons to function in distinct linguistic and cultural arenas with relative ease. Taking this idea one step further, the same opportunities should be afforded to all students.

In some communities, the sharing of experiences between students who are attempting to learn the target language and those already proficient in that language is strongly encouraged. At Lewis and Clark College in Portland, Oregon, students of Spanish as a Foreign Language tutor members of the Hispanic community in English. They in turn receive the benefits that derive from the linguistic and cultural contact with Hispanics while acquiring a deeper understanding of their native language (Flori, 1982).

Many school districts have implemented bilingual programs at the elementary level in which a second language is taught to native

speakers of English. The types of programs instituted vary widely from supplying students with a minimal exposure to the second language to full immersion programs such as that of the San Diego Public Schools (1982) in which students receive their academic instruction using the second language. Although many researchers have acclaimed the successes of such programs (Swain, 1974), there is overwhelming evidence to suggest that many factors exist which limit the effectiveness of this approach to second language study. As a result, immersion programs often prove to be a frustrating experience for children (Thonis, 1983). Fred Genesee of the University of Hawaii at Samoa describes second language immersion programs as they are presently found in Canada. He also examines similar programs in the United States. Genesee views immersion programs in the United States as being implemented for different purposes than those in Canada. He describes three of these

"....(a) as linguistic, cultural and general educational enrichment;

(b) as magnet schools to bring about a more balanced ratio of ethnolinguistic groups; and/or

(c) as a means of achieving some degree of two-way bilingualism in communities with large populations of non-English speaking residents" (Genesee, 1985, p. 544).

While there are many such immersion bilingual programs, there are also many other types of bilingual programs which are not considered to be immersion programs that still attempt to bring about two-way bilingualism. The NETWORK, after evaluating bilingual programs throughout the United States in 1984, identified three programs which were exemplary two-way models. One is described as being successful due to "...a step-by-step process of integrating the second language into the curriculum, an emphasis on parental involvement and sensitivity to the children's background and culture" (THE NETWORK, 1984, p. 4).

This study will examine some of the positive characteristics of such a two-way bilingual program which attempts to develop a second language sequentially and systematically. We have seen in this chapter through a review of the literature that the areas related to the focus of this study -- the acquisition of a second language, methodology and techniques, attitudes towards foreign language teaching and the values of learning foreign languages, and foreign language study within a bilingual setting -- must be considered as integrated and interrelated theories applicable to the implementation of programs in which the

instruction of languages are included with academic achievement as instructional priorities for all students.

The following chapter details the study, its inception and development, as well as a description of the sample and instruments used.

## CHAPTER III

### DESIGN OF THE STUDY

The purpose of this study is to examine the salient characteristics of a Spanish as a Second Language component within a Two-Way Spanish/English Bilingual/Bicultural Program. In order to accomplish this, the following research plan was developed.

#### Sample

The sample of students chosen to be assessed to measure their acquisition of Spanish oral proficiency (see Table 1) consisted of ninety- four second through sixth grade students who were enrolled in a Two-Way Spanish/English Bilingual Program in three schools in a mid-sized community in Western Massachusetts. The first language of these children is English and, prior to their enrollment in this program, they had not been exposed to any other language except for listening to

TABLE 1  
Spanish as a Second Language Program  
Students Assessed

<u>Year</u>	<u>Grade</u>	<u># Students Tested</u>	<u># Schools</u>	<u># Classrooms</u>	<u># SSL Teachers</u>
84-85	4	14	2	5	2
84-85	5	11	2	4	2
84-85	6	6	2	2	2
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85-86	2	8	1	2	2
85-86	3	8	1	2	2
85-86	4	12	2	4	2
85-86	5	9	2	4	2
85-86	6	8	2	3	2
-----					
86-87	4	8	1	3	1
86-87	5	6	1	2	1
86-87	6	4	1	2	1

Spanish on the playground or in informal settings by peers whose native language is Spanish. At the time of the administration of the first set of pre-tests, some students had been enrolled in the SSL Program for one or two years while others were participating for the first time.

Four teachers with experience in foreign and second language instruction provided instruction to these students on a regular basis. In addition, they administered the pre-test (see Appendices A and B) to the twenty percent of the students enrolled who were randomly selected. The randomization process used to select students involved the use of an impartial observer who, without any knowledge of the students, their names or schools attended, chose every fifth student for this purpose.

The test was administered to students individually and all directions provided for its administration were strictly adhered to. After approximately seventy (70) hours of instruction, the test was administered to the same students as a post-test to measure gains made. Of the students originally selected for the assessment only the results for two could not be used since they withdrew from school.

The sample of participants responding to the survey questionnaire was limited to practitioners working either directly in the field of

foreign or second language studies or administrators who were indirectly involved with such programs but had some familiarity with language instruction. More specific information about the background of the participants is provided in Table 2 .

### Treatment

Students were initially identified for participation in the SSL program by classroom teachers who recommended students based on academic ability. Since participation was on a volunteer basis, parents of these students who had been identified were sent a notice which briefly outlined the Spanish as a Second Language Program and they were asked to respond if they wished to enroll their children. For those students who responded first (there was a waiting list), their teachers were consulted as to what the best times for scheduling would be. Most groups met for thirty minute periods three or four times per week. Students went to a discrete learning space which included decorations

TABLE 2  
Attitudinal Survey:  
Respondents

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<u>Years of Experience</u>	<u>Teachers</u>		<u>Administrators</u>
	<u>Elementary-Secondary</u>		<u>Elementary &amp; Secondary</u>
1 - 3 years	0	2	0
4 - 5 years	2	0	2
6 - 9 years	3	4	2
10 + years	2	13	0
Total	7	19	4

---

that reflected other cultures, items labeled in Spanish, teacher-made game boards, and numbers and names in Spanish. There was a sense of fun in the classes that one could perhaps attribute to such things as drawings of children's favorite characters, television personalities as well as items that were very personal to the children such as a word for the lesson of their own choosing.

As classes began, teachers commented on the enthusiasm shown by students for the activities which were provided in the SSL classes. While the scope and sequence is provided to the Spanish as a Second Language teachers and some suggested activities are described for use with each unit provided, teachers have the flexibility to choose which activities they wish to select to better meet the needs of a particular group of students. Also they were encouraged to develop their own activities or materials as needed to motivate their students and meet their instructional goals.

The academic day for these children did not change dramatically. Children were pulled out for SSL instruction during either math or

reading time when they would normally be at their seats doing some follow up work. Because of their academic ability, these children, their teachers and parents agreed that any classwork not completed at this time would be taken home.

While a multicultural awareness component was an integral part of the SSL Program, teachers and administrators believed that taking this concept one step further would benefit all students involved and a Two-Way Bilingual Program was implemented.

Children continued to receive instruction in all required subjects with their regularly assigned teacher just as they had prior to the implementation of the program. The difference for these children was that they were housed in one large room or in two contiguous classrooms with peers whose native language is Spanish and are defined under regulations of the Massachusetts Department of Education as limited English proficient. These children participated in the Transitional Bilingual Education Program (TBE)\* and received

\* Massachusetts state law provides for a transitional bilingual program which suggests that within a period of three years students should be prepared to do ordinary class work in English and should therefore be transferred to a monolingual English class

instruction in English as a Second Language while their academic subjects were taught in the native language or in English according to the need of the individual student. Three teachers shared the responsibility for both groups of students: a monolingual English teacher was responsible for the instruction of those students whose dominant language is English, a bilingual teacher was responsible for the native language instruction of Hispanic students, and an English as a Second Language teacher who was responsible for the instruction of ESL and some content area in English to those students in the TBE Program.

While enrollment in the Two-Way Program continued to be voluntary, it was decided after some time that all children would benefit from participation and as a result, all children who volunteered, regardless of their academic standing, could be enrolled.

The Spanish as a Second Language component was still believed not to be the most ideal for all children and therefore, classroom teachers still made recommendations to exclude students in the Two-Way Program from SSL instruction when they lacked some literacy skills in their native language.

To foster a greater awareness in these children of the cultures represented in the classroom, special multicultural activities were designed and developed to present to the entire group. The coordination of these activities was critically important since they most often reflected a concept or skill which was being discussed in the classes such as social studies, science, reading or language arts. The delivery of instruction during this period could be done by just one teacher or by all three depending on the agreed organization. Often, one teacher would discuss the background information with the students, another would carry out a writing or reading activity related to the same lesson and the third did a follow-up lesson with the students. In this manner, each teacher's talents could be put to best use. All of these special activities involved some discussion using both languages thereby exposing children to the second language as well as providing them with that multicultural awareness.

### Instruments

The two major instruments used in this study consisted of an attitudinal survey which was distributed to teachers and administrators familiar with SSL instruction at the elementary level and a pre/post evaluation instrument which was administered to students by the SSL teachers. The latter was revised prior to its use with students after some initial piloting tests were administered to determine the appropriateness of the instrument.

The questionnaire (see Appendix C) was distributed to practitioners who are familiar with the study of a second language at the elementary level and who are directly or indirectly involved with Spanish as a Second Language.\*

The primary purpose of the questionnaire was to determine attitudes towards the various aspects of second language instruction at the elementary level. The questionnaire also provides information on the

\* Some of the respondents are foreign language teachers at the secondary level who have knowledge or direct contact with elementary level SSL programs.

attitudes of teachers and administrators towards the following issues.

1. The value of learning a second language
2. Curriculum
3. Methodology and techniques
4. Assessment
5. Support for Spanish as a Second Language instruction
6. Spanish as a Second Language instruction within a bilingual setting

The curriculum guides and respective evaluation instruments, while very similar, were developed as two separate units in order to best address the needs of students at different grade levels. The first is intended for use in grades K-3 and the second for grades 4-6. The guides include activities which are appropriate for use at the respective grade levels according to the students' ability and interest.

The analysis of the questionnaire, the results of the students' progress in the acquisition of Spanish as documented by the assessments done, the curriculum guides and the recommendations available in this study can be used by other educators to establish criteria for the design and development of programs which include Spanish as a Second Language instruction. It is important to note that this would only be appropriate in cases where communities have similar

objectives for their students within Spanish as a Second Language Program and where the student population is similar to this one with an enrollment where approximately fifty (50) percent of the students come from a home where English is not the primary language.

### Aanalysis of the Data

The analysis of the data presented consists of an examination of the pre- and post-test scores for those students tested over a period of three years as reported in Table 1. Post-test measures will be examined to determine if gains made in the acquisition of Spanish were significant.

Data gathered from the attitudinal surveys are tabulated and examined to provide information on the specific topics related to Spanish as a Second Language instruction at the elementary level such as curriculum issues, methods, assessment and other areas identified by educators.

In summary, this chapter has presented the research plan used to guide the study. The size of the sample represented approximately twenty (20) percent of the student population enrolled in the Two-Way Bilingual Program studying Spanish as a Second Language. It is generally agreed that a 20% random sample is representative of a population being studied and adequately reflects progress made in the acquisition of SSL. Also, these results included students who were from all schools and from different teachers involved in the program. The analysis of the data gathered from the survey questionnaire has also been described briefly but a more in-depth study of the results follows in the next chapter.

## CHAPTER IV

### RESULTS OF THE STUDY

This chapter includes an analysis of the data obtained from the pre and post measures administered to students participating in the Spanish as a Second Language component of the Two-Way Spanish/English Bilingual Education Program as well as the results from the attitudinal survey distributed to educators familiar with the study of a second language at the elementary level.

#### Assessment

##### **Research Question #1:**

Are gains consistently made in the acquisition of Spanish by students participating in the Two-Way Bilingual program as described in this study?

The data used to research this question was gathered over a three year period. A total of ninety four (94) students who were participating in the Spanish as a Second Language component of the Two-Way

Bilingual Program were assessed at the elementary level to determine if gains were made in the acquisition of oral proficiency in Spanish. For grades 2 and 3 the primary level pre/post evaluation instrument was administered (see Appendix B). For grades 4, 5 and 6, the intermediate level pre/ post evaluation instrument was used (see Appendix A).

Both evaluation instruments were developed in such a way that it reflects the curriculum as it was approved and implemented in this program. It assessed the various areas of study which the local district identified as most appropriate for instruction in Spanish as a Second Language. These areas of study include the acquisition of vocabulary which is needed for the development of the thematic units taught as well as an assessment of the grammatical structures that, while never taught as discrete entities without being in the context of a theme or situation, are nevertheless assessed to help the instructor identify those areas which require greater attention. The tests were also useful in showing the instructor whether the student can apply both the vocabulary and structures learned to new situations and use them in other contexts.

The results as reported in Table 3 represent an average percent increase by grade level for all students assessed. For the total

TABLE 3

SSL: Students Assessed

Average Percent Increase Per Grade

GRADE	SAMPLE	AVG. PERCENT INCREASE
2	8	29
3	8	31
4	34	46
5	26	35
6	18	36
<hr style="border-top: 1px dashed black;"/>		
TOTAL.	94	35

population assessed there was an average 35% increase in scores between the pre- and post-test scores with fourth graders showing the greatest rate of increase with an average of 46%.

The highest percentages recorded on a yearly basis indicate that students assessed during the 1986-87 academic year showed the greatest gains in the acquisition of Spanish with average percent increases of 65, 40 and 60 percent increase for 4th, 5th and 6th grade respectively (see Table 4). Grade 4 students continue to show the greatest gains with a 49% increase reported for the 1985-86 school year.

The lowest average percentage reported was for students in grade 6 during the 1984-85 school year with an average increase of 22%. This rate of increase is still highly significant. The overall increases by grade therefore ranged from 22 to 65 percent indicating that indeed substantial gains were made in the acquisition of Spanish.

While it was not the primary intent of this study to examine the factors or conditions which could possibly have contributed to the fluctuation in the results in any particular year, grade level or school,

TABLE 4

SSL: Students Assessed

Yearly Percent Increase by Grade

YEAR	GRADE	SAMPLE	AVG. PERCENT INCREASE
1984-85	4	14	31
1984-85	5	11	37
1984-85	6	6	22
<hr/>			
1985-86	2	8	29
1985-86	3	8	31
1985-86	4	12	49
1985-86	5	8	33
1985-86	6	8	34
<hr/>			
1986-87	4	8	65
1986-87	5	6	40
1986-87	6	4	60

the data is reported in Tables 5-11 by year, grade and school in order to demonstrate that even within groups which generally scored higher, there were scores reported for individual students which indicate a much lower individual level of achievement. An investigation of the reasons for individual gains could be a study in itself and yet, it is important to note that SSL instructors, when questioned, offered opinions as to the possible reasons for the lower scores. One which was most often cited was that participation by these students was often sporadic as classroom teachers may not have allowed these students to attend classes when their classroom work was either not completed or not done satisfactorily.

Tables 5-11 report the individual scores attained by students assessed in the pre and post evaluation. The highest possible score on both tests is 200 points. Scores reported in the pre-test columns indicate a wide variety of student ability in Spanish. The pre/post tests were administered to students selected randomly for this purpose. Some students tested had some prior experience with Spanish as a Second Language. Before the pre-tests were administered, a few lessons were allowed for those students being introduced to the language for the first

time in order for them to become acquainted with the SSL instructor. This is intended to put the children more at ease while the pre-test is administered because it is expected that they will perform best under those circumstances. As a result, by the time students take the test they can usually respond to the first couple of sections in the test and score as high as 25 points.

Whenever possible students with some proficiency in the language would be grouped together so as to facilitate the level and delivery of instruction provided. Beginning level students require specific activities which expose them to the basic structures of the language and therefore an attempt is made to schedule these students separately. The scheduling of groups for SSL instruction when this is done on a "pull-out" basis is a difficult task. When groups of students are scheduled according to proficiency, it becomes even more difficult unless there are sufficient staff members to accomodate small groups. As a result, within any given group, there is the possibility of having students with different levels of proficiency.

The scores reported on Table 5 indicate the results for 4th graders tested in Schools X and Y for the 1984-85 school year. More students participated in the Two-Way Bilingual Program at School X where the average increase was 29%. At School Y the sample was smaller and the average increase was approximately 33%. Three of the six students assessed made such dramatic gains and the other three showed such little improvement that it is difficult to accept these results as a true indicator of a mean. These students were not in the same instructional groups and circumstances for them were quite different. At School X however, gains generally made by students #2-8 were very good with the students having some proficiency at the pre-test stages making higher gains than those being introduced to the language for the first time.

Results for grade 5 students appear in Table 6. The same two schools are represented here with the higher enrollment still at School X. It is interesting that at this school grade 5 students who had the least amount of proficiency in Spanish at the outset made the highest gains while at School Y there was a more even distribution of scores.

TABLE 5

SSL: Students Assessed

1984-85

Grade 4

STUDENTS' NUMBER	SCHOOL	GRADE	SCORES		TEST STOPPED		%INCREASE
			PRE	POST	PRE	POST	
1	X	4	21	25	Y	Y	2
2	X	4	22	97	Y	N	37
3	X	4	19	47	Y	Y	14
4	X	4	19	42	Y	Y	12
5	X	4	120	190	N	N	35
6	X	4	130	182	N	N	26
7	X	4	95	173	N	N	39
8	X	4	45	175	Y	N	65
*****							
9	Y	4	15	26	Y	Y	6
10	Y	4	23	149	Y	N	63
11	Y	4	15	112	Y	N	49
12	Y	4	42	188	Y	N	73
13	Y	4	12	17	Y	Y	3
14	Y	4	16	21	Y	Y	3

TABLE 6

SSL: Students Assessed

1984-85

Grade 5

STUDENTS' NUMBER	SCHOOL	GRADE	SCORES		TEST STOPPED		% INCREASE
			PRE	POST	PRE	POST	
1	X	5	36	81	Y	N	23
2	X	5	41	63	Y	Y	11
3	X	5	117	156	N	N	20
4	X	5	7	124	Y	N	59
5	X	5	20	137	Y	N	59
6	X	5	15	122	Y	N	54
7	Y	5	8	25	Y	N	9
8	Y	5	30	156	Y	N	63
9	Y	5	17	18	Y	Y	0
10	Y	5	8	127	Y	Y	60
11	Y	5	54	155	Y	N	51

In grade 6, one half of the students had limited exposure to Spanish at the time of the pre-test. One of those student's score increased by 66% while another student increased only by 9%. The time that each of those students spent in SSL classes differed greatly. In Table 7 the scores reported for students at School X show that fairly steady gains were made by those students who were grouped according to level of proficiency and had similar pre-test scores.

In Table 8 results are indicated for students in grades 2 and 3 participating in the Two-Way Bilingual Program at School Z. All second graders assessed had participated in the program the previous year. Most of the grade 3 students had also participated in the program the previous year. There were only a few exceptions. The program at School Z is organized in such a way that participation and attendance of students is minimly interrupted. In addition, more staff is available to provide SSL instruction and students meet more often than those at Schools X and Y. It is clear that the structure and higher level of rigidity in such areas as scheduling at School Z contribute to the reduced range in variability of the percentage increases made by students. Grade 2

TABLE 7

SSL: Students Assessed

1984-85

Grade 6

STUDENTS' NUMBER	SCHOOL	GRADE	SCORES		TEST STOPPED		% INCREASE
			PRE	POST	PRE	POST	
1	X	6	95	135	N	N	20
2	X	6	21	55	Y	N	17
3	X	6	73	112	N	N	20
4	X	6	91	135	N	N	22
5	Y	6	21	38	Y	N	9
6	Y	6	19	151	Y	N	66

TABLE 8

SSL: Students Assessed

1985-86

Grades 2 &amp; 3

STUDENTS' NUMBER	SCHOOL	GRADE	SCORES		TEST STOPPED		% INCREASE
			PRE	POST	PRE	POST	
1	Z	2	27	62	Y	N	18
2	Z	2	32	62	Y	N	15
3	Z	2	36	107	Y	N	36
4	Z	2	53	106	Y	N	27
5	Z	2	97	175	Y	N	39
6	Z	2	106	178	N	N	36
7	Z	2	28	93	Y	N	33
8	Z	2	25	74	Y	N	25
*****							
9	Z	3	74	111	N	N	19
10	Z	3	101	153	N	N	26
11	Z	3	34	83	Y	N	25
12	Z	3	74	147	N	N	37
13	Z	3	20	108	Y	N	44
14	Z	3	26	86	Y	N	30
15	Z	3	34	107	Y	N	37
16	Z	3	55	108	Y	N	27

students had an average increase of 29% and grade 3 increased by 31%. The wide range of scores reported earlier particularly in grade 6 are much less prevalent at these two grade levels.

During the 1985-86 school year, 4th grade students at School Y had much higher pre-test scores than those at School X. Most of these students had studied the language previously. In addition, with the larger enrollment for that year at School Y, grouping patterns were more easily scheduled. The program experienced more stability and as a result students' performance was much better as indicated by the results reported in Table 9 with an average increase of over 60% at School Y and a lower but also steady increase for all students assessed in School X.

Table 10 indicates that there was a decrease in enrollment in grade 5 but an increase in grade 6. Results continue to indicate that students at School Y for this year had a much stronger base than those at School X and that in general these students made higher gains than those who were considered beginners.

The results reported in Table 11 indicate scores for students assessed in grades 4, 5 and 6. While the program continued at School Z

TABLE 9

SSL: Students Assessed

1985-86

Grade 4

STUDENTS' NUMBER	SCHOOL	GRADE	SCORES		TEST STOPPED		% INCREASE
			PRE	POST	PRE	POST	
1	Y	4	38	177	Y	N	70
2	Y	4	40	158	Y	N	59
3	Y	4	55	167	Y	N	61
4	Y	4	42	167	Y	N	63
5	Y	4	118	180	N	N	31
6	Y	4	53	171	Y	N	59
7	Y	4	23	163	Y	N	70
8	Y	4	33	165	Y	N	71
*****							
9	X	4	20	72	Y	N	26
10	X	4	19	70	Y	N	26
11	X	4	23	77	Y	N	27
12	X	4	17	71	Y	N	27

TABLE 10  
 SSL: Students Assessed  
 1985-86  
 Grades 5 & 6

STUDENTS' NUMBER	SCHOOL	GRADE	SCORES		TEST STOPPED		% INCREASE
			PRE	POST	PRE	POST	
1	Y	5	68	176	Y	N	54
2	Y	5	168	191	Y	N	12
3	Y	5	33	174	Y	N	71
4	Y	5	117	184	N	N	34
*****							
5	X	5	26	71	Y	N	23
6	X	5	30	75	Y	N	23
7	X	5	22	97	Y	N	37
8	X	5	77	101	N	N	12
-----							
-----							
1	Y	6	30	170	Y	N	70
2	Y	6	140	185	N	N	23
3	Y	6	130	186	N	N	28
4	Y	6	120	192	N	N	36
5	Y	6	35	175	Y	N	70
*****							
6	X	6	63	81	N	N	9
7	X	6	69	105	N	N	18
8	X	6	42	75	Y	N	17

TABLE 11

SSL: Students Assessed

1986-87

Grades 4, 5 &amp; 6

STUDENTS' NUMBER	SCHOOL	GRADE	SCORES		TEST STOPPED		% INCREASE
			PRE	POST	PRE	POST	
1	Y	4	25	162	Y	N	68
2	Y	4	20	167	Y	N	74
3	Y	4	22	125	Y	N	52
4	Y	4	124	190	N	N	33
5	Y	4	39	184	Y	N	73
6	Y	4	28	178	Y	N	75
7	Y	4	21	178	Y	N	79
8	Y	4	19	144	Y	N	63
*****							
1	Y	5	107	173	N	N	33
2	Y	5	104	180	N	N	37
3	Y	5	114	170	N	N	28
4	Y	5	124	199	N	N	38
5	Y	5	136	189	N	N	27
6	Y	5	20	177	N	N	79
*****							
1	Y	6	29	154	Y	N	63
2	Y	6	14	164	Y	N	75
3	Y	6	33	177	Y	N	72
4	Y	6	111	170	Y	N	30

for students in grades 1-3, these results were not available since a major reorganization in the delivery of SSL services was being considered and the assessment of these students was not a priority of the school district. In addition, the program at School X was deleted from the curriculum after the school principal made the decision that the study of a second language was not one of his priorities for the students in that school.

Most of the students in grade 4 assessed during the 1986-87 school year had not been exposed to Spanish for a very long time. Student #4 had a very high pre-test score. This student is Hispanic and Spanish is one of the languages of the home. But in general students in this group did extremely well with an average increase of about 65%.

Students in grade 5 began the school year receiving very high scores on the pre-test and they all reached nearly perfect scores at the end of the year, including the one student who had initially received a raw score of only 20 in that group and increased his score by 79%.

Grade 6 students, while most had little proficiency in the language at the beginning of the year, scored extremely well and made very good

gains attaining, in one case, a 75% increase between the pre- and post-test scores.

While it is very interesting to examine gains made by individual students, it is equally important to evaluate the progress of students in general terms. SSL instructors often reflected on the gains shown by their students and indicated that time allotted for the direct instruction of SSL was a major factor and predictor of student success in the acquisition of Spanish. The results in Table 12 indicate that the gains made by those students participating in the SSL Program at School Y for the 1985-86 school year were much higher than those of School X where the classes only met two or three times per week for a period of thirty minutes. Students who met four times per week at School Y had a clear advantage and outperformed the other students of the same grade regardless of their background experiences in the study of Spanish as a Second Language and their level of proficiency at the pre-test stages.

One of the goals of this program was to have students learn some basic communicative skills. As a modified FLES Program, the SSL component was successful in preparing students to achieve basic

TABLE 12

SSL: Periods Per Week  
1985- 86  
Grades 4, 5 & 6

SCHOOL	GRADE	PERIODS	AVG. % INCREASE	AVG. PRE	AVG. POST
Y	4	4	60.5	50.25	168.5
Y	5	4	42.75	96.5	181.25
Y	6	4	45.4	91.0	181.6
*****					
X	4	3	26.5	19.75	72.5
X	5	3	23.75	38.75	86.0
X	6	2	14.66	58.0	87.0

communicative competencies. In the next chapter, the general objectives for this program will be outlined.

### Attitudinal Survey

A survey questionnaire was developed (see Appendix C) in an attempt to determine the attitudes of second language educators about the various dimensions of the instructional program such as curriculum development and implementation, assessment practices, techniques and materials used at the elementary level. Responses to the questionnaire were analyzed within the categories outlined above. In addition, the relation between the results from the survey and practices of the SSL program in the district where this study was conducted was examined. Over one hundred surveys were distributed to educators in school

districts in Western Massachusetts. These educators were invited to respond to the survey if they were familiar with the study of a foreign or second language at the elementary level. There were a total of 30 educators who responded to the survey and Table 13 reports the results for the questions in the order in which they appeared.

Participants were asked to circle the number which, according to the key provided, best matched the way they felt about each statement made. The key ranged from the number 1 which indicated strong agreement to number 5, strong disagreement. Statements were organized in such a way that not all number 1 responses were necessarily viewed as positive. If participants were not familiar with an item, or if they were confused by it, or if they simply had not formed an opinion about the statement, the 'undecided' choice provided them with an opportunity to respond.

There were 46 statements to react to. Each one was completed fully by each participant suggesting that care was taken with the survey by the participants.

TABLE 13  
Attitudinal Survey Responses

## Key

1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

QUESTIONS		1	2	3	4	5
TOTAL						
1. Generally students find foreign/ second language learning to be pleasurable.	-	20	-	10	-	30
2. Language learning should be a pleasurable experience for students.	23	7	-	-	-	30
3. Learning a second language at an early age has many advantages.	21	9	-	-	-	30
4. Learning a second language enhances students' performance in other academic areas.	18	8	4	-	-	30
5. Reading in the second language should begin as soon as the student is enrolled in second language classes at the elementary level.	3	3	5	7	12	30
6. Writing instruction in the second language should begin as soon as the student is enrolled in second language classes at the elementary level.	1	5	3	11	10	30

Continued on next page

Table 13 (continued)

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QUESTIONS	1	2	3	4	5	T
7. Instructional groups for Spanish as a Second Language (SSL) at the elementary level should have no more than 12 students.	17	5	6	2	-	30
8. A curriculum guide for the instruction of SSL should be provided for teachers.	16	14	-	-	-	30
9. A curriculum guide should include suggested activities for teachers to use in the instruction of SSL.	13	17	-	-	-	30
10. A curriculum guide should be followed exactly.	-	5	5	14	6	30
11. An aural/oral approach should be used in the instruction of SSL.	7	15	3	4	1	30
12. Reading instruction in SSL should be introduced systematically at the appropriate level as students become comfortable in their oral proficiency.	10	16	-	4	-	30
13. There should be an introductory level textbook for each SSL learner at the elementary level.	6	5	4	13	2	30
14. Formal instruction of grammatical structures should be a strong component of SSL instruction at the elementary level.	1	4	1	17	7	30
15. Many parents in this community want their children to participate in an SSL program at the elementary level.	3	15	10	2	-	30
16. Many parents in this community have actively supported instruction of SSL at the elementary level.	2	19	8	1	-	30

Continued on next page

Table 13 (continued)

QUESTIONS	1	2	3	4	5	T.
17. Foreign language teachers in this community support the instruction of SSL at the elementary level.	10	11	7	2	-	30
18. Administrators in this community support instruction of SSL at the elementary level.	2	16	3	9	-	30
19. Students have expressed enthusiasm about learning SSL at the elementary level.	15	12	3	-	-	30
20. Students' progress in their studies of a second language at the elementary level should be assessed.	13	15	2	-	-	30
21. Assessment should take the form of periodic written quizzes.	2	10	2	12	4	30
22. Assessment should take the form of periodic written tests.	1	9	4	10	6	30
23. Assessment should take the form of informal teacher observations.	8	16	3	3	-	30
24. Assessment should take the form of teacher/student situational and thematic interaction (role playing).	7	21	-	2	-	30
25. Assessment should take the form of standardized tests administered in the target language.	-	5	4	11	10	30
26. Assessment should be a combination of two or more of the above described forms.	6	20	-	4	-	30
27. There should be no formal assessment of progress for students taking elementary level SSL.	1	6	2	13	8	30

Continued on next page

Table 13 (continued)

QUESTIONS	1	2	3	4	5	T
28. Students learning SSL can benefit from sharing experiences with students whose native language is Spanish.	20	10	-	-	-	30
29. Learning songs in Spanish, playing games, developing activities which allow for role playing, and others help develop communicative skills in the target language.	18	12	-	-	-	30
30. Using such themes as family, television, sports and hobbies, and others as a medium of instruction for the curriculum of SSL is preferable to that of a grammar-oriented approach at the elementary level.	18	9	3	-	-	30
31. Using a variety of techniques and drawing from a variety of resources including the use of themes, an aural/oral approach and grammar approach is preferable to the selection of one approach exclusively.	16	10	1	3	-	30
32. Students learning SSL at the elementary level seek to communicate in Spanish with peers whose native language is Spanish.	2	19	7	2	-	30
33. Students participating in the SSL program better understand the culture of their peers whose native language is Spanish.	9	16	5	-	-	30
34. Students participating in SSL instruction better understand their own culture.	8	12	10	-	-	30

Continued on next page

Table 13 (continued)

QUESTIONS	1	2	3	4	5	T
35. Students participating in SSL instruction can appreciate the values of language learning.	10	13	7	-	-	30
36. Students participating in SSL instruction better understand the process of learning a second language	4	19	3	4	-	30
37. Students who learn a second language at an earlier age, learn the language better than at a later age.	12	13	5	-	-	30
38. Various types of supplementary materials should be provided for the instruction of Spanish at the elementary level.	21	9	-	-	-	30
39. Reading-for-fun books in the target language should be provided for students learning SSL.	19	10	1	-	-	30
40. SSL instruction at the elementary level should take place on a daily basis.	15	11	-	4	-	30
41. SSL instruction is as important as any other academic subject at the elementary level.	14	13	2	1	-	30
42. Students learning Spanish should, after three or four years of instruction, be proficient enough to receive content area instruction in the second language.	5	17	6	2	-	30
43. Students who participate in SSL programs use Spanish with Spanish speaking peers.	1	13	12	4	-	30
44. Learning a second language at an early age may lead to a better understanding of the student's native language.	11	15	4	-	-	30

Continued on next page

Table 13 (continued)

QUESTIONS	1	2	3	4	5	T
45. Learning a second/foreign language should be restricted to the secondary level.	-	2	-	6	22	30
46. Second / foreign language instruction at the elementary level should take place within a bilingual setting.	7	7	8	7	1	30

In addition to reporting results of the attitudes of educators for the various aspects of the program, it was a goal of this study to make some comparisons between what practices are valued and those that are being implemented in this SSL component of the Two-Way Bilingual Program. Results of the survey were used to answer the following research question:

**Research Question #2:**

Are practices as implemented in the Spanish as a Second Language component of the Two-Way Bilingual Program consistent with the attitudes about those practices as expressed by educators surveyed?

To this end, the responses from the survey have been tabulated in accordance with the following aspects of second language instruction:

1. The value of learning a second language
2. Curriculum
3. Methods and techniques
4. Assessment
5. Support for SSL instruction
6. SSL instruction within a bilingual setting

### The Value of Learning a Second Language

#### **Research Question:**

Do educators surveyed feel that there is value in learning a second language?

Educators are not in agreement that students find second/foreign language learning to be a pleasurable experience. In fact, one third of the respondents disagreed with this first statement. It is interesting to note that the majority of those who disagreed with this statement had experience mostly at the secondary level while respondents who were in agreement had worked primarily with elementary level students. The major goal of this FLES program was to promote an awareness in children that learning another language can be pleasurable and exciting. It is reassuring to find that 2/3 of the respondents agree that students perceive second language learning to be a pleasurable experience. Furthermore, all respondents were in agreement that language learning should be a pleasurable experience including those who had indicated earlier that it is not always so for some students.

TABLE 14

## Attitudinal Survey

## Responses Pertaining to the Value of Learning a Second Language

## Key

- 1. Strongly Agree
- 2. Agree
- 3. Undecided
- 4. Disagree
- 5. Strongly Disagree

QUESTIONS	1	2	3	4	5	T.
1. Generally students find foreign/ second language learning to be pleasurable.	-	20	-	10	-	30
2. Language learning should be a pleasurable experience for students.	23	7	-	-	-	30
3. Learning a second language at an early age has many advantages.	21	9	-	-	-	30
4. Learning a second language enhances students' performance in other academic areas.	18	8	4	-	-	30
7. Instructional groups for Spanish as a Second Language (SSL) at the elementary level should have no more than 12 students	17	5	6	2	-	30

Continued on next page

Table 14 (continued)

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QUESTIONS	1	2	3	4	5	T.
35. Students participating in SSL instruction can appreciate the values of learning a second language.	10	13	7	-	-	30
36. Students participating in SSL instruction better understand the process of learning a second language.	4	19	3	4	-	30
37. Students who learn a second language at an early age learn the language better than at a later age.	12	13	5	-	-	30
40. SSL instruction at the elementary level should take place on a daily basis.	15	11	-	4	-	30
41. SSL instruction is as important as any other academic subject at the elementary level.	14	13	2	1	-	30
44. Learning a second language at an early age may lead to a better understanding of the student's native language.	11	15	4	-	-	30
45. Learning a second/foreign language should be restricted to the secondary level.	-	2	-	6	22	30

The design of the program that was implemented in the district reported in this study is consistent with the responses found in the survey. The following is a list of those aspects which respondents feel strongly should be included as a part of such a program.

1. Second language instruction should be introduced at an early age
2. SSL students can appreciate the values of language learning
3. SSL students better understand the process of language learning
4. Learning a second language at an early age may lead to a better understanding of the student's native language
5. SSL instruction should be as important as any other academic subject
6. SSL instruction should take place on a daily basis
7. Groups for SSL instruction should have no more than 12 students

Responses were in general very positive to the benefits of learning a second language at the elementary level. It is not surprising to find that educators familiar with the study of a second language respond positively to statements concerning the value of second language instruction. In this case, however, it is significant that the responses were positive specifically as they pertained to elementary level instruction because even those who are directly involved with second language instruction often believe that it only has value at the secondary level.

### Curriculum

#### **Research Question:**

Do the design and curriculum used in this Spanish as a Second Language Program reflect the needs of second language learners as perceived by educators surveyed for this study?

The curriculum for a Spanish as a Second Language Program at the elementary level should clearly outline for the instructor the direction to be taken with a group of students. This curriculum must take into consideration the students' social and psychological development. Clear goals and objectives should be stated, specifying base line expectations for the target group of students.

Results of the survey (see Table 15) indicate that a curriculum guide should definitely be provided to teachers and that this guide should also include suggested activities which are appropriate for use with the target age group.

Teachers can elect to use any or all of those suggested activities. The activities included in the curriculum guide should be designed and organized to provide meaningful contexts in which children can develop and use language in the most natural setting possible.

TABLE 15  
Attitudinal Survey  
Responses Pertaining to the Curriculum

## Key

- 1. Strongly Agree
- 2. Agree
- 3. Undecided
- 4. Disagree
- 5. Strongly Disagree

QUESTIONS	1	2	3	4	5	T.
8. A curriculum guide for the instruction of SSL should be provided for teachers.	16	14	-	-	-	30
9. A curriculum guide should include suggested activities for teachers to use in the instruction of SSL.	13	17	-	-	-	30
14. Formal instruction of grammatical structures should be a strong component of SSL instruction at the elementary level.	1	4	1	17	7	30

Continued on next page

Table 15 (continued)

QUESTIONS	1	2	3	4	5	T.
5. Reading in the second language should begin as soon as the student is enrolled in second language classes at the elementary level.	3	3	5	7	12	30
6. Writing instruction in the second language should begin as soon as the student is enrolled in second language classes at the elementary level.	1	5	3	11	10	30
42. Students learning Spanish should, after three or four years of instruction, be proficient enough to receive content area instruction in the second language.	5	17	6	2	-	30

Most respondents disagreed with the statement that formal instruction of grammatical structures should be a strong component of the SSL Program at the elementary level. Learning grammatical structures in isolation is an abstract exercise which does not lead to communicative competence. The incorporation of structures into natural language development through careful planning of activities when properly modelled by the instructor is a more effective way to encourage children to use the language naturally without concentrating solely on the formation of syntactical structures. Most proponents of second language programs would agree that being concerned with which tense or voice to use simply inhibits fluency. In addition, they tend to enjoy the activities much more and therefore find that learning another language is both pleasurable and rewarding.

There was less agreement among respondents as to the instruction of reading and writing. Approximately 67% of the participants believe that reading and writing instruction should not be introduced in the second language when the student is first enrolled in SSL classes at the elementary level. It is the philosophy in this SSL Program that literacy should be developed in the student's native language first since the

development of literacy is based on a student's ability to comprehend and, as such, that student will best be able to develop literacy in the language s/he best understands. Reading and writing, particularly in the earlier grades, would be limited to a brief exposure to print as the instructor reads a story to the students or prepares an invitation to a special event in the target language. In the later grades when most students have developed most of the basic literacy skills in their native language, reading and writing should be introduced systematically, capitalizing on areas that interest the students using key vocabulary which would also be familiar to them. If these activities are carefully designed to hold students' interest, attention and motivation, students will quickly be able to transfer the reading and writing skills from their native to their second language. With some encouragement, their vocabulary is broadened with the introduction of activities requiring reading and writing. Soon, students are able to read and understand some of the unknown words based on the Spanish phonetic system but mostly from deducing meaning from context. At this level, some of the reading and writing activities should include the use of many concrete objects and pictures of familiar items or surroundings which will serve as

prompts. Reading passages may also be based on actual activities carried out by the students which are often much more relevant and thus meaningful to the students. Student interviews, the preparation of a news bulletin to be aired through the intercom system in the school's morning news, the writing of a script to be played out for an audience, etc., are all examples which should be included as part of the curriculum. This can also insure that there is consistency and continuity in the development of literacy in the second language.

Approximately 73% of the respondents agreed that students could, after three or four years of instruction, reach a level of proficiency that would be sufficient to have students receive content area instruction in the second language. This is not consistent with the results found in this SSL Program since this design is very much like that of a FLES program and does not provide very much formal reading and writing instruction. It would be difficult then to expect students to receive content area instruction in the second language without having some basic literacy skills because they would encounter a great level of frustration. If the program had as a goal to promote all areas of literacy, then the time allotted for SSL instruction would need to be

much greater and be an integral part of the students' education. With an appropriate design which promotes literacy development, content area instruction can be introduced in a systematic way before three or four years of continuous and consistent participation.

### Methods and Techniques

#### **Research Question:**

What specific methods and techniques used in the instruction of Spanish as a Second Language do educators surveyed feel are most important?

The results reported in Table 16 indicate the attitudes of respondents as they pertain to the methods and techniques which should be used in the instruction of Spanish as a Second Language. There was a positive feeling expressed for providing teachers with the flexibility needed in SSL instruction as indicated by the wish not to be limited to following a curriculum guide exactly. In fact, an eclectic approach.

TABLE 16

## Attitudinal Survey

## Responses Pertaining to Methods and Techniques

## Key

1. Strongly Agree

2. Agree

3. Undecided

4. Disagree

5. Strongly Disagree

QUESTIONS	1	2	3	4	5	T.
10. A curriculum guide should be followed exactly.	-	5	5	14	6	30
11. An aural/oral approach should be used in the instruction of SSL.	7	15	3	4	1	30
12. Reading instruction in SSL should be introduced systematically at the appropriate level as students become comfortable in their oral proficiency.	10	16	-	4	-	30
13. There should be an introductory level textbook for each SSL learner at the elementary level.	6	5	4	13	2	30

Continued on next page

Table 16 (continued)

QUESTIONS	1	2	3	4	5	T.
29. Learning songs in Spanish, playing games, developing activities which allow for role playing, and others help develop communicative skills in the target language.	18	12	-	-	-	30
30. Using such themes as family, television, sports and hobbies, and others as a medium of instruction for the curriculum of SSL is preferable to that of a grammar-oriented approach at the elementary level.	18	9	3	-	-	30
31. Using a variety of techniques and drawing from a variety of resources including the use of themes, an aural/oral approach and grammar approach is preferable to the selection of one approach exclusively.	16	10	1	3	-	30
38. Various types of supplementary materials should be provided for the instruction of Spanish at the elementary level.	21	9	-	-	-	30
39. Reading-for-fun books in the target language should be provided for students learning SSL.	19	10	1	-	-	30

using a variety of techniques, resources, activities and using different themes was favored by over 80% of the participants.

Approximately 37% of the respondents thought that a textbook should be available for SSL instruction at the elementary level but 50% did not. Textbooks available for this purpose have improved over the last few years. There are a few published materials which promote communication in a natural setting by suggesting some activities to teachers. Inevitably, however, most of these still include dialogues which students are often asked to memorize. The memorization of set phrases has not been shown to be effective particularly if these have not been developed or chosen by the students themselves. Textbooks often include grammatical structures and exercises for students to do such as filling in the blank, matching exercises, and other activities which seldom promote natural communication.

Using a variety of themes with activities of interest to students at this level and having many supplementary materials available enriches the learning experiences for the students and promotes motivation. It is encouraging to this researcher to see that the responses reported here



are consistent with the methods and techniques recommended for use in this SSL Program.

### Assessment

#### **Research Question:**

What forms of assessment do educators surveyed feel should be in place in a Spanish as a Second Language Program at the elementary level?

In the area of assessment, participants were not in agreement in as many areas. 23% of the respondents did not believe that any formal assessment should be done at all. Of the 70% who believe some form of assessment should be conducted, most thought that more than one form of assessment was needed. The preferred forms of assessment as reported in Table 17 were informal teacher observations and an evaluation of the student/teacher interaction in a situation such as in a role playing event. Some forms of assessment were not popular. Most respondents agreed that written quizzes and tests should not be used as

TABLE 17

Attitudinal Survey  
Responses Pertaining to Assessment

## Key

- 1. Strongly Agree
- 2. Agree
- 3. Undecided
- 4. Disagree
- 5. Strongly Disagree

QUESTIONS	1	2	3	4	5	T.
20. Students' progress in their studies of a second language at the elementary level should be assessed.	13	15	2	-	-	30
21. Assessment should take the form of periodic written quizzes.	2	10	2	12	4	30
22. Assessment should take the form of periodic written tests.	1	9	4	10	6	30
23. Assessment should take the form of informal teacher observations.	8	16	3	3	-	30

Continued on next page

Table 17 (continued)

QUESTIONS	1	2	3	4	5	T.
24. Assessment should take the form of teacher/student situational and thematic interaction (role playing).	7	21	-	2	-	30
25. Assessment should take the form of standardized tests administered in the target language.	-	5	4	11	10	30
26. Assessment should be a combination of two or more of the above described forms.	6	20	-	4	-	30
27. There should be no formal assessment of progress for students taking elementary level SSL.	1	6	2	13	8	30

part of an assessment and 70% felt that standardized tests should not be used at all to measure the degree of second language acquisition.

With a program such as the SSL Program, it is not unusual to have informal forms of assessment. Teachers are encouraged to keep a checklist in which a marking system including such affective types of evaluation as motivation, participation, as well as skill acquisition in comprehension and other areas should be evaluated and recorded on a daily, weekly or an as-needed basis.

### Support for SSL Instruction

#### **Research Question:**

Is there community support for Spanish as a Second Language Programs as perceived by educators surveyed?

It is reported in the literature that the success of second language programs at the elementary level can often depend on the level of support it receives from various sources in the community. Table 18 indicates that 60% of the respondents believed that parents want their

TABLE 18

## Attitudinal Survey

## Responses Pertaining to Support for SSL Instruction

## Key

1. Strongly Agree

2. Agree

3. Undecided

4. Disagree

5. Strongly Disagree

QUESTIONS	1	2	3	4	5	T.
15. Many parents in this community want their children to participate in an SSL program at the elementary level.	3	15	10	2	-	30
16. Many parents in this community have actively supported instruction of SSL at the elementary level.	2	19	8	1	-	30
17. Foreign language teachers in this community support the instruction of SSL at the elementary level.	10	11	7	2	-	30
18. Administrators in this community support instruction of SSL at the elementary level.	2	16	3	9	-	30
19. Students have expressed enthusiasm about learning SSL at the elementary level.	15	12	3	-	-	30

children to participate in an SSL Program and have actively supported such a program. There was also agreement that students and foreign language teachers both express enthusiasm for the SSL Program when it has strong community support.

It is interesting to note that 30% of the respondents do not believe that administrators support SSL instruction. Sixty percent did not agree and believed that there was support from administrators. However, the 30% is still significant since if it is perceived that administrators do not support SSL instruction, no matter how small that percentage might be, the chances that the program will be successful are greatly diminished. It is also very reassuring to note that parents, the single most influential sector of the community are supportive and want their children to learn a second language. With such support, it is hoped that such programs will flourish everywhere.

### SSL Instruction Within a Bilingual Setting

#### **Research Question:**

Is there any indication to support the theory that the study of a second language at the elementary level should take place within a bilingual setting whenever possible?

One of the primary goals of the SSL component of the Two-Way Bilingual Program is to foster greater understanding and interaction among non-Hispanic and Hispanic children. In this program, this is promoted through the participation of limited Spanish and limited English proficient students in the same instructional setting. Each group of students studies the language of the other group and situations are created as often as possible to bring about communication between the participants in both groups. In this bilingual setting many opportunities for natural exchanges can be created both through formal and informal situations and activities which can take place in one or two languages depending on the choice of the individuals. The key to success is to provide opportunities for all students to interact and eventually use both languages with equal facility.

All educators surveyed (see Table 19) agreed that students studying SSL can benefit from sharing experiences with students whose native language is Spanish. It has also been shown that students will attempt to communicate with Hispanic students if they are studying Spanish.

TABLE 19

## Attitudinal Survey

## Responses Pertaining to SSL Instruction Within a Bilingual Setting

## Key

1. Strongly Agree
2. Agree
3. Undecided
4. Disagree
5. Strongly Disagree

QUESTIONS	1	2	3	4	5	T.
28. Students in SSL can benefit from sharing experiences with students whose native language is Spanish.	20	10	-	-	-	30
32. Students learning SSL at the elementary level seek to communicate in Spanish with peers whose native language is Spanish.	2	19	7	2	-	30
33. Students participating in the SSL program better understand the culture of their peers whose native language is Spanish.	9	16	5	-	-	30

Continued on next page

Table 19 (continued)

QUESTIONS	1	2	3	4	5	T.
34. Students participating in SSL instruction better understand their own culture.	8	12	10	-	-	30
43. Students who participate in SSL programs use Spanish with Spanish speaking peers.	1	13	12	4	-	30
46. Second/foreign language instruction at the elementary level should take place within a bilingual setting.	7	7	8	7	1	30

One important aspect of students' overall education must include an understanding of themselves as cultural beings within a context of the culture which surrounds them including that of their classmates. Incorporating cultural aspects of everyday life into the curriculum and improving students' awareness of the other beings they encounter daily is something that the study of a second language can promote and facilitate for students. Learning a second language can take children into another world, to make the ways of others more familiar and comprehensible to them and urge them to seek to gain more knowledge about others and expand their experiences. If a child experiences, that child learns, feels and communicates those feelings.

Participation in a bilingual/bicultural setting will provide more opportunities for students to experience and feel more because of the natural diversity that exists within such an organizational design. As a result, the educational experiences of the children participating in this program will be more multicultural in nature.

In conclusion, this chapter has presented an analysis of the results of this study. Results from the assessment of student progress in the acquisition of Spanish as a Second Language clearly indicated that scores increased significantly after one year's participation in the program. Furthermore, students continued to demonstrate growth in SSL throughout the time that they were enrolled in the program.

Responses in all areas of the attitudinal survey were found to be consistent with practices followed in the SSL Program and confirmed that the organization of the program, the curriculum and its implementation and the assessment practices reported here reflect the type of instructional schema which practitioners believe in and support.

The final chapter provides the reader with a summary of the findings, the conclusions, and recommendations drawn from those findings and some suggestions for possible further research.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to provide a summary of this study, a synopsis of the results or findings as well as some recommendations based on those findings.

#### Summary

Chapter I provided an overview of the wide range of issues that must be taken into consideration as a program of second language acquisition is developed and implemented. The literature shows that on a large scale, trends in society and the political climate at the time greatly influences the extent to which learning a second language is valued. In addition, the value of learning that second language will differ according to the student population learning that second language. Also, the success of any second or foreign language program will be greatly influenced by the perceived prestige of the language being studied.

An overall look at the wide range of issues faced by educators in the fields of foreign language study, ESL and bilingual education served to highlight some of the common areas of concern as well as to point out some of the specifics which may be unique to just one or two fields of study. Examining for example the way in which a child acquires his/her native language will help educators to better understand the process from a linguistic perspective. Since cultural issues are very much a part of that process, then cultural factors must also be considered a part of the acquisition of a language. Since these factors are different for different groups of children, the process of second language acquisition must also be different, thereby requiring different methods and techniques for developing that language.

Another factor to consider is that children's learning styles vary according to their stage of development, their intellect, individual cultural make-up and learning style. Interestingly enough, these factors have been found to be common among different groups of children and transcend cultural lines. In such cases, there are techniques which should be used and shared by educators in the instruction of a second language which could be equally effective for any group of students studying any language including ESL or their own native language.

While there are many different opinions and different points of view on such specifics as when to begin second language instruction, educators from the three disciplines are all concerned with issues of learning and developing proficiency in a language. As such, a sharing of knowledge, ideas and resources can only be of benefit to all students by increasing their own knowledge and awareness of the world in which we all live. It can only enhance their overall education.

The rationale and significance of this study were outlined and its purpose was explained. The study sought to examine a number of facets of a Spanish as a Second Language Program, pointing out some of the major characteristics needing careful attention in the implementation and development of such a program. It emphasized two major areas of the program: 1) the progress made by children in the acquisition of Spanish as a Second Language and 2) the attitudes of educators familiar with the acquisition of a second language at the elementary level towards language instruction. To this end, two major research questions were posed:

1. Are gains consistently made in the acquisition of Spanish by students participating in a Two-Way Bilingual Program as described in this study?

2. Are practices as implemented in the Spanish as a Second Language component of the Two-Way Bilingual Program consistent with the attitudes about those practices as expressed by educators surveyed?

Related and more specific questions were posed.

1. Do educators surveyed feel that there is value in learning a second language?
2. Do the design and curriculum used in this Spanish as a Second Language Program reflect the needs of second language learners as perceived by educators surveyed for this study?
3. What specific methods and techniques used in the instruction of Spanish as a Second Language do educators surveyed feel are most important?
4. What forms of assessment do educators surveyed feel should be in place in a Spanish as a Second Language Program at the elementary level?
5. Is there community support for SSL programs as perceived by educators surveyed?
6. Is there any indication to support the theory that the study of a second language at the elementary level should take place within a bilingual setting whenever possible?

In an attempt to answer these questions, students participating in the Spanish as a Second Language Program were pre- and post- tested

using a criterion-referenced instrument designed to reflect the areas of the curriculum developed for this program. Results of those tests were recorded and analyzed.

An attitudinal survey was also distributed to persons familiar with the study of a second language at the elementary level in an attempt to identify those aspects of the SSL Program which were being carried out appropriately and which needed improvement or change as perceived by those educators surveyed. In a study such as this, a number of assumptions must be made and there are certain limitations which were also described in the first chapter.

Chapter II undertook a review of the related literature in four specific areas: the acquisition of a second language, methodology and techniques used in the study of a second language, attitudes towards foreign language teaching and the values of learning foreign languages and foreign language study within a bilingual setting.

The first area provided a brief historical view of the linguistic theories which often served as the basis for making decisions about language programs. It further describes some of the theoretical hypotheses widely accepted today by researchers and educators as being most relevant to the process of learning a second language.

The second area of the literature study focused on the methodology being advocated for use in second language programs as well as listing some of the materials most often suggested by researchers as being consistent with the need for putting into practice those theoretical aspects considered to be most effective in the previous section.

The third section outlines some of the attitudes and values towards foreign language learning. The potential dangers of having a monolingual society are discussed and a list of very specific benefits afforded to those who master a foreign language is included.

The last section presents a rationale for incorporating the study of a second language into the curriculum for students working in a bilingual setting.

The exploration of these four areas provided important information as to the state-of-the-art in second language programs today as viewed by current researchers. Also, it attempted to bring about an awareness that second language learning is an important part of the whole education of youngsters as well as providing one example of an educational design which may be very effective in promoting bilingualism for all children.

Chapter III provided an analysis of the process followed in this study to obtain answers to the questions posed in the first chapter. This chapter examined the sample, treatment and instruments used in the study.

Chapter IV presented the results of the data collected and an analysis of that data. A brief summary of the findings and conclusions follows.

### Findings and Conclusions

The first major research question was answered in global terms at first with the indication that there was an increase in the level of proficiency attained by children participating in the SSL Program of approximately 35%. A closer look at the findings as they were reported by grade level and school brought about some interesting results. There was a great deal of fluctuation in the scores for individual students. A first glimpse at the disparity in the scores may raise some questions about the reliability of the test itself. This had been considered during

the initial stages of the development of the test but, as it was administered to a number of students under the same conditions bringing about similar results in each case, questions about the reliability were dismissed. Instead, it is most important to look at some of the apparent reasons for the disparity in the results. Some of these reasons that were given by teachers working directly in the program have been documented and reported. The time factor was a major consideration and showed that students participating in SSL on a more regular basis for longer periods of time consistently perform better than those students who do not spend as much time learning the second language. The results for the individual scores for some students were at times difficult to explain. Teachers often offered opinions as to which factors may have contributed to the scores that were either extremely high or extremely low. These reasons have not been documented in a formal way but will be discussed here as aspects of the design of a program which need to be carefully considered if the program is to be replicated.

Some of the factors most often discussed by all of the participants was the need to have small groups for SSL instruction and to have these

groups formed according to the level of proficiency that they had in the target language. Heterogeneous groups which had students that were more advanced did exist and the teachers used a number of techniques to bring activities to each class that would be meaningful and benefit all students. Some of these strategies included having the advanced students serve as role models and do some peer tutoring or serve as leaders in small group activities, or work independently on special projects. Teachers still felt, however, that such a situation did not allow for the development of the students' full potential and they preferred more homogeneous groups.

This Spanish as a Second Language Program shared all of the characteristics of a FLES Program even though it was carried out within a bilingual setting. Like other FLES programs across the nation, this one had the following objectives:

1. To develop among students the awareness that learning another language can be pleasurable and exciting.
2. To foster greater understanding and interaction among non-Hispanic and Hispanic children.

3. To provide students with an opportunity to develop conversational skills in Spanish in a natural setting.
4. To develop an awareness and appreciation of Hispanic culture as represented in different Spanish-speaking countries.

This portion of the research only examined the students' ability to converse as assessed by the instruments (Appendices A and B) that were discussed earlier. It was not the intent of this study to examine all of the aspects of the Spanish as a Second Language Program. However, some of the issues raised as a result of this initial research should be further examined.

It should be noted that certain anecdotes that were reported by teachers and administrators indicate that the other objectives have been met to a degree. One example provided was the case of the student learning Spanish who invited an Hispanic classmate who lived on the opposite end of the city to her birthday party and had her parents provide transportation for her new friend. While this type of data cannot be reported in percentages, NCE's or any other format, it is probably the single best indicator of what participating in a Two-Way Bilingual Program can do for children.

Another indication might be a report from the principal of one school who claims that the morning news broadcast daily over the school intercom in Spanish and English is prepared by students participating in SSL instruction with the assistance of the teachers. Yet the delivery and intonation used by these students may fool even the Hispanic students who think that it was reported by a native speaker of Spanish. Conversely, students of English as a Second Language may often not be recognized or distinguished as being dominant in Spanish during these events.

Another outcome by both teachers and administrators is the decline in attendance problems mostly for the Hispanic children. It appears that students, particularly Hispanics, who are enrolled in the Two-Way Bilingual Education Program are more sensitive to some of the cultural issues which have traditionally contributed to the feeling of isolation which often results in a negative self-image. This has often been cited as one of the most important reasons for the poor attendance records of minority children. When majority students learn about the cultures of their classmates and are introduced to a second language, they can

better understand and appreciate those students that they may have in the past been reluctant to interact with and, most often, they accept these children as friends. In a culturally enriched environment where both languages and cultures are viewed positively, children's self-esteem is enhanced. When students feel better about themselves, they also feel better about what they do and an improvement in students' performance is often the result. When students experience success, they want to attend school.

The data gathered from the attitudinal survey served to reaffirm that the practices being implemented in the SSL Program were consistent with the beliefs of those educators who were most familiar with the study of a second language at the elementary level. Educators and parents agree that there is value in learning a second language. It is clear that this process needs to be systematic and consistent in order to bring about fluency, if not bilingualism. In order for this process to be effective, certain conditions must be met. Having a curriculum to follow provides for the consistency in the development of proficiency. An effective curriculum guide is one that includes activities which are

designed to promote natural language use and which helps teachers with ideas for creating or replicating a learning environment which is natural. If it were to include the study of the parts of language in isolation, it would not be useful nor consistent with current theories which are thought to best promote second language acquisition.

The philosophy of this program can then be considered to be one in which proficiency is acquired through language use in the most natural setting possible with communicative competencies being developed as the student is able to internalize and process the new material introduced. The degree to which this process is successful may be directly related to the way new material is introduced and the degree to which it responds to the learning styles of children in the program. The rate of achievement will vary according to the child's developmental stages and the time that is allowed for this process to unfold. An example can be drawn from a student who requires a period of time in which listening to the language being used, what is most often referred to as the silent period, will bring about desired results later on. During this phase, the child may not produce any language at all. This silent

period may have a duration of a day, a week, a month, or possibly longer. It is different for each individual child. Teachers may often interpret this as a failure on the student's part or even view it as a failure on their part to have students speak. Language educators must remember that requiring anyone to speak in another language before the person is ready and/or willing, regardless of age or any other factor, may only serve to embarrass and intimidate that person and may have a very negative long-term impact on that person's ability to succeed in learning a second language. On the other hand, some students may be less inhibited and more willing to mimick language and therefore they would feel quite comfortable speaking the language from the very beginning. The key to success may lie in the teacher's ability to diagnose the various learning styles of students and provide appropriate activities for them which would take those styles into consideration.

For some students at the elementary level, reading and writing are important skills and they may thirst for a book to read or to tell a story using the language in written form. The curriculum must have enough flexibility to allow teachers to introduce these activities to those

children who are ready to embark on the exciting journey of reading and writing in another language. As was discussed earlier, students who are literate in their native language can easily transfer those skills to the second language. While it is not a written goal to have children be able to read and write in Spanish in this SSL Program, it is expected that once students achieve a certain level of proficiency, that they will be introduced to reading and writing in that language. There is yet another goal which all educators involved with the study of a second language strive for whether or not it is written somewhere: to have students become bilingual. Preparing a student to become bilingual means providing that student with a set of competencies which enable the student to receive information in oral or written form, interpret and process that information and respond to it in either oral or written form with equal facility in two languages.

This process has been shown by such researchers as Cummins to take as long as five to seven years. It is important to note that while the long range goal is to have children become bilingual, a FLES program cannot accomplish that goal best. If it is the goal to have children

become bilingual and not just have some conversational ability, then the program design must be one which introduces children to the world of content area learning in the second language using second language methodology such as has been described in this study. In order to minimize the level of frustration encountered by students learning content in another language, it is extremely important to establish criteria to determine when to introduce students to that dimension of the curriculum. Content area instruction should not begin until students have a good literacy base in their native language as well as a basic level of competency in the areas of reading and writing in the second language.

We have also seen that the goals for the SSL component of the Two-Way Bilingual Program focused on the affective benefits of studying a second language as well. The question of a student's ability to communicate in the second language and the degree to which this was accomplished through the program suggests that the objectives may not be consistent with the expectations expressed by educators, parents and other members of the community. The objectives of the Two-Way Program addressed the issue of learning a second language, by not

limiting it to the attainment of a conversational level. It is important then to define the meaning of learning a language and be aware that the expectations set forth by the two different statements of goals should be rather different. It is not unusual, in fact it is desirable, to have a set of objectives and then to have a program meet or surpass those goals. However, we must guard against an evaluation that attempts to measure a different set of objectives even when expectations exceed the original goals. The goals of the Two-Way Program were the following:

1. To meet the educational needs of the limited English proficient student in the least isolated setting possible.
2. To extend the benefits of bilingual education to the monolingual English speaker through the opportunity to learn a second language.
3. To further student integration and the district's commitment to multicultural education.

Evaluations have been conducted to examine the degree to which these objectives were met. Qualitative as well as quantitative data has

been gathered and the results have indicated positive findings when measuring the first objective. In the second objective there is an implied assumption that monolingual English-speaking children will benefit from bilingual education. Learning a second language is not clearly defined here but it should be interpreted to mean that a student participating consistently in the program over a period of time (Cummins, 1986) could become bilingual. It would be a mistake to say that a student would learn a second language if indeed it did not mean that the student became bilingual. The current design does not guarantee the continuity of participation for students from year to year in the program. Without that consistency, children can not be expected to achieve comparable proficiency or even bilingualism. At best, students can achieve some basic oral communicative competencies. It can not be said then that the second objective has been met. It can only be said that students have made some gains in the acquisition of Spanish as reported in this study.

In order to make the second objective meaningful in preparing students to become bilingual, a number of facets in the program design would have to be altered or implemented. First, the criteria used in student selection for participation in the Two-Way Bilingual Program

merits discussion. Parental requests along with teacher recommendations for participation were the two factors considered. Participation in the Two-Way Bilingual Program meant that limited English proficient students were grouped with limited Spanish proficient students in one setting. Instruction for limited English proficient students was provided by a team of teachers, one bilingual and one teacher of English as a Second Language. Limited Spanish proficient students received their instruction from a monolingual English teacher as well as receiving services from an SSL teacher. Opportunities were created to allow for the instruction of thematic units using both languages designed to allow students to interact in the classroom. In addition, non-academic subject areas such as art, music, computer education, and physical education could be taught in both languages as well.

The program was explained to parents and recruitment efforts began. Because there was an overwhelming response from parents to have their children participate, the resources that were allocated to this program, initially funded through a federal grant, were not enough to allow the program to serve all of the students who had expressed an

interest in participating. As a result, students were placed on a waiting list. As the program evolved, more and more students were enrolled in the program. When that enrollment began to include monolingual English speaking children whose parents had requested placement in the program but whose teachers felt that they could not afford to take time from their regular classroom work to participate in the study of a second language, it became apparent that only students with top academic standing would be allowed to participate. In order to avoid creating what was considered an 'elitist' program, all interested students were allowed to participate in the Two-Way Program but were exempted from studying Spanish.

The impetus for this decision was primarily based on the premise that only students considered to be high achievers could benefit and could handle the study of another area of the curriculum. This is directly related to the perception that language learning should be limited to high achievers. There is no question that students who are considered high achievers can benefit greatly from learning a second language. The same holds true for students of average academic ability. For students

who have difficulties in certain academic areas, particularly in the development of literacy, learning a second language has been found to help the student. It improves his/her skills in the first language especially in the areas of vocabulary development and language expression. In fact, studying a second language may just be the vehicle to help the student sort through some of the intricacies of his/her native language.

The study of Spanish was conducted on a 'pull-out' basis primarily in response to recommendations from teachers that second language instructors needed to be trained in that field and therefore, not any teacher who spoke Spanish, including the bilingual teachers responsible for the native language instruction of the limited English proficient students, would be the best person to teach Spanish as a Second Language. Having children participate in the Two-Way Program who were not studying Spanish limited the teachers' ability to promote classroom activities that would be conducted in two languages as was described earlier. After some time, these activities and lessons were carried out in English with the bilingual teacher facilitating in the native language for

those students most in need. As a result, opportunities for SSL students to use Spanish in a natural setting were greatly diminished.

The decision to allow more students to participate was further exacerbated by the assignment of certain classrooms to be Two-Way while others were not. These classrooms were often the envy of others since special activities were carried out and students themselves promoted their participation in the program as something very special. Since all students want to be special, waiting lists needed to be created at the end of each year. Students were then selected for participation through a lottery for the following school year. Clearly this procedure did not allow for continuity in the program. As a result, the goal to have students become bilingual grew more and more elusive. For instance, students were selected for participation in the 4th grade but not in 5th. In the 6th grade they could conceivably be selected again. In such a case, the study of SSL must be limited to an exposure to the language.

Another issue of concern was that SSL was, for the most part, viewed as an 'add-on' to the curriculum. As such, it was felt that it needed to take the place of something else in the curriculum since there

was no more time in the schedule. The same was said when computer education was introduced in school districts. Administrators quickly realized that computer education had to be integrated into the overall curriculum given the technological demands of today's society and the pressure placed on public education to prepare students for that society. Once the need for computer education was established, a design for the introduction and development of computer skills was outlined and programs were implemented at all different levels. Computer literacy was no longer viewed as something supplementary to the curriculum but as a vehicle to teach the other areas of the curriculum.

If the value of learning a second language was understood, it would not be a difficult task to incorporate it into the core curriculum at any grade level. This can be done effectively through a systematic introduction of reading and writing which would eventually lead to students studying content areas in the second language. This model is currently implemented successfully with the linguistic minority population in the school district that was studied. It would not be requiring anything more from the monolingual English speaking

population that is presently required for the limited English proficient students who are enrolled in the TBE Program.

If the study of a second language is valued and the district is willing to commit the resources necessary to implement a comprehensive program that is designed to promote bilingualism, then the program at the elementary level must complement an enriched secondary foreign language program. Provisions have to be made to insure that there is consistency between both and that the transition of students into the secondary level is a smooth one. Ideally, it should include alternatives and options for them in the study of that language such as providing content area instruction in the second language. It would not be fair to enroll these students at the secondary level in courses intended for beginners or foreign language students participating in traditional language programs.

The commitment of a district to provide the necessary resources for such a program may depend on the value it places on second language learning. It is this support that is the single most important factor and predictor of success. The community at large must understand the value of learning a second language. We have seen, however, that in one school

a program was cancelled by the principal in spite of strong community support. The reason for this decision was based on his perception that the study of a second language was superfluous, or an extra to the basic curriculum. The principal rationalized that there was no time in the schedule for this program. It is rather unfortunate that the long term benefits to the students were not understood. In too many cases the study of a second language is still viewed as a peripheral subject. Until it is viewed as an integral part of the curriculum which is needed to provide children with a well-rounded education, it will always remain vulnerable when a re-evaluation requires the selection of new priorities.

In the district studied, a large percentage of the student population is Hispanic. Approximately one third of these students are limited English proficient and participate in a Transitional Bilingual Education Program. Because it is a transitional model, the goal is to prepare students to gain the necessary proficiency in English in all aspects of skill development including BICS and CALP to enable them to compete successfully with monolingual English speakers. This process, however,

does not recognize students who are already literate in a language other than English and who need to be encouraged to maintain that level of literacy. Students often make the transition to English and experience a gradual erosion of their first language. Perhaps at some later date, they elect to study Spanish as a foreign language at the secondary level. Educators must be more responsive to this since those students who are at the point of transition are often fully bilingual having all the competencies described earlier. Tragically, the State of Massachusetts discourages bilingualism for linguistic minority students. Yet, it continues to promote and support other programs which attempt to encourage language learning for another segment of the school age population.

All students who wish to become bilingual should have that opportunity and so it would be reasonable to expect educators from the fields of foreign languages and bilingual education, including both bilingual and English as a Second Language staff, to work together with monolingual English staff to identify students who wish to become and remain bilingual. They would then need to design a program of study

which would state that goal clearly. Once that commitment is made, educators will need to work together to insure that issues of staffing patterns, scheduling, grouping, curriculum, materials and assessment will be organized to achieve bilingualism for every child.

### Recommendations

This study has focused on the instruction of Spanish as a Second Language within a bilingual setting and has pointed out the need for more collaboration among educators from three disciplines, bilingual, ESL and foreign language, given their mutual interest in promoting the development of literacy and second language acquisition. The following recommendations are intended to provide the reader with issues which must be carefully considered when designing, implementing or refining similar programs.

## 1. Value of Learning a Second Language

Educators aware of the importance of the study of a second language need to launch a public relations campaign providing concrete examples of the benefits of multilingualism to the community to engage their support. This support must be especially strong at the administrative level and it must mean a commitment to set up a school environment which fosters in every way a positive attitude towards the development of literacy in at least two languages with a concentrated effort to diversify the learning experiences of all students by teaching from a multicultural perspective.

## 2. Setting:

A Two-Way Bilingual school should be considered because the focus can be narrowed to insure that bilingualism becomes its major goal. In a school where this is not a major goal or it is the goal only for a small percentage of the school's student population, it may not be viewed as a priority and it may not receive the support it deserves. The advantage of

a Two-Way Bilingual school may be that with one clearly articulated goal, the commitment of the entire school will be devoted solely to the attainment of bilingualism.

### 3. Spanish as a Second Language Within a Bilingual Setting:

There is currently an increasing concern shared by many educators that fragmentation has taken a toll on students' education. The advantage of having specialized teachers may not outweigh the disadvantages of breaking up the educational experiences of students into so many discrete parts that they lose sight of the relationship among the different subjects. It is particularly true at the elementary level when students have not yet developed the necessary abstract thinking skills they need to make those associations.

It is extremely important therefore to insure that the students' day is carefully planned and structured so that it is consistent with the needs of the students and complements the goals of the program. Staff members need to have expertise in the development of literacy in the native language as well as a knowledge of the transfer of those skills to

a second language using the appropriate methodologies in each case. In addition, they need to be conscious of the importance of promoting students' education which is multicultural in nature.

There is a need to provide staff development to the teachers involved in such a program. Some initial training is essential but the need for ongoing support may be even more important. In addition, teachers must be allowed to meet regularly to plan jointly for their students, to share their ideas and strategies and to have more ownership of the way in which the curriculum is implemented.

Offering SSL within a bilingual setting provides educators with the potential to capitalize on the linguistic ability of the students participating in the program. For example, students can serve as role models or peer tutors providing additional opportunities for natural language use. Such a strategy also encourages students to better appreciate each other and it allows them to experience first-hand the process of learning a second language.

#### 4. Student Selection:

All students will benefit from what can only be considered an enriched learning environment so that students considered high achievers as well as those of average ability can participate in a such a program. When there is a supportive and positive learning environment, all students have a better chance of succeeding. It is very important to provide continuity and a sequential program designed to consider the learning styles and meet the needs of all students.

#### 5. Curriculum:

The curriculum must clearly articulate the goals for a group of students, have a philosophy which reflects the students being served, be comprehensive so that it includes all facets of an area of study, be sequential, and, finally, it should outline a minimum set of competencies which all teachers should strive to have all students reach within a certain period of time.

## 6. Assessment

Student growth in all areas of the curriculum needs to be monitored closely to allow for adjustments in individual student's program or in program design or implementation.

### Summary

Throughout this study many references were made to the development of a second and a foreign language. When the study of another language is done within a bilingual setting where students have the opportunity to use the language naturally with peers, it is referred to as a second language. The comparison of the SSL Program was made to other FLES programs. This was done to identify some common characteristics in the development of language. As the issue of staffing was discussed, it was explained that educators participating directly in the SSL Program felt that the teaching of Spanish as a second language should not be done by the bilingual teachers since speaking the language should not be the only qualification considered necessary to teach it as a second language to speakers of English. When considering staffing

patterns for a program with the goal of attaining bilingualism with all areas of competency developed, it is most important to have teachers who have expertise in the methodologies used when learning a second language, incorporating those techniques used by foreign language teachers as well as those used by elementary teachers in general.

It is the program design that will most affect the success that students will have in achieving bilingualism. If it is structured to allow students to develop communicative competencies in the sequence described earlier, it will meet with the greatest success.

The evaluation of the progress students make in such a school would be a fascinating one to carry out. It would be most challenging to evaluate some aspects of such a program. This researcher is confident that an evaluation would demonstrate that students participating in that program would be better equipped cognitively , psychologically and socially to live and progress in a world in which communication will inevitably be the key to the survival of all persons and cultures.

## APPENDIX A

### Transitional Bilingual Education Spanish as a Second Language Program

#### Intermediate Level Pre/Post Evaluation Instrument

TRANSITIONAL BILINGUAL EDUCATION  
SPANISH AS A SECOND LANGUAGE PROGRAM

Intermediate Level

Pre/Post Evaluation Instrument

1984

Prepared by:

Olga Maia Amaral

In cooperation with

Christine J. O'Hare

Transitional Bilingual Education  
Spanish as a Second Language Program

Intermediate Level  
Pre/Post Evaluation Instrument

Materials Needed:

1. Tape Recorder (If instructor chooses to use)
2. Blank Tapes
3. Test Booklet and Instructions
4. Master Picture Booklet
5. One Piece of Paper (Placed on top of desk near the student being tested)
6. Desk with Two Chairs
7. Pencil for Student
8. Student Vocabulary Booklet(s): one for each student being tested

TO THE INSTRUCTOR:

Step I. Attempt to put the child at ease by discussing briefly with the student what s/he thinks of Spanish, how s/he likes class, etc.

Step II. Explain to the student that you are going to ask some questions and show him/her some pictures and that you want him/her to say everything s/he can in Spanish.

Step III. Explain that this is only for the two of you to hear and no one else.

Step IV. Explain that the tape recorder is only to help you remember the student, since you will be doing the same activity with many students.

Step V. Turn on the tape recorder. (Ask student's name and check to see that it is working.)

Step VI Remember to encourage student by complementing him/her after each response.

Section A. Begin by saying the following:

1. Hola, buenos días.
2. ¿Cómo estás?
3. ¿Cómo te llamas?
4. ¿Cuántos años tienes?
5. ¿Dónde vives?

Section B. Give the child the Student Vocabulary Booklet.

Say:

"I am going to say some words in Spanish and I want you to circle the word or the picture that is the same as what I say".

- |             |                 |
|-------------|-----------------|
| 6. 6        | 15. lámpara     |
| 7. 18       | 16. casa        |
| 8. 27       | 17. queso       |
| 9. 12       | 18. hamburguesa |
| 10. 30      | 19. sopa        |
| 11. maestra | 20. zapatos     |
| 12. libro   | 21. vestido     |
| 13. reloj   | 22. nariz       |
| 14. cama    |                 |

To the instructor: You have now completed all items in the Student Vocabulary Booklet. Please collect it. Make sure that the student's name is on the Booklet.

Section C. Can you tell me what the days of the week are in Spanish? (Try to get the student to demonstrate that s/he knows the corresponding English meanings).

- |               |             |
|---------------|-------------|
| 23. lunes     | 27. viernes |
| 24. martes    | 28. sábado  |
| 25. miércoles | 29. domingo |
| 26. jueves    |             |

Section D. Now we will do the same with the months of the year.

- |             |                |
|-------------|----------------|
| 30. enero   | 36. julio      |
| 31. febrero | 37. agosto     |
| 32. marzo   | 38. septiembre |
| 33. abril   | 39. octubre    |
| 34. mayo    | 40. noviembre  |
| 35. junio   | 41. diciembre  |

Section E. Now give the student the Master Picture Booklet. Point to the members of the family in Section E and say:

"This is a family, right?"

Now point to the father and ask:

42. "Can you tell me in Spanish who this is?"

Point to the other members of the family and repeat the same question.

43. Point to the mother and repeat question.

44. Point to the son and repeat question.

45. Point to the daughter and repeat question.

Section F. Point in order to the colored squares in Section F and ask:

"Can you tell me in Spanish the names of these colors?"

- |            |              |           |
|------------|--------------|-----------|
| 46. azul   | 48. rojo     | 50. verde |
| 47. blanco | 49. amarillo |           |

Section G. Refer to list in the Master Picture Booklet in Section G and say:

"Now look at these words and read each one for me. Take your time."

- |                  |                   |                   |
|------------------|-------------------|-------------------|
| 51. <u>d</u> ama | 56. <u>c</u> alle | 61. <u>g</u> ozo  |
| 52. <u>c</u> omo | 57. <u>c</u> arro | 62. <u>l</u> aya  |
| 53. <u>m</u> uro | 58. <u>ca</u> ña  | 63. <u>g</u> uema |
| 54. <u>n</u> ene | 59. <u>f</u> echa | 64. <u>c</u> ita  |
| 55. <u>p</u> iri | 60. <u>c</u> aja  | 65. <u>g</u> ente |

Section H. Point to each picture in Section H and ask:

66. Can you tell me in Spanish what this is?
67. Repeat procedure for picture of pencil.
68. Repeat procedure for picture of blackboard.
69. Repeat procedure for picture of door.
70. Repeat procedure for picture of eyes.
71. Repeat procedure for picture of milk.

If the student has correctly identified two or fewer items up to this point, stop test.

72. Repeat procedure for picture of bread.
73. Repeat procedure for picture of apple.
74. Repeat procedure for picture of sofa.
75. Repeat procedure for picture of arm.
76. Repeat procedure for picture of pants.
77. Repeat procedure for picture of living room.

Section I. Be sure to ask all of the following questions using proper interrogative intonation. If the student answers any questions with 'Si' or 'No' or a shake of his/her head, remind the child to answer in a complete sentence if at all possible and repeat the question.

Say: "Here is the first question."

78. ¿Hablas español?
79. ¿Habla español tu mamá?
80. Point to the piece of paper on top of the desk and ask:  
¿Dónde está el papel?
81. Point to the student's fingers and ask:  
¿Cuántos dedos tienes?
82. ¿Cuántas personas hay en tu familia?
83. ¿Dónde estás ahora?
84. ¿Eres muchacho o muchacha?
85. ¿Te gusta la escuela?

86. Point to the picture of the teacher in picture #20 and ask:  
¿Qué tiene ella?
87. Point to the picture of the single chair and ask:  
¿Qué es esto?
88. Point to the two books in the same picture and ask:  
¿Qué son estos?
89. Ask the student (use appropriate gender):  
¿Eres maestro(a)?
90. Point to the picture of number 5 and ask:  
¿Es el número 3?

Section J. Say: "We are almost finished. Now I am going to ask you to do some things and I want you to do them for me."

91. "Pon la mano en tu cabeza."
92. "Levántate."
93. "Dame la mano."
94. "Dime adiós."
95. "Vete a tu clase."

As student walks away, say: "Adiós y gracias."

## TRANSITIONAL BILINGUAL EDUCATION

## SPANISH AS A SECOND LANGUAGE PROGRAM

## Pre/Post Evaluation Instrument

## Score Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

## Section A. (1 pt. each; total: 10 pts.)

## Receptive

## Productive

- |   |       |       |
|---|-------|-------|
| 1. Hola/Buenos días.....                  | _____ | _____ |
| 2. Bien/ Muy bien/Estoy muy bien.....     | _____ | _____ |
| 3. Me llamo (name)/Name.....              | _____ | _____ |
| 4. Tengo (number) años.....               | _____ | _____ |
| 5. Vivo en (city)/en la calle (name)..... | _____ | _____ |

## Section B. (1 pt. each; total: 17 pts.)

## Receptive

- |                        |       |
|------------------------|-------|
| 6. Seis.....           | _____ |
| 7. Diez y ocho.....    | _____ |
| 8. Veinte y siete..... | _____ |
| 9. Doce.....           | _____ |
| 10. Treinta.....       | _____ |
| 11. Maestra.....       | _____ |
| 12. Libro.....         | _____ |
| 13. Reloj.....         | _____ |
| 14. Cama.....          | _____ |
| 15. Lámpara.....       | _____ |
| 16. Casa.....          | _____ |
| 17. Queso.....         | _____ |
| 18. Hamburguesa.....   | _____ |

19. Sopa..... \_\_\_\_\_  
 20. Zapatos..... \_\_\_\_\_  
 21. Vestido..... \_\_\_\_\_  
 22. Nariz..... \_\_\_\_\_

## Section C. (1 pt. each; total: 14 pts.)

Productive Translation

23. Lunes..... \_\_\_\_\_  
 24. Martes..... \_\_\_\_\_  
 25. Miércoles..... \_\_\_\_\_  
 26. Jueves..... \_\_\_\_\_  
 27. Viernes..... \_\_\_\_\_  
 28. Sábado..... \_\_\_\_\_  
 29. Domingo..... \_\_\_\_\_

## Section D. (1 pt. each; total: 24 pts.)

30. Enero..... \_\_\_\_\_  
 31. Febrero..... \_\_\_\_\_  
 32. Marzo..... \_\_\_\_\_  
 33. Abril..... \_\_\_\_\_  
 34. Mayo..... \_\_\_\_\_  
 35. Junio..... \_\_\_\_\_  
 36. Julio..... \_\_\_\_\_  
 37. Agosto..... \_\_\_\_\_  
 38. Septiembre..... \_\_\_\_\_  
 39. Octubre..... \_\_\_\_\_  
 40. Noviembre..... \_\_\_\_\_  
 41. Diciembre..... \_\_\_\_\_

## Section E. (1 pt. each; total: 4 pts.)

(Other answers may be acceptable  
 if contextually correct)

Productive

42. Padre/Papá/Papí..... \_\_\_\_\_  
 43. Madre/Mamá/Mami..... \_\_\_\_\_

44. Hijo/Hermano/Niño..... \_\_\_\_\_
45. Hija/Hermana/Niña..... \_\_\_\_\_

Section F. (1 pt each; total: 5 pts.)

Productive

46. Azul..... \_\_\_\_\_
47. Blanco..... \_\_\_\_\_
48. Rojo..... \_\_\_\_\_
49. Amarillo..... \_\_\_\_\_
50. Verde..... \_\_\_\_\_

Section G. (1 pt. each; total: 15 pts.)

Productive

Productive

- |                              |                              |
|------------------------------|------------------------------|
| 51. <u>D</u> ama..... _____  | 59. <u>F</u> echa..... _____ |
| 52. <u>C</u> omo..... _____  | 60. <u>C</u> aja..... _____  |
| 53. <u>M</u> uro..... _____  | 61. <u>G</u> ozo..... _____  |
| 54. <u>N</u> ene..... _____  | 62. <u>L</u> aya..... _____  |
| 55. <u>P</u> iri..... _____  | 63. <u>Q</u> uema..... _____ |
| 56. <u>C</u> alle..... _____ | 64. <u>C</u> ita..... _____  |
| 57. <u>C</u> arro..... _____ | 65. <u>G</u> ente..... _____ |
| 58. <u>C</u> aña..... _____  |                              |

Section H (2 pts. each; total: 24 pts.)

Productive

66. Salon de clase/Sala de clase/  
Clase..... \_\_\_\_\_
67. Lá

iz..... \_\_\_\_\_

68. Pizarra/Pizarrón..... \_\_\_\_\_

69. Puerta..... \_\_\_\_\_

70. Ojos..... \_\_\_\_\_

71. Leche..... \_\_\_\_\_

NOTE: STOP TEST HERE IF STUDENT HAS ANSWERED 2 OR FEWER ITEMS FROM QUESTIONS #66-71.

	Productive
72. Pan.....	_____
73. Manzana.....	_____
74. Sofà.....	_____
75. Brazo.....	_____
76. Pantalones.....	_____
77. Sala.....	_____

## Section I (Total: 77 pts.)

	Receptive	Productive
78. Understands question.....	_____	
(1 pt.)		
Sí/No.....	_____	(2 pts.)
Hablo español.....	_____	(4 pts.)
79. Understands question.....	_____	(1 pt.)
Sí/No.....	_____	(2 pts.)
Habla español.....	_____	(4 pts.)
80. Understands question.....	_____	(1 pt.)
Mesa.....	_____	(2 pts.)
En la.....	_____	(1 pt.)
Está.....	_____	(2 pts.)
81. Understands question.....	_____	(1 pt.)
Diez.....	_____	(2 pts.)
Tengo.....	_____	(3 pts.)
82. Understands question.....	_____	(1 pt.)
Hay.....	_____	(2 pts.)
Número.....	_____	(1 pt.)
(#) personas.....	_____	(3 pts.)
En mi familia.....	_____	(1 pt.)
83. Understands question.....	_____	(1 pt.)
Estoy.....	_____	(3 pts.)
En el/la (salón).....	_____	(2 pts.)
84. Understands question.....	_____	(1 pt.)
Muchacho(a).....	_____	(2 pts.)
Soy.....	_____	(2 pts.)
85. Understands question.....	_____	(1 pt.)
Sí/No.....	_____	(1 pt.)
Me gusta.....	_____	(2 pts.)
La escuela.....	_____	(1 pt.)

	Receptive	Productive
86. Understands question .....	_____	(1 pt.)
Tiene.....	_____	(4 pts.)
Libro.....	_____	(1 pt.)
Un.....	_____	(1 pt.)
87. Understands question.....	_____	(1 pt.)
Es.....	_____	(3 pts.)
Una/la.....	_____	(1 pt.)
Silla.....	_____	(1 pt.)
88. Understands question.....	_____	(1 pt.)
Libros.....	_____	(2 pts.)
Son.....	_____	(2 pts.)
89. Understands question.....	_____	(1 pt.)
Estudiante.....	_____	(1 pt.)
Soy.....	_____	(2 pts.)
No soy.....	_____	(1 pt.)
90. Understands question.....	_____	(1 pt.)
Cinco.....	_____	(2 pts.)
Es.....	_____	(1 pt.)
Un/El.....	_____	(1 pt.)

Section J. (2 pts each; total: 10 pts.)

91. Pon la mano en la cabeza..... \_\_\_\_\_
92. Levántate..... \_\_\_\_\_
93. Dame la mano..... \_\_\_\_\_
94. Dime adiós..... \_\_\_\_\_
95. Vete a tu clase..... \_\_\_\_\_

## TRANSITIONAL BILINGUAL EDUCATION

## SPANISH AS A SECOND LANGUAGE PROGRAM

Pre/Post Evaluation Instrument  
Score Sheet

Name: \_\_\_\_\_

	Possible Total	Scores	
		Pre	Post
Section A. Basic Communicative Skills (Receptive/Productive).....	10.....	_____	_____
Section B. Vocabulary Recognition (Receptive).....	17.....	_____	_____
Section C. Days of the Week (Productive/Translation).....	14.....	_____	_____
Section D. Months of the Year (Productive/Translation).....	24.....	_____	_____
Section E. Vocabulary Identification (Productive).....	4.....	_____	_____
Section F. Colors (Productive).....	5.....	_____	_____
Section G. Pronunciation (Productive).....	15.....	_____	_____
Section H. Vocabulary Identification (Productive).....	24.....	_____	_____
Section I. Comprehension, Structures (Receptive/Productive).....	77.....	_____	_____
Section J. Following Directions (Receptive).....	10.....	_____	_____
Total.....	200.....	_____	_____

TEST WAS STOPPED.....(YES/NO).....

EXAMINER'S

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_

APPENDIX B

Transitional Bilingual Education  
Spanish as a Second Language Program

Primary Level  
Pre/Post Evaluation Instrument

TRANSITIONAL BILINGUAL EDUCATION  
SPANISH AS A SECOND LANGUAGE PROGRAM

Primary Level

Pre/Post Evaluation Instrument

1984-1985

Prepared by:

Olga Maia Amaral

In cooperation with

Mary M. Wallace

## Materials Needed

1. Test booklet
2. Picture booklet
3. One piece of paper (placed on top of a desk near the student being tested).
4. Desk and two chairs
5. Quiet section for individual, private testing
6. Tape recorder (only if the teacher wishes to use it and only if the student is accustomed to working with tape recorders and does not feel inhibited by one)

## TO THE INSTRUCTOR:

- STEP I. Attempt to put the child at ease by discussing briefly with the student what s/he thinks of Spanish, how s/he likes his/her class, school, etc.
- STEP II. Explain to the student that you are going to ask questions and show him/her some pictures and that you want him/her to say everything s/he can in Spanish.
- STEP III. Remember to encourage student by complementing him/her after each response.

## TRANSITIONAL BILINGUAL EDUCATION

## SPANISH AS A SECOND LANGUAGE PROGRAM

## Pre/Post Evaluation Instrument

## Score Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

Section A: (1 pt. each; total: 11 pts.)

Begin by saying the following:

	Receptive	Productive
--	-----------	------------

1. Hola/Buenos días

R: Hola/ Buenos días.....	_____	_____
---------------------------	-------	-------

2. ¿Cómo estás?

R: Bien/Muy bien/Estoy muy bien.....	_____	_____
--------------------------------------	-------	-------

3. ¿Cómo te llamas?

R: Me llamo ...../Name.....	_____	_____
-----------------------------	-------	-------

4. ¿Cuántos años tienes?

R: Tengo (number) años.....	_____	_____
-----------------------------	-------	-------

Receptive      Productive

5. ¿Dónde vives?

R: Vivo en (city/town).....

R: Vivo en la calle.....

Section B. (1 pt. each; total: 17 pts.)

Give the child the picture booklet.

Say: "I am going to say some words in Spanish and I want you to point to the number or the picture that is the same as what I say".

Receptive      Productive

6. 6.....

\*

7. 18.....

\*

8. 27.....

\*

9. 12.....

\*

10. 30.....

\*

11. maestra.....

\*

12. libro.....

\*

13. regla.....

\*

14. cama.....

\*

15. lámpara.....

\*

16. casa.....

\*

	Receptive	Productive
--	-----------	------------

17. queso.....	_____	_____*
18. hamburguesa.....	_____	_____*
19. sopa.....	_____	_____*
20. zapatos.....	_____	_____*
21. vestido.....	_____	_____*
22. nariz.....	_____	_____*

Section C: (2 pts. each; total: 28 pts.)

Say: "Can you tell me what the days of the week are in Spanish?"

To the instructor: Try to get the student to demonstrate that s/he knows the corresponding English meaning.

	Receptive	Productive	Translation
--	-----------	------------	-------------

	*		
23. lunes.....	_____*	_____	_____
24. martes.....	_____*	_____	_____
25. miércoles.....	_____*	_____	_____
26. jueves.....	_____*	_____	_____
27. viernes.....	_____*	_____	_____
28. sábado.....	_____*	_____	_____
29. domingo.....	_____*	_____	_____

## Section D: (1 pt. each; total: 9 pts.)

Say: "I am going to tell you the name of a month in Spanish and I want you to tell me what it is in English."

	Receptive *	Productive *	Translation
30. enero.....	_____	_____	_____
	*	*	
31. febrero.....	_____	_____	_____
	*	*	
32. marzo.....	_____	_____	_____
	*	*	
33. abril.....	_____	_____	_____
	*	*	
34. mayo.....	_____	_____	_____
	*	*	
35. septiembre.....	_____	_____	_____
	*	*	
36. octubre.....	_____	_____	_____
	*	*	
37. noviembre.....	_____	_____	_____
	*	*	
38. diciembre.....	_____	_____	_____

## Section E: (1 pt. each; total: 4 pts.)

Refer to the Picture Booklet and say; "Aquí hay una familia."

		*	*
39. Enséñame el papá.....	_____	_____	_____
		*	*
40. Enséñame la mamá.....	_____	_____	_____
		*	*
41. Enséñame el hijo.....	_____	_____	_____
		*	*
42. Enséñame la hija.....	_____	_____	_____

## Section F: (1 pt. each; total: 5 pts.)

Point in order to colored squares in Section F of the Picture Booklet and ask: "Can you tell me in Spanish the names of these colors?"

- |                   |       |       |       |
|-------------------|-------|-------|-------|
| 43. azul.....     | _____ | _____ | _____ |
|                   |       | *     | *     |
| 44. blanco.....   | _____ | _____ | _____ |
|                   |       | *     | *     |
| 45. rojo.....     | _____ | _____ | _____ |
|                   |       | *     | *     |
| 46. amarillo..... | _____ | _____ | _____ |
|                   |       | *     | *     |
| 47. verde.....    | _____ | _____ | _____ |

## Section G: (2 pts. each; total: 24 pts.)

Refer to the Picture Booklet and point to each picture in Section G and ask each time: "¿Qué es esto?"

- |                  |       |       |       |
|------------------|-------|-------|-------|
|                  | *     |       | *     |
| 48. salón.....   | _____ | _____ | _____ |
|                  | *     |       | *     |
| 49. lápiz.....   | _____ | _____ | _____ |
|                  | *     |       | *     |
| 50. pizarra..... | _____ | _____ | _____ |
|                  | *     |       | *     |
| 51. puerta.....  | _____ | _____ | _____ |
|                  | *     |       | *     |
| 52. ojos.....    | _____ | _____ | _____ |
|                  | *     |       | *     |
| 53. leche.....   | _____ | _____ | _____ |
|                  | *     |       | *     |
| 54. pan.....     | _____ | _____ | _____ |
|                  | *     |       | *     |
| 55. manzana..... | _____ | _____ | _____ |
|                  | *     |       | *     |
| 56. sofá.....    | _____ | _____ | _____ |

	Receptive	Productive	Translation
57. brazo.....	*		*
58. pantalones.....	*		*
59. sala.....	*		*

## Section H: (total: 92 pts.)

To the instructor: Be sure to ask all of the following questions using proper interrogative intonation. If the child answers any questions with "sí" or "no" or a shake of his/her head, remind the child to answer in a complete sentence if possible and repeat the question.

Say: "Here is the first question."

	Receptive	Productive	
60. ¿Hablas español?		*	
R: Understands question.....			(1 pt.)
Sí/No.....	*		(1 pt.)
Hablo español.....	*		(4 pts.)
Yo hablo español.....			(2 pts.)
61. ¿Habla español tu mamá?		*	
R: Understands question.....	*		(1 pt.)
Sí/No.....	*		(1 pt.)
Habla español.....	*		(3 pts.)
Mi mamá habla español.....			(2 pts.)

62. ¿Dónde está el papel?

R: Understands question..... (1 pt.)

El papel..... (1 pt.)

Está..... (3 pts.)

En..... (1 pt.)

La mesa..... (2 pts.)

63. ¿Cuántos dedos tienes?

R: Understands question..... (1 pt.)

Tengo..... (3 pts.)

Diez..... (1 pt.)

Dedos..... (2 pts.)

64. ¿Cuántas personas hay en tu familia?

R: Understands question..... (1 pt.)

Hay..... (3 pts.)

(Number)..... (1 pt.)

Personas..... (2 pts.)

En mi familia..... (2 pts.)

65. Eres niño o niña?

R: Understands question..... (1 pt.)

Niño (a)..... (1 pt.)

Soy..... (3 pts.)

Un (a)..... (2 pts.)

66. ¿Te gusta la escuela? \*

R: Understands question..... (1 pt.)

Sí/No..... (1 pt.)

Me gusta/No me gusta..... (3 pts.)

La escuela..... (2 pts.)

67. Refer to page 8 of the Picture Booklet and pointing to the teacher, ask:

¿Qué tiene ella? \*

R: Understands question..... (1 pt.)

Ella..... (1 pt.)

Tiene..... (3 pts.)

Un..... (2 pts.)

Libro..... (2 pts.)

68. Point to the picture of the single chair and ask:

¿Qué es esto? \*

R: Understands question..... (1 pt.)

Es..... (3 pts.)

Una..... (2 pts.)

Silla..... (2 pts.)

69. Point to the two books in the same picture and ask:

¿Qué son estos? \*

R: Understands question ..... (1 pt.)

Son..... (3 pts.)

Dos..... (2 pts.)

\*

Libros..... (2 pts.)

70. Point to the number 5 and ask:

¿Es el número 3?

\*

R: Understands question..... (1 pt.)

\*

(No) es..... (3 pts.)

\*

El número..... (1 pt.)

\*

Cinco/tres..... (2 pts.)

71. Ask: ¿Eres tú maestro(a)?

\*

R: Understands question..... (1 pt.)

\*

Sí/No..... (1 pt.)

\*

Soy..... (3 pts.)

\*

Maestro(a)..... (2 pts.)

Section I: Say: "We are almost finished. Now I am going to tell you to do some things and I want you to do them for me."

\*

72. "Pon la mano en tu cabeza." (2 pts.)

\*

73. "Levántate"..... (2 pts.)

\*

74. "Dame la mano"..... (2 pts.)

\*

75. "Dime adiós"..... (2 pts.)

\*

76. Vete a tu clase"..... (2 pts.)

As student walks away, say: "Adiós y gracias".

TRANSITIONAL BILINGUAL EDUCATION  
SPANISH AS A SECOND LANGUAGE PROGRAM

Pre/Post Evaluation Instrument  
Score Sheet

Name: \_\_\_\_\_

Date (Pre) \_\_\_\_\_

Date (Post) \_\_\_\_\_

	<u>Possible</u> <u>Total</u>	<u>Scores</u> <u>Pre</u>	<u>Post</u>
Section A. Basic Communicative Skills (Receptive/Productive).....	11	_____	_____
Section B. Vocabulary Recognition (Receptive).....	17	_____	_____
Section C. Days of the Week (Productive/Translation).....	28	_____	_____
Section D. Months of the Year (Productive/Translation).....	9	_____	_____
Section E. Vocabulary Identification (Productive).....	4	_____	_____
Section F. Colors (Productive).....	5	_____	_____
Section G. Vocabulary Identification (Productive).....	24	_____	_____
Section H. Comprehension, Structures (Receptive/Productive).....	92	_____	_____
Section I. Following Directions (Receptive).....	10	_____	_____
Total.....	200	_____	_____

Instructors are encouraged to keep parents of students participating in the Spanish as a Second Language Program informed at all times of their children's progress. In addition to discussions during visits to the schools, written progress reports should be sent home periodically. The following is a suggested format. Another would be a personal handwritten note about each student.

TRANSITIONAL BILINGUAL EDUCATION  
SPANISH AS A SECOND LANGUAGE PROGRAM  
Progress Report

School: \_\_\_\_\_ Name of Student: \_\_\_\_\_

Dear Parents:

This progress report covers a period from \_\_\_\_\_ to \_\_\_\_\_ and is based on \_\_\_\_\_. We have been studying the following:

And your child has:

	Excellent Knowledge	Good Knowledge	Some Knowledge
--	------------------------	-------------------	-------------------

- |          |       |       |       |
|----------|-------|-------|-------|
| 1. _____ | _____ | _____ | _____ |
| 2. _____ | _____ | _____ | _____ |
| 3. etc.  |       |       |       |

The following are some of the special activities we have done:

- |          |
|----------|
| 1. _____ |
| 2. _____ |
| 3. etc.  |

Comments: \_\_\_\_\_  
\_\_\_\_\_

## Suggested Resources for Teachers

- Butterfied, Sherri. "The Big Book of People and Words, Games, Activites." Goodyear Publishing Company, Inc., 1976
- Dorry, Gertrude Nye. "Games for Second Language Learning." New York, New York: McGraw-Hill Book Company, 1966.
- Grobe, Edwin P. "300 Word Games for Foreign Language Classes." Portland, ME: J. Weston Walch, 1974.
- Kane, Paula M. and Patricia A. Short. "Comunicando con palabras Rowley, MA: Newbury House Publishers, Inc., 1984.
- Marion, Caroline. "Tips for Foreign Language Teachers Who Can't Sing or Dance." Portland, ME: J. Weston Walch, 1983.
- Moraga, Ricardo and Christie Rentsch Moraga. "El dia de la cancion (Book and Cassette)." Hartford, CT: Editorial Trigal, 1983.
- Rockwell, Anne. "Games (And How to Play Them)." New York, New York: Thomas Y. Crowell Company, 1973.
- . "Spanish for Spanish Speaking Students." City of New York: Bureau of Curriculum Development, Board of Education, 1970.
- Voight, Ralph Claude. "The Learning Center Idea Book." Washington, D.C.: Acropolis Books Ltd., 1976.
- Wald, Heywood. "Spanish is Fun. Lively Lessons for Beginners." New York: Amsco School Publications, Inc., 1985.

TO BE CONTINUED....

## APPENDIX C

### Attitudinal Survey Questionnaire

Olga Maia Amaral  
1112 Center Street  
Ludlow, MA 01056  
October 20, 1986

Dear Colleagues:

As educators we must be aware of the importance of the study of foreign languages in today's society. Research continues to indicate that students benefit from beginning these studies at an early age. Methods and techniques of instruction at this level, however, have been issues of debate for some time.

As a doctoral student in the Instructional Leadership Program of the School of Education at the University of Massachusetts at Amherst, I am in the process of conducting a study of the instructional methods and techniques of foreign language study and of assessment instruments which may effectively be used in determining students' progress in the acquisition of Spanish as a Second Language. In order to do this, I would like your opinion on specific issues as they relate to the study of a second language.

It will not take more than 30 minutes to complete the attached questionnaire and your participation and contribution to this study will be greatly appreciated.

When you have completed this questionnaire, please return it to me in the stamped envelope provided. If you have any questions concerning the study, please contact me at the following:

Telephone: (413)589-0658  
Address: 1112 Center Street  
Ludlow, MA 01056

I thank you in advance for your cooperation.

Sincerely yours,

Olga Maia Amaral

PLEASE RETURN BY JANUARY 30, 1987. THANK YOU.

### Attitudinal Survey Questionnaire

The purpose of this questionnaire is to determine the attitudes of those persons familiar with the study of Spanish as a Second Language at the elementary level or those who have had some contact with students participating in foreign language studies.

This is not a test and may be answered anonymously. Please respond to each statement based upon your first impressions and respond to all items on the questionnaire.

Next to each item is a series of choices. Please circle the response that best fits your feelings about that statement.

#### Key

1= Strongly Agree

2= Agree

3= Undecided

4= Disagree

5= Strongly Disagree

Please circle only one answer for each statement.

#### Example:

Children enjoy learning  
a foreign language

SA    ☒    U    D    SD

\*\*\*\*\*

Part I


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1. Generally students find foreign second language learning to be pleasurable.

SA      A      U      D      SD

---

2. Language learning should be a pleasurable experience for students.

SA      A      U      D      SD

---

3. Learning a second language at an early age has many advantages

SA      A      U      D      SD

---

4. Learning a second language enhances students' performance in other academic areas.

SA      A      U      D      SD

---

5. Reading in the second language should begin as soon as the student is enrolled in second language classes at the elementary level.

SA      A      U      D      SD

---

6. Writing instruction in the second language should begin as soon as the student is enrolled in second language classes at the elementary level.

SA      A      U      D      SD

---

7. Instructional groups for Spanish as a Second Language (SSL) at the elementary level should have no more than 12 students.

SA      A      U      D      SD

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8. A curriculum guide for the instruction of SSL should be provided for teachers.

SA      A      U      D      SD

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Continued on next page

9. A curriculum guide should include suggested activities for teachers to use in the instruction of SSL.	SA	A	U	D	SD
10. A curriculum guide should be followed exactly.	SA	A	U	D	SD
11. An aural/oral approach should be used in the instruction of SSL.	SA	A	U	D	SD
12. Reading instruction in SSL should be introduced systematically at the appropriate level as students become comfortable in their oral proficiency.	SA	A	U	D	SD
13. There should be an introductory level textbook for each SSL learner at the elementary level.	SA	A	U	D	SD
14. Formal instruction of grammatical structures should be a strong component of SSL instruction at the elementary level.	SA	A	U	D	SD
15. Many parents in this community want their children to participate in an SSL program at the elementary level.	SA	A	U	D	SD
16. Many parents in this community have actively supported instruction of SSL at the elementary level.	SA	A	U	D	SD
17. Foreign language teachers in this community support the instruction of SSL at the elementary level.	SA	A	U	D	SD

Continued on next page

## Part I (continued)

18. Administrators in this community support instruction of SSL at the elementary level.	SA	A	U	D	SD
19. Students have expressed enthusiasm about learning SSL at the elementary level.	SA	A	U	D	SD
20. Students' progress in their studies of a second language at the elementary level should be assessed.	SA	A	U	D	SD
21. Assessment should take the form of periodic written quizzes.	SA	A	U	D	SD
22. Assessment should take the form of periodic written tests.	SA	A	U	D	SD
23. Assessment should take the form of informal teacher observations.	SA	A	U	D	SD
24. Assessment should take the form of teacher/student situational and thematic interaction (role playing).	SA	A	U	D	SD
25. Assessment should take the form of standardized tests administered in the target language.	SA	A	U	D	SD
26. Assessment should be a combination of two or more of the above described forms.	SA	A	U	D	SD
27. There should be no formal assessment of progress for students taking elementary level SSL.	SA	A	U	D	SD

Continued on next page

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28. Students learning SSL can benefit from sharing experiences with students whose native language is Spanish.

SA      A      U      D      SD

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29. Learning songs in Spanish, playing games, developing activities which allow for role playing, and others help develop communicative skills in the target language.

SA      A      U      D      SD

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30. Using such themes as family, television, sports and hobbies, and others as a medium of instruction for the curriculum of SSL is preferable to that of a grammar-oriented approach at the elementary level.

SA      A      U      D      SD

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31. Using a variety of techniques and drawing from a variety of resources including the use of themes, an aural/oral approach and grammar approach is preferable to the selection of one approach exclusively.

SA      A      U      D      SD

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32. Students learning SSL at the elementary level seek to communicate in Spanish with peers whose native language is Spanish.

SA      A      U      D      SD

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33. Students participating in the SSL program better understand the culture of their peers whose native language is Spanish.

SA      A      U      D      SD

---

34. Students participating in SSL instruction better understand their

SA      A      U      D      SD

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Continued on next page

35. Students participating in SSL instruction can appreciate the values of language learning.	SA	A	U	D	SD
36. Students participating in SSL instruction better understand the process of learning a second language.	SA	A	U	D	SD
37. Students who learn a second language at an early age learn the language better than at a later age.	SA	A	U	D	SD
38. Various types of supplementary materials should be provided for the instruction of Spanish at the elementary level.	SA	A	U	D	SD
39. Reading-for-fun books in the target language should be provided for students learning SSL.	SA	A	U	D	SD
40. SSL instruction at the elementary level should take place on a daily basis.	SA	A	U	D	SD
41. SSL instruction is as important as any other academic subject at the elementary level.	SA	A	U	D	SD
42. Students learning Spanish should, after three or four years of instruction, be proficient enough to receive content area instruction in the second language.	SA	A	U	D	SD

Continued on next page

## Part I (continued)

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43. Students who participate in SSL programs use Spanish with Spanish speaking peers.

SA      A      U      D      SD

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44. Learning a second language at an early age may lead to a better understanding of the student's native language.

SA      A      U      D      SD

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45. Learning a second/foreign language should be restricted to the secondary level.

SA      A      U      D      SD

---

46. Second / foreign language instruction at the elementary level should take place within a bilingual setting.

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SA      A      U      D      SD

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## Part II

Please fill in the following information:

I am currently a teacher.....Yes\_\_\_\_\_ No\_\_\_\_\_

I am currently an administrator.....Yes\_\_\_\_\_ No\_\_\_\_\_

I have some background in the  
instruction of foreign languages.....Yes\_\_\_\_\_ No\_\_\_\_\_

Most of my experience has been  
at the elementary level.....Yes\_\_\_\_\_ No\_\_\_\_\_

I have been in my current field for:..... 1 - 3 years\_\_\_\_\_

4 - 5 years\_\_\_\_\_

6 - 9 years\_\_\_\_\_

over 10 years\_\_\_\_\_

## Part III

Please use this space if you wish to make comments

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