

Show Me the Spanish!
Increasing Student Motivation to Speak Spanish in
an Elementary Dual Immersion Classroom

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Abstract

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Title: Show Me the Spanish! Increasing Student Motivation to Speak Spanish in an Elementary Dual Immersion Classroom

Research Questions:

1. What is the role of a reward system in motivating students to increase their use of Spanish in a Dual Immersion classroom?
2. How can native Spanish speaking peers promote the use of Spanish in the classroom by assuming the role of teacher in teaching their English-speaking peers the steps to make edible Peanut Butter Playdough?
- 3.

Research Activities:

This study examined a second grade Spanish Dual Immersion classroom during two phases of an intervention with the goal to increase student motivation to speak Spanish. Phase I: Extrinsic motivation involved handing out Magnífico raffle tickets for speaking Spanish during Spanish Language Arts Center time and the Spanish Certificate, which was presented to a daily winner for speaking in Spanish.

Phase II: Intrinsic motivation gave the five Spanish speakers in my classroom Enhanced Status and the opportunity to teach their English speaking peers a Peanut Butter Playdough lesson in Spanish with the goal to teach ten vocabulary words. To measure the success of the intervention, identical Pre and Post Language Attitude Surveys, Observation Tally Data and Achievement Vocabulary Assessments were given. Results showed significant evidence of success. These results indicate that the Magnífico raffle ticket system, the Spanish Certificate, and the Peanut Butter Playdough activity taught by the Spanish speakers increased the amount of Spanish spoken in the classroom.

Grade Level: Second grade

Data Collection Methods: Surveys, Observation tallies, Field notes, Vocabulary assessment

Project Descriptors: Elementary, Bilingual education, Dual immersion, English Language Learners, Spanish instruction, motivation

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Introduction

With the September heat still in the air, just a couple of weeks into the school year, my second grade Spanish Language Dual Immersion classroom was well on its way. Routines, procedures and expectations were established and being practiced (for the most part).

As I circulated through Room 13 during our daily Spanish Language Arts Centers, roaming from group to group, monitoring student progress and checking for understanding, four students approached me from all sides:

“Maestra, how do you say, ‘she swims in the ocean with the fish?’”

“Maestra, how do you say, ‘climb up the tree to rescue the cat?’”

“Can I go to the bathroom?”

“How much longer ‘til recess and snack?”

Did my students not hear me just 35 minutes ago, explaining my expectations that during Center time everyone should speak completely in Spanish? No English allowed! If you talk to a classmate, speak in Spanish. If you talk to me, speak in Spanish. If you need help with a Spanish word, say, “¿como se dice? (how do you say?).” My nineteen 2nd grade students were speaking entirely too much English during prescribed Spanish time. As in Straub’s research study (1999), in my classroom, I was also seeing a "lack of commitment ...to speak [Spanish] both with the teacher and with their peers during structured and non-structured time.... When they do have the right to choose in which language they will communicate, English often prevails" (Straub, 1999, p.1). Because so much English permeated the classroom, my five native Spanish speakers were succumbing to the temptation to speak English to their fourteen English speaking peers. All my students have been in the Dual Immersion program, being immersed in Spanish for two years, since Kindergarten. From beginning of the year speaking, reading and writing assessments, I knew all my students could operate and perform in the Spanish language to some degree, yet I wasn’t hearing it during daily Center work.

Research Question/Rationale

I have a wonderful class full of motivated learners who enjoy their time in our bilingual Dual Immersion classroom. There is a sense of community and mutual respect for each other in our classroom. Every student in my class has some degree of intrinsic motivation, with the desire to follow directions, work hard, and succeed academically. All are eager to participate and finish assignments in class and at home. I have had 100% compliance with students turning in their weekly homework packets. However, as much as I remind students about speaking Spanish during Spanish Language Arts Center time, I continue to hear English. Thus, I believe an external motivator (reward) will greatly increase the choices students make during Center time. Additionally, I believe my Spanish speakers can take on leadership roles and lead their English speaking peers to discover new concepts, learn new vocabulary, and find an intrinsic fulfillment in speaking Spanish.

Some people ask, “why Dual Language Immersion Education?” Research shows that childhood is the ideal time to learn a new language and the best time for most people to acquire complete fluency, flawless pronunciation and a natural ease of expression. The goal of the Spanish Dual Immersion Program is for students to develop fluency in both English and Spanish (Chacon, 2002). Not only are students exposed to a new language, but they also benefit from learning in an ethnically, culturally and linguistically integrated environment to more fully appreciate the rich heritage of our state. Students acquire an appreciation for art, music and literature of other cultures while developing sensitivity toward other people.

Language Immersion program test data show that students who enter such programs at the Kindergarten or first grade level and stay for several years meet or exceed established norms for reading, mathematics, and language development in both English and Spanish. “Immersion students perform scholastically at the same level or better than comparable students who have received all their instruction in English” (Genesee, 1984, p. 34).

After observing the dynamic in my classroom, I developed the following questions:

1. What is the role of a reward system in motivating students to increase their use of Spanish in a Dual Immersion classroom?
2. How can native Spanish speaking peers promote the use of Spanish in the classroom by assuming the role of teacher in teaching their English speaking peers the steps to make edible Peanut Butter Playdough?

This paper provides insight into these issues by tracking intrinsic and extrinsic motivation during two Phases of an intervention project. I created and implemented Phase I: the “Magnífico” raffle system and the daily “El Certificado de Español” (The Spanish Certificate). To further involve my Spanish speakers in the attempt to increase the speaking of Spanish, I created and implemented Phase II. Phase II consisted of giving my five Spanish speakers “Enhanced Status,” a term introduced by Elizabeth Cohen (1999). To promote their Spanish language expertise, I trained the Spanish speakers to teach a mini-lesson in Spanish to their English speaking peers. “To meet the challenge of today’s classrooms, it is necessary for students to use each other as resources; tasks for small groups should require multiple abilities; and teachers need to know how to ensure that each student makes an important intellectual contribution to the group” (Cohen, 1999, p. 2). I had two goals in giving the native Spanish speakers Enhanced Status. They should first feel proud about speaking Spanish in the classroom, and second, to be teachers and teach new concepts and new Spanish vocabulary to their English speaking peers.

Throughout this intervention, I gathered student surveys, administered pre/post vocabulary assessments and made daily classroom observations, while tracking language use during Center time.

Background/Context

Adams Unified School District (AUSD)

The mission of the Adams Unified School District states that “a vital component of a historic yet forward-looking community, is to educate each of its students in an individually appropriate manner within an environment of personal safety and mutual respect, to become well-informed, productive and socially responsible citizens” (Adams

Unified School District, 2004).

This Northern California school district believes in addressing the needs of each student as an individual while also developing strong partnerships with families, businesses, and the community at large. The District acts upon the principles that timely and effective communication is a necessity and that accountability is essential. AUSD is recognized as one of the outstanding school districts in California. The future success of students depends on the continuation of the school's principles, policies, and programs. The ultimate goal is to provide students with the greatest opportunities for future long-term success.

Class size reduction began in the Adams Unified School District in the 1997-1998 school year for grades K-3rd. Now, in 2004, 100% of the Kindergarten, first, second and third grade classrooms have a student/teacher ratio of 20 to 1. Fourth and fifth grades have a student teacher ratio of 33 to 1 (Adams Unified School District, 2004).

Mustang Elementary School

Mustang Elementary School is located Northern California in a suburb that has a population of 64,000. Mustang Elementary is one of the oldest schools in the Adams Unified School District, opening in 1960 with grades Kindergarten through 6th (Mustang School, 2004). Driving up the big hill to the main entrance of Mustang, one can see a variety of types of housing. Many houses look very nice and appear to be newly remodeled, while others are older. All appear to be well taken care of. Just past the school and down the hill are many apartment complexes. A block away from the school is a park, with a paved path that runs throughout the neighborhood for bikers, runners and walkers.

The five Spanish-speaking students in my class live in the apartments down the hill from school. I know this because during the first week of school, as a class, we created a graph showing which students walk to school and which ones arrive by car. There was a distinct separation between my English speakers and Spanish speakers. Every morning, my Spanish-speakers walk up the hill to school. The English-speakers in my class live all over the district. Three out of my fourteen English speakers received intra-district transfers to attend Mustang and be part of the Dual Immersion program. The other nine English-speakers live in the surrounding Mustang neighborhood.

The mission statement of the school states: “The mission of Mustang School is to educate each of its students in an individually appropriate manner within an environment of personal safety, respect and dignity. Our goal is that all students become well informed, productive and socially responsible citizens” (Mustang School, 2004).

In 1997, the citizens of Adams passed Measure B, a \$69 million dollar bond measure to modernize and construct additional building space on existing school sites. In August of 1999, Mustang Elementary opened with the completion of over \$7 million in renovations. A new multi-purpose room was constructed, a second courtyard was built, a new library was designed, and new computer and science labs were added. Each classroom was completely remodeled with telephones, increased storage space and computer and cable television hookups.

Although there have been changes over the last 40 years, many of the school’s values and traditions still exist, such as parent support for the students and staff. The parent community continues to remain active and involved with the school. Parent involvement still plays a vital role in supporting our multi-cultural student population. During the 2002 - 03 school year, the Parent Faculty Club (PFC) raised over \$82,000 to support the various programs at Mustang, including Dual Immersion (Mustang School, 2004).

Mustang is unique in the district because of its economic and ethnic diversity, serving students of upper middle class families as well as students who are in families needing financial assistance. Fifteen percent of the students are second language learners. The ethnicity of the student body is somewhat diverse, with 35% of the student body being ethnic minority students (see Figure 1).

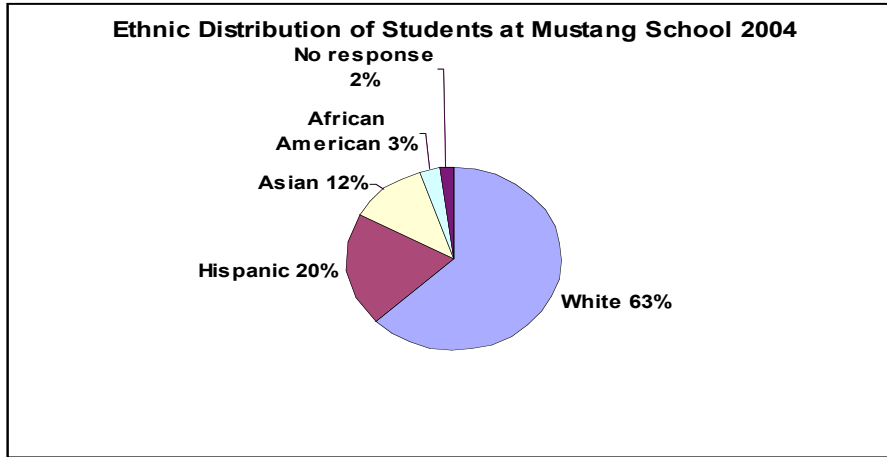


Figure 1-Ethnic Diversity at Mustang Elementary

The economic diversity of the Mustang students’ families is represented by the Free/Reduced Lunch percentages as indicated in Table 1. Note that the percentage of Mustang students receiving Free/Reduced Lunch exceeds the District percentage by a 3-to-1 margin:

	% of ELs	% of students on free/reduced lunch
Mustang	13	16
Adams Unified	5	5
California	25	49

Table 1-Students on Free and Reduced Lunch

Currently, the school enrolls 650 students grades Kindergarten through 5th. There are two Kindergarten classrooms, twenty-eight 1st-5th classrooms and two newly-added portables (the music room and a 5th grade classroom). The campus is very open, with most classrooms opening to a courtyard. The playground is big and inviting, with ball walls, foursquare grids, a large play structure, tetherball poles, and a grassy field.

The Mustang teachers, staff, parents and community take pride in the school and are committed to academic excellence. The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Mustang’s 2004 API score is quite high at 882, placing the students in the top 10% of the state (see Table 2).

	API 2003	API 2004	AYP 2004
Mustang	881	882	Yes
Adams Unified	858	870	Yes
Jackson County	713	724	
California	683	693	

Table 2-Comparing school/district/county/state API and AYP scores

The California Standards Tests (CST) show how well students are performing in relation to the state content standards. Adams Unified School District schools and Mustang Elementary, in particular, score well above the state's 36% of proficient or advanced. English Language Arts in 2003 had 67% of the Mustang students score at proficient or advanced levels. Also that year, 77% of Mustang students achieved proficient or advanced levels in Mathematics (Jackson County School Accountability Report Card, 2005).

CST/STAR Test Results

Grade 2 English/Language Arts

	% Advanced	% Proficient	% Basic	% Below Basic	% Far Below Basic
Mustang	31	41	22	5	1
Adams Unified	36	34	21	6	3
California	13	23	30	22	12

Table 3- 2004 Grade 2 English/Language Arts Results

Grade 2 Mathematics

	% Advanced	% Proficient	% Basic	% Below Basic	% Far Below Basic
Mustang	52	32	9	6	1
Adams Unified	59	26	9	5	1
California	23	28	24	19	5

Table 4- 2004 Grade 2 Mathematics Results

The California Achievement Test scores are reported for percentage of levels students scoring at or above the 50th percentile. In 2003, Mustang's second graders scored a 79 compared with California's 47 in Reading. In Mathematics, Mustang students scored an 86 compared to California's 59.

	% scoring above 75th NPR	% scoring at or above 50th NPR	% scoring above 25th NPR
Mustang	48	79	92
Adams Unified	48	78	92
California	20	47	68

Table 5-2004Grade 2 CAT/6 Reading STAR Test

	% scoring above 75th NPR	% scoring at or above 50th NPR	% scoring above 25th NPR
Mustang	45	76	94
Adams Unified	49	76	93
California	20	43	70

Table 6- 2004 Grade 2 CAT/6 Language STAR Test

	% scoring above 75th NPR	% scoring at or above 50th NPR	% scoring above 25th NPR
Mustang	62	86	97
Adams Unified	72	87	96
California	39	59	79

Table 7- 2004 Grade 2 CAT/6 Math STAR Test

An important goal of Mustang Elementary School is to provide a school environment where students, parents, teachers and staff want to come each and every day. A sense of community exists at Mustang where the relationship between the school and all families is supportive. Teachers, students and parents take great pride in being a Mustang!

High expectations for student learning and positive behavior are established and followed. The “Code of Conduct” at Mustang School is a student discipline plan to teach students proper behaviors, to protect students and to maintain a calm and positive school atmosphere for students. Problems are solved involving parents and empowering students to accept responsibility for their actions. Appropriate student behavior is encouraged and expected. “Caught You Doing It Right,” a positive behavior incentive program, is used to reward students for appropriate behaviors. A monthly drawing is held to select students who have been “caught doing it right” to have pizza with the principal.

Mustang has many before-school and after-school enrichment clubs, including Math Club, Jazz/Spanish Choir, Chess Club, Conflict Resolution, Student Leadership, Band, Strings, Homework Club, and Gifted and Talented Education (G.A.T.E.). A multi-media library with over 10,000 books in English and Spanish supports the academic program. Each class visits the library once every two weeks to allow students to check

out books. Students in each class visit a fully equipped Macintosh computer lab once a week to learn basic keyboarding skills, word processing, presentation skills and to have an opportunity to use many software programs that align with our district content standards. The science lab is open for teachers to use with their classes at their convenience simply by signing up in advance. Physical Education and music are taught by credentialed specialist teachers who work with students for 45 minutes twice a week (PE) and once a week (music).

Spanish Dual Immersion Program at Mustang Elementary

Mustang is proud to be the only school in the Adams Unified School District to host the Spanish Dual Immersion Program for Kindergarten through 5th grade. The program has expanded over the years with the help from a \$500,000 Title VII grant awarded in 2001. In 2002, Mustang was one of three schools in California awarded the “Seal of Excellence” at the California Association of Bilingual Educators (C.A.B.E) conference (Mustang School, 2004).

Mustang’s Dual Immersion Program is very popular with parents, and enrollment is open to any Adams School District student with preference given to Spanish speakers and to siblings of students already enrolled in the program. Non-Spanish speaking students may enroll in Kindergarten or first grade. Native Spanish speakers may enroll in the program up to the second grade. If entrance is desired after second grade, the student must test as Fluent English Proficient. Parents are strongly encouraged to volunteer time in or out of the classroom. A five year minimum commitment to the Dual Immersion program is required.

Dual Immersion classrooms are provided with complete class sets of textbooks and workbooks in both English and Spanish. Curriculum and instruction are aligned with the Adams School District’s adopted grade level standards as well as the state standards. Language Arts and Social Studies curricula are published by *Houghton Mifflin*, Math is *Scott Foresman*, Science is *Harcourt*. Dual Immersion teachers have monthly meetings to discuss issues specific to the program. Out of the 13 Dual Immersion teachers, six are native Spanish speakers, and seven acquired Spanish fluency after being English-only speakers (Mustang School, 2004).

Ms. Horowitz's Room 13

My classroom has two entrances: one from the courtyard and one from a hallway. The courtyard entrance door has tinted glass, with a large courtyard window taking up part of the wall. The classroom is big, with cabinets and drawers lining one of the walls. The white board in my classroom is long and slides side to side, with extra storage behind. I have a big TV with cable, a Macintosh computer for my use, and three older PC computers for my students. The students' desks are arranged in five groups of four so that everyone can see my desk and the white board. The bulletin boards around my room are colorful and are used to highlight student work. One bulletin board is for the "Estrella de la semana" (Star of the week), where I recognize one student a week with a poster and pictures. A space in the corner of the room is reserved for our classroom library and calendar area.

The school day starts at 8:15 a.m. and ends at 2:50 p.m. every day, except on Wednesdays when school starts at 9:15 a.m. That extra hour on Wednesday mornings is used for teachers' grade level planning and collaboration.

Typical Daily Schedule

8:15-10:00 Language Arts, centers, guided reading, etc. (in Spanish)
 10:00-10:15 Recess
 10:15-11:25 Math (in Spanish)
 11:25-12:10 Lunch
 12:10-1:00 English, ELD, spelling, reading (in English)
 1:00-1:45 PE/Computers/library/music (in English)
 1:45-1:55 Recess
 1:55-2:50 Science/Social Studies (in Spanish)

I have seven boys and 12 girls in my class. My classroom does not follow the proposed Dual Immersion theory of having equal numbers of Spanish speakers and English speakers (Chacon, 2002). My class has five Spanish speakers (Latino) and 15 English speakers (Caucasian). Room 13 is set up with students in five table groups of four, and I have strategically put one Spanish-speaker at each table group with hopes that they will help the English-speakers, and vice versa.

My students know that there is an hour a day of English language arts instruction, and it is only in that time frame that I will speak English to them. They also know that

during the remainder of the instructional day, when they want my help, they must attempt to ask me in Spanish. This is now their third year of school in which they receive instruction primarily in Spanish, and many of them are still reluctant to speak in Spanish. I am always there to help, but it is expected that they will ask, “¿como se dice ___?” (how do you say ___?).

The relationships in my classroom are based on friendship, support, and community. The first day, I encouraged students to support and help one another. When students are at their table groups doing group work, English is the language I most often hear being spoken. Even my Spanish-speakers speak (or attempt to speak) in English. Even if they are completing a page out of their math book in Spanish, they will discuss answers in English. I do not feel that the English speakers segregate themselves from the Spanish speakers. “Seeing that [Spanish speaker] was having trouble with her assignment, [English speaker] goes over to help her with Scholastic News assignment (observation notes, 10/1/04).” This type of helpfulness is abundant in my classroom. Everyone is very open and helpful with each other.

My Experience with Immersion Programs

My interest in teaching in a Dual Immersion classroom is based on my own personal elementary education. My Spanish Immersion schooling began in Kindergarten and continued through 6th grade. My parents had read about the research conducted on the Canadian French Immersion program and were instantly interested when the Spanish Immersion program was introduced in my district. The Canadian Immersion programs, involving French and English speaking children, teach content to language majority students in a second language (Genesee, 1984). There were many benefits from being in the Spanish Immersion program. One, of course, was acquiring a second language without much extra time or effort. The other was learning about and appreciating different cultures.

My unique and fond elementary school experiences have remained with me to this day as I have come full circle and now teach in an immersion classroom. I remember some of the strategies which helped me learn Spanish in elementary school. Music, poetry, chants, movement and group projects are key tools I use with my students that I

also experienced as a student. My goal as a teacher is to create a classroom environment that promotes mutual respect, where my students feel comfortable enough to use a language that is foreign to them and to ask questions when they need help. I believe in educating the whole child, which means also teaching my students to think for themselves, to be able to solve problems together, and to make good decisions.

Baseline Data

(1) Language Attitude Survey

Explanation:

I developed a Language Attitude Survey to capture the internal thinking of my students concerning language, attitudes about learning in Spanish, and attitudes about school in general (Appendix F). The 18 survey questions were written in both English and Spanish so that students had the option of reading and responding to the questions in whichever language they feel more comfortable.

On September 25, 2004, I distributed the Pre-Intervention Baseline Language Attitude Survey to each student to complete individually at their desk. The first thing they asked was, "Is this a test?" My response was no, and that I just wanted to know what they thought about speaking Spanish and how they perceived school. My students willingly answered the questions when I told them they were helping me with my homework. Of the 18 questions in the initial survey, however, I chose to omit 11 of the survey responses because they turned out to be irrelevant to my intervention study. The following are the seven questions used:

Question 1: I speak best in _____.

Question 2: I read best in _____.

Question 3: I write best in _____.

Question 4: What language do you feel strongest in?

Question 5: How do you feel about school?

Question 6: Do you like learning in Spanish?

Question 7: Is it important to know two languages?

Baseline Findings:

The information that came out of the survey turned out to be revealing about student thinking about language and school.

Pre-Intervention Language Attitude Survey

		English	Spanish	Both Equal
#1	I speak best in _____.	63%	16%	21%
#2	I read best in _____.	74%	16%	10%
#3	I write best in _____.	74%	21%	5%
#4	I feel strongest in _____.	74%	21%	5%
		1 Like/Yes	2 So So	3 Dislike/No
#5	How do you feel about school?	100%	0%	0%
#6	Do you like learning in Spanish?	80%	20%	0%
#7	Is it important to know 2 languages?	100%	0%	0%

Table 8- Pre-Intervention Baseline Language Attitude Survey

Unfortunately, I did not ask for comments for Questions #1-4. The comments students reported on Questions #5-7 turned out to be very insightful into students' thoughts about learning and language.

Sample Comments: Question #5

All of my students reported liking school. Some of the comments they reported:

- "Because my teacher is there and I know my mom is going to pick me up."
- "Because I like learning"
- "Because I can do things I like."
- "I feel good in school because I am a good learner."
- "It is fun."
- "Because it is my third year."

Sample Comments: Question #6

Those who reported enjoying learning in Spanish reported:

- "I like learning in Spanish because it is fun"
- "Because learning two languages is fun."
- "Because I know I can learn a lot."
- "Because my mom and dad wish they could learn Spanish."
- "I can tell secrets to my sister and my mom won't know."
- "I can tell secrets to my brother because he speaks Spanish too and my mom won't know anything."

Students who indicated "So So" about learning in Spanish wrote:

- "I do not like work so much in Spanish."
- "It is good to speak Spanish but sometimes I wish I learned English."
- "Because it is a language I don't know."

- “Because you’re learning a new language and it is hard to speak a new language.”

Sample Comments: Question #7

They also all believe it is important to know two languages. Comments included:

- “Because if a cashier only speaks Spanish you would know.”
- “Yes because if you go to Mexico then you would know Spanish.”
- “Because I feel strong”
- “Because you can be smart.”
- “If you speak both, you can even learn more.”
- “Because if you go to somewhere you will know the language they speak.”
- “Because then you can talk to people.”

This information is very powerful for my intervention project. I know all my students have positive attitudes about school, enjoy learning and are open to learning Spanish. I am confident my students will eagerly participate in both Phases of my planned intervention to ultimately increase the amount of Spanish spoken in the classroom.

(2) Observation Tally Data

Explanation:

I recorded Observational Tally Data before implementing Phase I (Magnífico raffle tickets), during Phase I, and during Phase II (Peanut Butter Playdough activity). Beginning September 20, 2004 (ending October 8, 2004), I gathered Pre-Intervention Baseline Observation Data of 10 target students (5 Spanish speakers and 5 English speakers) during Spanish Language Arts Centers four times a week for three consecutive weeks. Every five minutes I observed each of the ten target students to track and record their language use (E=English, S=Spanish, N=Not speaking).

To protect the identities of my students, I gave each student a number. The Spanish speakers I observed were bolded numbers one through five and the target English speakers numbers six through ten. I recorded my observations on a grid (Appendices G & H). I recorded “E” (English), “S” (Spanish) or “N” (Not talking) each of the five times I observed each of my ten students. When I glanced over at a target student I recorded whether the student was speaking Spanish or English (or was silently working) (see Table 9).

	1	2	3	4	5
	E/S/N	E/S/N	E/S/N	E/S/N	E/S/N
<u>1</u>					
<u>2</u>					
<u>3</u>					
<u>4</u>					
<u>5</u>					
6					
7					
8					
9					
10					

Table 9- Sample Language Observation Grid

** 1-5 = Spanish Speakers (**Bold & Underlined**)

** 6-10 = English Speakers

**E = English being spoken at the time of my 5 second observation

**S = Spanish being spoken at the time of my 5 second observation

**N = No talking at the time of my 5 second observation

Strategically, I placed one Spanish speaker at each Center group so that if English speakers have questions about a Spanish vocabulary word, they could ask a “Spanish Expert.” Along with recording “E, S, N,” I tried to write daily comments so that I could record additional information to include in my findings. Because Center time demands a lot of my attention, I was not able to write observations every day.

Baseline Findings:

I observed each student 60 times each (five times/day for 12 days) in the initial three-week period. I totaled separately the number of N, E and S marks and recorded my findings in Table 10.

Pre-Intervention Observation Tally Data

	Not Talking	English	Spanish	Total
5 Spanish	139	101	60	300
Speakers	46%	34%	20%	100%
5 English	131	125	44	300
Speakers	43%	42%	15%	100%

Table 10- Pre-Intervention Baseline Observation Tally Data

It is refreshing to see that nearly 50% of the time, my 10 English and Spanish target students were so engaged in their work that they were not speaking. On the other hand, it is troubling to see that when speaking in their Center groups, both the Spanish and English speakers are choosing to speak in English significantly more than in Spanish.

The pie charts below clearly show the dominance of English being spoken during Spanish Language Arts Centers.

Baseline Observation Tally Data Graphs

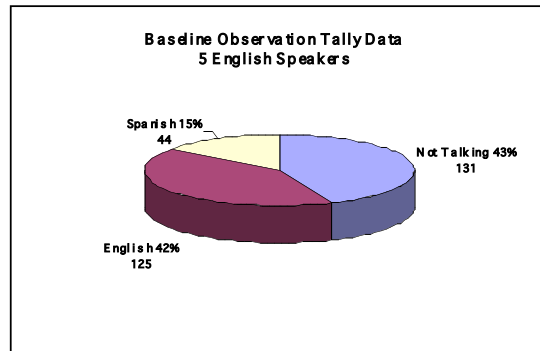
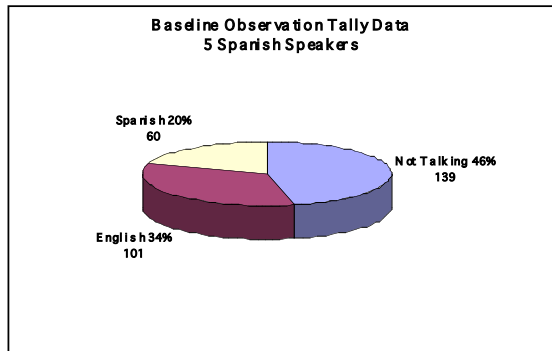


Figure 2-Pie Chart of Spanish Speakers Figure 3-Pie Chart of English Speakers

I have trained my students to ask their questions in Spanish to the “Spanish Expert” in their group before coming to me. “I am looking around the room to take my third observation, and seven are working without talking, one is in the bathroom, one is talking about their story in English to a partner, and one is about to get up to ask me a question. Let’s see what she is going to ask me and what language she will use. The English speaker, Student 7, asked me in English, ‘what does ‘ruta’ mean?’ Another ‘E’ for English” (observation, 11/9/04).

I found that English speakers I observed rarely spoke in Spanish. When Student 6 (English speaker) had a question, she asked, “how do you say, ‘table’?” She didn't use “¿como se dice, ‘table’?” as instructed. Tracking my five Spanish speakers, generally, I found the same thing: since the English speakers are speaking English at the Center groups, Spanish speakers want to be part of the conversation and join in speaking English.

The lack of Spanish being spoken during Center time indicated a need for an intervention. My class is very capable of increasing speaking Spanish. I hypothesize that a well thought out intervention with clear expectations guiding students and Spanish-speaking peers modeling Spanish will increase the amount of Spanish spoken.

(3) Achievement Vocabulary Assessments

Explanation:

I administered two preliminary vocabulary tests, one Productive and one Receptive, to all my students prior to the Peanut Butter Playdough activity. Each pre-test consisted of ten vocabulary words in Spanish pertaining to the edible playdough activity that my Spanish speakers taught. All vocabulary words I selected have to do with the playdough activity. Vocabulary words in Spanish included “crema de cacahuete, leche en polvo, almíbar claro, taza, mezclar, plastilina, papel de acera, azucar en polvo, bolsa de plastico, receta.” (Translations: Peanut butter, powdered milk, light corn syrup, cup, mix, playdough, wax paper, powdered sugar, plastic bag, recipe) (Appendix E).

On January 3, 2005, I passed out the Baseline Productive Vocabulary Test to all my students. Students were sitting at their desks with a folder up acting as a barrier so nobody could peek at their neighbor's answers. This first vocabulary test I developed yielded Productive data based on students' use of ten vocabulary words to produce a definition from memory and prior knowledge (Appendix I). Because I wanted to know if students knew the definition, I accepted answers in English, Spanish, or in drawing form. When looking at results of the Productive Vocabulary Tests, I marked incorrect those answers with no response, a “no se” (don't know) response, a wrong response, or an illegible picture. I ended up with the number correct over ten for each student.

On January 4, 2005, I passed out the Baseline Receptive Vocabulary Test. This second vocabulary test produced receptive data (Appendix J). Students were given the

same list of ten vocabulary words and were presented with the actual objects (a jar of peanut butter, box of powdered milk, etc.) laid out on a table before them (Photo K). In this second vocabulary assessment, students were asked to match the word with the object on the table. My thought was that having a visual in front of them to match with Spanish vocabulary words may prove to be helpful rather than having to produce a definition on their own. When looking at the results of the Receptive Vocabulary Tests, I considered an answer correct if a student put the appropriate letter of the object next to the Spanish definition. Like the Productive test, I obtained a score out of ten for each student.

Students would be taking the exact same two vocabulary tests after my Spanish speakers taught the Peanut Butter Playdough activity. The post test would provide insight to any new vocabulary gains after the Spanish speakers taught the Peanut Butter Playdough lesson.

Baseline Findings:

Although all 19 students took both vocabulary tests, I mainly focused on the 10 target students. I recorded my findings in Table 11:

Pre-Intervention Baseline Achievement Data Assessments

	5 Spanish Speakers	5 Target English Speakers	All English Speakers
Productive	4.2	1.4	1.5
Receptive	8	2.6	3.7

Table 11-Baseline Achievement Vocabulary Scores

Most incorrect answers on the Productive Vocabulary test were answers left blank or answers stating, “no se” (don’t know). Other examples of incorrect answers include “cookies, chalk, bottle opener and paper nose.” All students performed better on the Receptive Vocabulary Test than the Productive Vocabulary Test, leading me to the conclusion that it is easier to match an item to a word than produce a definition. All Spanish speakers performed equally or better on both tests than their English speaking classmates. This may be the case because the Spanish speakers use some of these vocabulary words in their homes with their families after school. I believed that more English speakers would be able to match more of the Spanish vocabulary words to the

actual objects on the Receptive Vocabulary Test. I suppose the 10 target Spanish vocabulary words turned out to be more difficult than expected.

Planned Intervention Phases

Explanation of Intervention Phase I:

Extrinsic Motivation: Magnífico Raffle and Spanish Certificates

Since I am a new teacher and new to the Dual Immersion program, I was interested to learn what other Dual Immersion teachers do in their classrooms to encourage students to speak Spanish in the classroom. I sent out a questionnaire to each Dual Immersion teacher (Appendix A 10/14/04). From these questionnaires came some great ideas. One first grade teacher reported using a "Muy Bien" (Very Good) ticket system during Center time, where students have the opportunity to get two tickets for speaking (or attempting to speak) in Spanish. A third grade teacher reported using whole class rewards of videos, extra free time, and class parties to reinforce the expectation made clear at the beginning of the year that Spanish time is to be in Spanish and English time is to be in English.

Since the beginning of the year (September, 2004), I have walked around to groups of students during Spanish Language Arts Center time, handing out blue raffle tickets for on-task behavior. I verbally praise students for helping each other and for speaking in Spanish, but I do not give raffle tickets specifically for students speaking Spanish. My students are very familiar with the raffle system. They know to put their names on the back of the blue raffle tickets, and put them in the raffle container. Every Friday during the last five minutes of class, I draw about 20 tickets from the raffle container and give out a single gummy worm candy for each ticket drawn. Students know that the more raffle tickets they have in the container, the more chance of having their name drawn. Center time runs very smoothly, during which students are engaged and on-task. I am very happy with student interest in completing their assignments; however, when they have a question for a group member, I am concerned about the language they choose to speak.

After seeing the success with the blue raffle tickets, I decided to make neon

yellow Magnífico (Magnificent) raffle tickets to use when students speak in Spanish (Appendix B and Photos I and J). I began implementing the raffle tickets December 2004. The same raffle rules apply for the Magnífico tickets as for the blue raffle tickets. I walk around during morning Center time with blue tickets in one pocket and yellow tickets in the other. Because I cannot be at every table group at all times, I have rotating “capitanes” (captains). One captain is at each Center group and is in charge of making sure Spanish is the language being spoken at all times. If they hear English being spoken, they politely say, “en español, por favor” (in Spanish, please). At the end of Center time, the “capitanes” report to me and give a Magnífico ticket to those group members speaking Spanish.

With the Magnífico raffle, I draw raffle tickets once a month. Raffle prizes include fun pencils, erasers, notepads, koosh balls, candy bracelets, and eating lunch inside with the teacher. Everyone wins a prize, but the child whose name I pick first is allowed to decide on his or her choice of prize first. Students have come to anticipate Magnífico raffle and view it as very special because drawings are held only once a month.

Along with the external motivator of the Magnífico raffle, I also implemented the daily “El Certificado de Español” (The Spanish Certificate) (Appendix C). Every day during Spanish Language Arts Centers, I pay particular attention to an exemplary student who is making an effort to speak Spanish in the group. I look for students speaking Spanish with their peers as well as with me. At the end of each day, I announce the winner of “El Certificado de Español.” It has come to be an anticipated ceremony as to who will win this half piece of yellow paper.

Explanation of Intervention Phase II:

Intrinsic Motivation: Enhanced Status with the Peanut Butter Playdough Activity

After reviewing the results of the Language Attitude Survey, I know my students value the ability to be able to speak and understand in both English and Spanish. The only way my English speakers are going to feel comfortable speaking in Spanish is by continuously speaking it in class and hearing their Spanish speaking peers model it. “The presence of native speakers of the target language who are available for peer interaction

with language-majority children can add to the many strengths of the original models of immersion education” (Valdes, 1997, p. 3). It is understandable that my English speakers use the language that comes easiest to them; however, I wondered if my Spanish speakers appreciated their huge importance in the class to act as teacher's assistants.

I wanted my Spanish speakers to feel valued and motivated to act as role models. Because I was hearing so much English being spoken by my Spanish speakers, who are supposed to be my Spanish experts and models to my English speakers, I planned on having them teach a mini-lesson to their English speaking classmates. My hope was that they would lead their peers in Spanish to gain new knowledge of the ten key Spanish vocabulary words, and to ultimately respect and appreciate their native language.

I met with my five Spanish speaking students at lunch (1/5/05) to explain and model for them in Spanish what they would be doing the following week. The lesson they would be teaching to their Center group is how to make edible Peanut Butter Playdough (Appendix D). I explained to them the importance of speaking only in Spanish throughout the activity, even if their friends tried speaking to them in English. I showed them the recipe, the four ingredients, the list of ten key vocabulary words, how to get their group to participate, and how to mix everything together (Photo R).

During our lunch meeting, I modeled and explained to the Spanish speakers strategies in Spanish to teach their English speaking peers the ten key vocabulary words (Appendix E). I modeled for them the strategy of repetition. For example, when they add the ingredient, Peanut Butter (*mantequilla de cacahuate*), they should repeat the name of the ingredient, then ask each of their group members to repeat it. I left the ten key vocabulary objects on the counter for my Spanish speaking teachers to walk through and go over with their group (Photos K and M). I encouraged the Spanish speakers to use this strategy to teach the vocabulary words by pointing to each object and say the word in Spanish. Another idea I suggested to the Spanish speaking teachers was a review when their group is done with the activity. I asked them to review the Spanish names of the four ingredients and the other six vocabulary words associated with the Peanut Butter Playdough activity.

By the end of our meeting, my Spanish speaking experts were ready to lead their own group as teachers. They were very excited to be my helpers. Two boys came up to

me three times that same day after lunch making sure they were still going to be the teachers the next day (observation notes, 1/5/05).

The Big Playdough Day: Implementing Phase II

January 20, 2005, was the big day that my Spanish Experts had been anticipating. I had complete confidence in their willingness and ability to follow my guidelines to teach their peers an enjoyable activity and ten key vocabulary words. While my students were at PE, I had time to set up the work areas. From past experiences with making this Playdough recipe, I knew the project was a messy one. I therefore lined the tables with long sheets of butcher paper to make clean up easier. Each table had a big mixing bowl, a wooden mixing spoon, the four ingredients, wax paper, plastic baggies and copies of the recipe for each person (Photo N).

I met students lined up outside on the blacktop just after PE. In Spanish, I asked them to sit on the carpet until I could explain directions to the project in which they would participate. Once students got inside the classroom and situated on the carpet, I briefly explained the Peanut Butter Playdough. I went over the rules and procedures for a short time because I wanted my Spanish speaking teachers to be using as much of their Spanish as possible during that hour to teach, explain and model.

Four groups of five (their normal Center groups) got situated at their table. I wondered if my Spanish Experts would adhere to the “SPANISH ONLY” rule, or if they would succumb to English when their English speaking peers spoke to them in English. I had done my part, now, it was time for me to observe and let the experts do their work.

Results

(1) Language Attitude Survey

On January 25, 2005, after implementing and concluding Phase I and Phase II of the intervention, I distributed the Post-Intervention Outcome Language Attitude Survey. After three months of the Magnífico raffle system and the involvement of my Spanish speakers in the Peanut Butter Playdough activity, I was interested to see how my students' attitudes about language and school had changed.

Post-Intervention Language Attitude Survey

		English	Spanish	Both Equal
# 1	I speak best in _____.	32%	21%	47%
# 2	I read best in _____.	16%	37%	47%
# 3	I write best in _____.	20%	43%	37%
# 4	I feel strongest in _____.	37%	21%	42%
		1 Like/Yes	2 So So	3 Dislike/No
# 5	How do you feel about school?	84%	16%	0%
# 6	Do you like learning in Spanish?	74%	21%	5%
# 7	Is it important to know 2 languages?	84%	10%	5%

Table 12-Post Intervention Language Attitude Survey

Sample Comments: Question #5: How do you feel about school?

Of the 16 people who once again reported liking school, the comments were the same or very similar to Baseline data comments:

- “Because I like my teacher.”
- “Because I like school”
- “Because I can do fun things.”
- “It is fun.”
- “I feel good in school because I am a good learner.”

Those three students who switched over to the “So So” category reported:

- “It is hard.”
- “My friend is mad at me.”

Sample Comments: Question #6: Do you like learning in Spanish?

The 14 who reported enjoying learning in Spanish reported:

- “I like learning in Spanish because it is fun”
- “Because learning two languages is fun.”
- “I’m getting better at it.”
- “Because my mom and dad wish they could learn Spanish.”
- “I can tell secrets to my sister and my mom won’t know.”

Students who indicated “So So” about learning in Spanish wrote:

- “I do not like work so much in Spanish.”

- “It is good to speak Spanish but sometimes I wish I learned English.”
- “Because it is a language I don’t know.”
- “Because you’re learning a new language and it is hard to speak a new language.”

The one student who reported not liking learning in Spanish said:

- “I am so much better at English.”

Sample Comments: Question #7: Is it important to know two languages?

Comments of the sixteen students who feel it is important to know two languages:

- “I went to Mexico and could speak Spanish.”
- “I can talk to my friends that speak Spanish.”
- “I am good with Spanish.”
- “Because if you go to somewhere you will know the language they speak.”
- “Because then you can talk to people different places.”

Two students reported “So So”:

- “It is hard.”

One student reported “No”:

- “I am really good at English.”

Looking at the outcome survey data numbers, I am confused as to why some students chose the answers they did. Looking at Questions 1-4, many more students reported that they believe they are equally able to write in both English and Spanish. When responding to the Outcome Survey Question 4, eight students (rather than only one on the Baseline Survey) reported feeling strong in English and Spanish equally. Many more students chose feeling more comfortable in Spanish and both English and Spanish than I would have thought. I consider only one student in my class truly bilingual, meaning she is as fluent speaking, reading and writing in Spanish as English. The Post Intervention Survey shows me that in a three month time period, students appear to have gained confidence in their Spanish language abilities.

Comparing Pre and Post Language Attitude Surveys

		English		Spanish		Both Equal	
		Pre	Post	Pre	Post	Pre	Post
#1	I speak best in _____.	63%	32%	16%	21%	21%	47%
#2	I read best in _____.	93%	16%	16%	37%	11%	47%
#3	I write best in _____.	93%	21%	21%	42%	1%	21%
#4	I feel strongest in _____.	93%	37%	21%	21%	1%	42%

		1 Like/Yes		2 So So		3 Dislike/No	
		100%	84%	0%	16%	0%	0%
#5	How do you feel about school?	100%	84%	0%	16%	0%	0%
#6	Do you like learning in Spanish?	79%	74%	21%	21%	0%	1%
#7	Is it important to know 2 languages?	100%	84%	0%	11%	0%	1%

Table 13-Pre & Post Language Attitude Surveys Combined

I am puzzled when looking at Questions 5-7. Question 5 (How do you feel about school?): Rather than having 100% of my class report liking school like on the Baseline survey, three moved down into the “so-so” category. I don’t have an explanation for this decline other than seven and eight year old student attitudes tend to fluctuate on a daily basis. Question 6 (Do you like learning in Spanish?): One student slipped down into the ‘No’ category. When I saw this decline and asked the student why he felt that way, he said, “it is hard when I can’t say what I want to say in Spanish.” I believe it is natural to hear such frustration from English speakers learning in Spanish because one’s native language is expectedly easier to speak, read and write. Question 7 (Is it important to know two languages?): I am puzzled viewing the decline from 100% positive on the initial survey to two students feeling ‘So-So’ and one feeling ‘No,’ it isn’t important to know two languages.

(2) Observation Tally Data

After implementing the “Magnifico” Raffle reward system, I began another 3-week observation on December 15, 2004, to obtain Post-Phase I Observation Tally Data. Once again, during Spanish Language Arts Center time, I observed the same 10 target students (5 Spanish speakers, 5 English speakers) five times every five minutes to track and record their language use (E=English, S=Spanish, N=Not speaking). I recorded my observations on Table 14:

Post-Phase I Observation Tally Data

	Not Talking	English	Spanish	Total
5 Spanish Speakers	122	28	150	300
Speakers	41%	9%	50%	100%
5 English Speakers	120	64	116	300
Speakers	40%	21%	39%	100%

Table 14-Post-Phase I Outcome Observation Tally Data

Post-Phase I Outcome Observation Tally Data Graphs

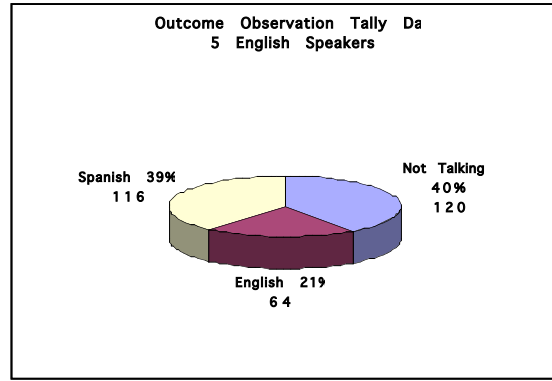
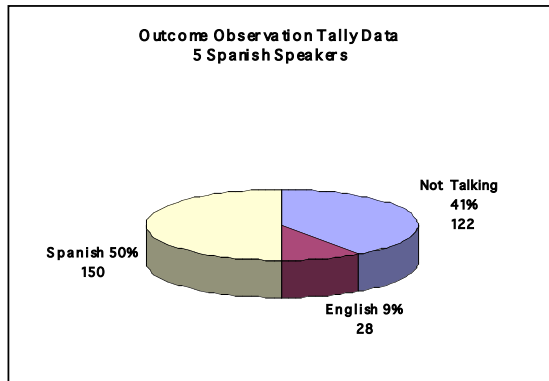


Figure 4-Pie Chart of Spanish Speakers Figure 5-Pie Chart of English Speakers

Clearly evident from Figures 4 and 5 above is the increase in the amount of Spanish being spoken since the implementation of the raffle tickets. The amount of time ‘Not Talking’ stayed relatively the same from baseline to outcome, but the amount of English diminished, particularly with the Spanish speakers. When choosing to speak, Spanish speakers spoke Spanish 91% (up from baseline of 66%) of the time. When English speakers spoke during Center time, they spoke Spanish 79% (up from baseline 58%) of the time. This is a dramatic increase from previous collected baseline data. The real change was evident in the classroom dynamic. Students were making a real effort to speak Spanish. My students make the extra effort to speak Spanish, aware of the raffle ticket reward and the possibility of winning The Spanish Certificate. That external motivator really brought out an increase in the amount of Spanish spoken.

During Phase 2: Peanut Butter Playdough Activity

During the activity, I walked around again with my observation tally sheet to observe my ten target students (five Spanish speakers and five English speakers) to record their language use. Every five minutes, I would glance at each of the ten students to record the language they chose to speak (E=English, S=Spanish, N=Not Talking) on Table 15.

	1	2	3	4	5
	E/S/N	E/S/N	E/S/N	E/S/N	E/S/N
<u>1</u>	S	S	S	N	S
<u>2</u>	S	S	E	E	S
<u>3</u>	S	S	S	S	S
<u>4</u>	S	S	S	S	S
<u>5</u>	S	S	S	N	S
6	N	E	S	N	S
7	E	E	S	S	S
8	S	S	N	S	E
9	E	S	S	E	S
10	S	N	E	S	S

Table 15-Observations of Language being spoken during PB Playdough activity

** 1-5 = Spanish Speakers (**Bold & Underlined**)

** 6-10 = English Speakers

**E = English being spoken at the time of my 5 second observation

**S = Spanish being spoken at the time of my 5 second observation

**N = No talking at the time of my 5 second observation

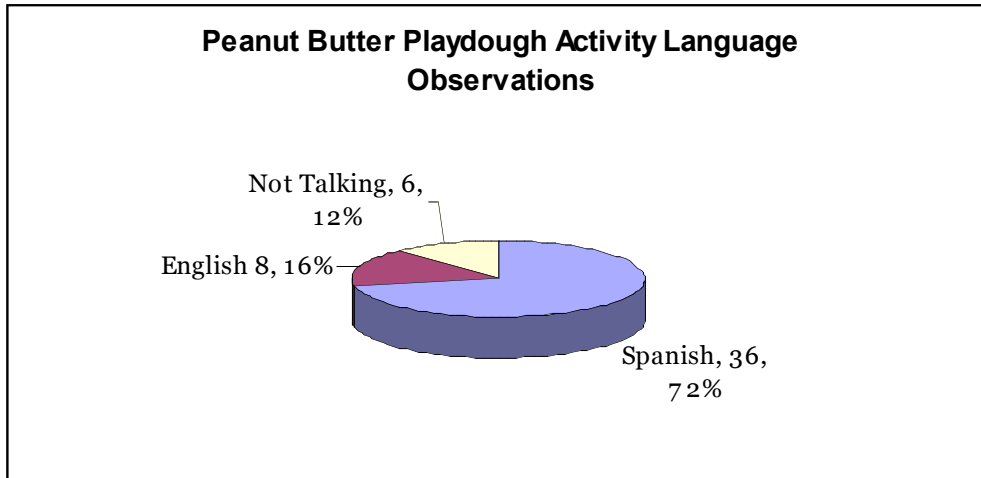


Figure 6-Pie Chart: Language Spoken during PB Playdough Activity.

During the Playdough activity, students spoke in Spanish 84% of the time (when choosing to speak). This is huge, and was amazing to hear during the lesson. This activity required a lot of speaking and interacting, so I observed and recorded far fewer ‘N’ marks. Spanish was the language I overwhelmingly heard during this hour-long activity. Four out of the five Spanish speakers spoke only Spanish. One of the Spanish speakers spoke English twice when I recorded her choice of language being spoken.

While circulating the room, I made written observations about what I was seeing. “I am so proud of my Spanish speakers! They are doing a great job of teaching their group IN SPANISH! I am not having to remind students to speak in Spanish. It is such a domino effect: the English speakers are seeing and hearing the Spanish speakers speaking Spanish, so the English speakers are speaking Spanish! I just heard an English speaker say, ‘¿Como se dice, ‘sticky’?’ Student #7 (English speaker) just asked a question in English, and Student #5 (Spanish speaker) responded in Spanish! I see Group #1, 3 and 4 using the strategy of repetition like I taught. Spanish Experts are allowing English speakers to participate by mixing in ingredients. The activity is winding down, and I see all four groups reviewing the ten key vocabulary words and pointing to the corresponding object on the table” (observations, 1/20/05).

The five Spanish Experts exceeded my expectations. They took on the responsibility to be the teachers and did a fantastic job. I could tell they felt special that I had asked them to teach their classmates. The idea of giving Enhanced Status to my Spanish speakers proved to be a huge success to increase the motivation of my entire

class to speak Spanish. The activity was enjoyable, my Spanish speakers acted as role models, which, in turn, got my English speakers motivated to take risks to speak in Spanish. The Spanish speakers did a fine job.

These results indicate that my students have an intrinsic motivation to speak Spanish. There was no reward in this activity. My Spanish speakers clearly understood their role and task, and implemented it so well that their English speaking friends caught on and spoke Spanish themselves.

Comparison of the Phases of the Intervention

	Pre Phase 1	Post Phase 1	During Phase 2
5 Spanish Speakers	66%	91%	92%
5 English Speakers	58%	79%	72%

Table 16- Percentages of target students either not talking or speaking Spanish

Table 16 summarizes the results spanning through the different phases of my intervention. Both English and Spanish speaking target students made gains during each phase of the intervention. Once my five Spanish speakers understood their role in the classroom to act as teachers to their peers, they immediately began speaking more Spanish. The Spanish speakers spoke about 26% more Spanish after Phases I and II. The five target English speakers spoke about 17% more Spanish after Phases I and II. I see that both the extrinsic and intrinsic strategies that I chose to implement had significant gains on the amount of Spanish spoken in the classroom.

(3) Achievement Vocabulary Assessments

After working heavily with the ten key Spanish vocabulary words when the Spanish speakers taught the Peanut Butter Playdough activity to their group, all students once again took the Post-Intervention Productive Vocabulary Achievement Data Tests on January 21, 2005. Their task, once again, was to write a definition of the key Spanish word.

On January 24, 2005, students took the Receptive Vocabulary test where they saw the ten items laid out before them and were asked to match the Spanish word with the object.

Outcome Vocabulary Achievement Data Assessments

	5 Spanish Speakers	5 Target English Speakers	All English Speakers
Productive	9.8	9.4	7.1
Receptive	10	9.4	7.4

Table 17-Post-Intervention Vocabulary Achievement Data Scores

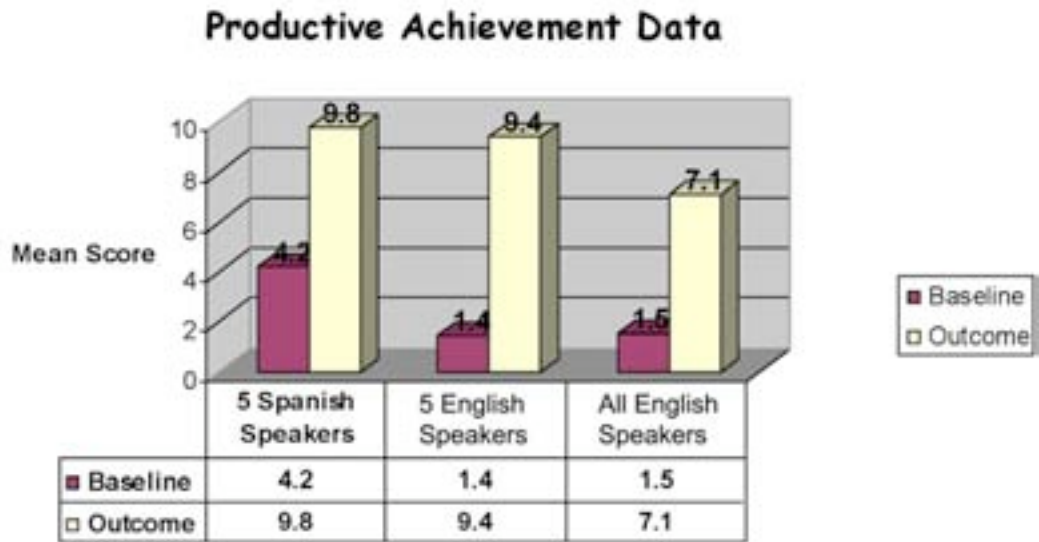


Figure 7-Graph Comparing Baseline/Outcome Productive Achievement Data

Everyone’s test scores increased on the Productive Achievement test. Most were able to provide definitions in Spanish. Some students mixed up ‘leche en polvo’ and ‘azucar pulverizada’ (powdered milk and powdered sugar). On the Outcome Productive test, only one person chose to draw pictures, whereas on the Baseline Productive test, six chose that option.

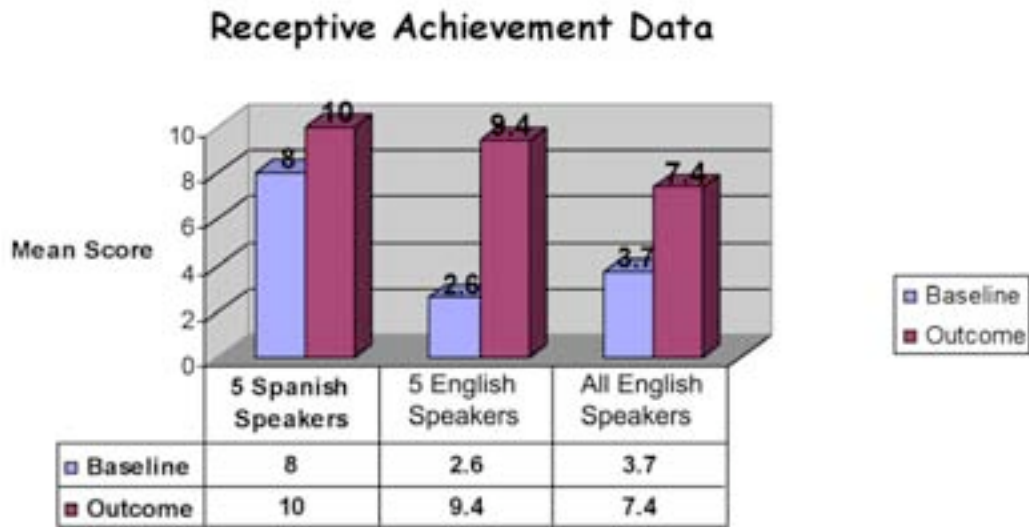


Figure 8-Graph Comparing Baseline/Outcome Receptive Achievement Data

What stands out from the graph comparing Baseline and Outcome Receptive data is that the five Spanish speakers scored perfect (10/10). A drastic jump also is evident in the scores of English speakers. I believe that working with the Spanish vocabulary words in the Peanut Butter Playdough Activity with Spanish speakers teaching led to a gain in knowledge.

Conclusions

Implementing Phase I (Extrinsic Motivation), the Magnífico raffle ticket system and the Spanish Certificate, undoubtedly increased the amount of Spanish spoken in the classroom during Spanish Language Arts Center rotations. Students took the yellow raffle tickets and the daily certificate very seriously. Adding an external reward on top of already smart, motivated students really worked well for my group of students.

My class thoroughly enjoyed Phase II (Intrinsic Motivation): the Peanut Butter Playdough Activity taught by the Spanish speakers. My Spanish speakers amazed me and took what I taught them and transferred that information in Spanish to their English Speaking classmates. With the enjoyment came an increase in the amount of Spanish spoken by both English and Spanish speakers. The results from the Language Attitude

Survey, Observation Tally Data and the Achievement Vocabulary Assessments reveal a positive, successful outcome to this intervention.

Implications for Teaching

Because of the success of both Phases of my intervention, I continue to implement these strategies in my classroom to increase student motivation to speak Spanish. The use of the Magnífico raffle tickets and the Daily Spanish Certificate had such a positive effect as an extrinsic motivator. My Spanish speakers felt so special with the Enhanced Status: getting to eat lunch with me, learning the activity before the rest of the class, and getting to teach their peers. Since the Peanut Butter Playdough Activity worked out so well and produced such great results as an intrinsic motivator to speak Spanish, I now continue to use the concept of Enhanced Status in my classroom. I now give my English speakers the opportunity to teach fun lessons to their group in Spanish. I use the same process as with the Playdough activity: meet with the group at lunch to model the activity, introduce the target Spanish vocabulary words and strategies to teach that vocabulary. Since the Peanut Butter Playdough project, five English speakers have led their groups to teach a Valentine's art project in Spanish. Other activities I intend to prepare and teach to groups of students are folding a paper boat, making tissue paper flowers and preparing a kite to fly. I am continuously thinking of activities and projects that would be good for students to teach to their peers to continue the Spanish speaking in the classroom.

Since the community around Adams Unified School District is overwhelmingly white English speakers, I have an idea of inviting a bilingual community member into the classroom to show my students the value of knowing two languages. Students see me daily as a model of someone who uses two languages in her job; however, I believe it would be powerful for both English and Spanish speakers to hear professionals present themselves in Spanish. Maybe then, my students could visualize themselves in the future using their bilingualism in a career.

English Learners

I have a classroom full of language learners. English and Spanish flow in my classroom all day long. If the ultimate goal in the Dual Immersion program at Mustang

School were to learn Spanish, then Spanish would be the language spoken by the teacher and students at all times. Students would never hear their teacher speak English, and thus, would not be as quick to speak English to me nor to their classmates. The truth is, however, that there are so many factors that bring English into the classroom:

1. Adams School District puts a lot of pressure on the schools within the district to increase STAR and CAT6 test scores. As a school, we constantly look at the test results to come up with ways to increase those already high scores. These tests are in English, and second grade is the first year students take these tests, so we have started devoting a bigger portion of the day to teach English.

2. Parent participation in my classroom is huge with the English speaking parents. Although I try to get parents to come in during English time, it is inevitable that parents come in during Spanish time and speak in English with students. I have no Spanish speaking parent volunteers. To be cleared as a parent volunteer, Adams School District requires a thorough background check. Many of the Spanish speaking parents are not American citizens and are undocumented and thus, do not want to risk anything. The absence of Spanish speaking parent volunteers in the classroom is so unfortunate. Having their language expertise in the classroom would be such a powerful influence on all students. This issue is continuously brought up in our Dual Immersion teacher meetings. The DI teachers of Mustang School are advocates to modify this rule.

This extensive background check is something that Mustang School is trying to change. Mustang School sponsored a week of MALDEF (Mexican American Legal Defense and Educational Fund) speakers to come to our school to inform our Latino families of their rights in the US educational system. Latino families were very responsive to the MALDEF trainings. The more information we can get to these parents, the more success their children will find. I am hopeful that the district policy will change to embrace Spanish-speaking parents in the classroom.

3. There are 14 English speakers in my class and five Spanish speakers, which is not a true Dual Immersion classroom. Ideally, a class with 10 English speakers and 10 Spanish speakers would have more Spanish speakers to model Spanish for the English speakers. Even after my intervention project, the five Spanish speakers continue to speak in English more than I would like. Whether it be to “fit in,” because English is the

language spoken at recess, or because they hear it so much spoken by their friends, I hear too much English. I wonder if I would have the same language predicament if I had 10 Spanish speakers and 10 English speakers.

My classroom is so distinct in that English Speakers and Spanish speakers come together to teach each other the gift of language. Overall, after this intervention and continued use of extrinsic and intrinsic motivators, I hear more Spanish spoken now than before the implementation of the intervention. I am so grateful to my five Spanish speakers. Daily, they help their English speaking peers. Equally important, the Spanish speakers help me. When an English speaking student asks me, “¿como se dice, ‘black eye,’ ‘lasers,’ ‘roller coaster’?” or some other word in Spanish that I don’t know, I consult my Spanish Experts before the dictionary. It lets them know I value their language and their intelligence. More often than not, they know the definition.

Valdez (1997) researched not only the positive aspects of Dual Immersion programs, but also the possible negative effects and failure of Mexican-origin children. Many researchers contend that children of Mexican origin have not performed well in US schools. Valdez presents the concept that white Anglophone children receive a far greater benefit from a Dual Immersion education than Mexican-origin children. Valdez interviewed a sixty year old Mexican American parent who opposed the concept of Dual Immersion. What is at issue is not an educational approach but intergroup relations, and the place of the powerful and the powerless in the wider society (Valdez, 1997). “The Spanish language is a resource that has served the community well. It has served as a shared treasure, as a significant part of a threatened heritage, and as a secret language (Valdez, 1997, pg. 392).” This parent worries about giving their sacred language away casually to the children of the powerful.

Students must embrace diversity in the classroom and share cultural differences. Language is what brings my students together. Everyone has a personal story, a history and ideas to share. My ultimate goal as a teacher is to produce respectful, aware, responsible, self-fulfilled citizens and successful human beings to contribute to society.

Limitations

This intervention study went smoothly and really fit in well with my first year of teaching. The timing of my observations and assessments were right on. There are some

minor changes that I would do differently if I had the chance to go back. It was somewhat difficult having to change my Language Attitude Survey. I had to reformat the survey and change a couple of the questions. I wish I had asked for survey comments for all survey questions to get more thoughts of students. It would have been interesting to conduct this study with a true Dual Immersion class: ten Spanish speakers and ten English speakers. Nothing is ever perfect, and I enjoyed observing the changes of the language dynamic in my class.

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Appendices

Appendix A: Teacher Questionnaire

Appendix B: Magnifico Tickets

Appendix C: Daily Spanish Certificate

Appendix D: Peanut Butter Playdough Recipe

Appendix E: 10 Key Vocabulary Words

Appendix F: Language Attitude Survey

Appendix G: Sample Language Observation Tally Chart

Appendix H: Daily Language Observation Tally Chart

Appendix I: Productive Achievement Data Test

Appendix J: Receptive Achievement Data Test

Appendix K: Student Sample of Pre-Language Attitude Survey

Appendix L: Sample Baseline Daily Observation Tally Chart

Appendix M: Sample Post-Phase I Daily Observation Tally Chart

Appendix N: Student Sample Pre-Productive Achievement Data Test

Appendix O: Student Sample Pre-Receptive Achievement Data Test

Appendix P: Student Sample Post-Productive Achievement Data Test

Appendix Q: Student Sample Post-Receptive Achievement Data Test

Appendix A

TO: DI Teachers
FROM: Elaine Horowitz

Hi DI teachers! I am currently working on my Master's from UC Davis. After collecting data and deciding how to narrow my research, what I am most interested in is getting my students to speak more Spanish to each other in the classroom. My students know that I will not answer them if they do not attempt to speak to me in Spanish, however, with each during Centers or groupwork, conversations are all in English...even my 5 Spanish speakers. I am deciding what strategy to use to motivate students to speak in Spanish to each other and would like to know what or if you use any particular method that is successful. Some ideas I have had so far are:

- *individual tickets that go into a raffle
- *individual points that accumulate for an auction
- *table group points that accumulate for an ice cream party (everyone gets ice cream, but the winner would get extra toppings?)
- *class points?

I would REALLY appreciate you taking 5 minutes to let me in on your secrets. I know it will vary according to grade level. Thank you SO much for taking the time.




































Is Spanish being spoken regularly during 'Spanish time' in your classroom?

Do your Spanish speakers speak in Spanish with their peers during Spanish time?

Do you use rewards, incentives, or some other strategy to encourage Spanish in your classroom?

If so, please describe:

Any other comments?

					Appendix B
					
					
					
					
					
					
					

Appendix C



¡Certificado de español!

Tú, _____ has recibido este
certificado por hablar en español. ¡Buen trabajo!

Srta. Horowitz



¡Certificado de español!

Tú, _____ has recibido este
certificado por hablar en español. ¡Buen trabajo!

Srta. Horowitz



¡Certificado de español!

Tú, _____ has recibido este
certificado por hablar en español. ¡Buen trabajo!

Srta. Horowitz

Appendix D

¡Plastilina que se come!

Receta:

- 1 1/4 taza de leche en polvo
- 1 1/4 taza de azúcar en polvo
- 1 taza de almibar claro
- 1 taza de crema de cacahuete

Peanut Butter Playdough!

Recipe:

- 1 1/4 cup powdered milk
- 1 1/4 cup powdered sugar
- 1 cup light corn syrup
- 1 cup peanut butter

Appendix E

1. mantequilla de cacahuete (Peanut Butter)
2. leche en polvo (Powdered Milk)
3. almibar claro (Light Corn Syrup)
4. taza (Cup)
5. mezclar (Mix)
6. plastilina (Playdough)
7. receta (Recipe)
8. papel de acera (Wax Paper)
9. azucar pulverizada (Powdered Sugar)
10. bolsa de plastico (Plastic Bag)

Appendix F

Name/Nombre _____ Date/Fecha _____

1. I speak best in:

Yo hablo mejor:

English/ingles Spanish/español Both equal/Los dos igual

2. I read best in:

Yo leo mejor:

English/ingles Spanish/español Both equal/Los dos igual

3. I write best in:

Yo escribo mejor:

English/ingles Spanish/español Both equal/Los dos igual

4. What language do you feel you are strongest in? Con cual idioma piensas que tienes mas exito?

English/ingles Spanish/español Both equal/Los dos igual

5. How do you feel about school? Te gusta la escuela?

1 2 3

6. Do you like learning in Spanish? Te gusta aprender en espanol?

1 2 3

7. Is it important to know 2 languages? Es importante saber 2 idiomas?

1 2 3

Appendix G

Date: _____

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
	E/S/N	E/S/N	E/S/N	E/S/N	E/S/N
<u>1</u>					
<u>2</u>					
<u>3</u>					
<u>4</u>					
<u>5</u>					
<u>6</u>					
<u>7</u>					
<u>8</u>					
<u>9</u>					
<u>10</u>					

- ** 1-5 = Spanish Speakers (**Bold & Underlined**)
- ** 6-10 = English Speakers
- **E = English being spoken at the time of my 5 second observation
- **S = Spanish being spoken at the time of my 5 second observation
- **N = No talking at the time of my 5 second observation

Appendix H

Date: _____

	1	2	3	4	5
	E/S/N	E/S/N	E/S/N	E/S/N	E/S/N
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Date: _____

	1	2	3	4	5
	E/S/N	E/S/N	E/S/N	E/S/N	E/S/N
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Appendix I

Nombre: _____

1. mantequilla de cacahuete:

2. leche en polvo:

3. almibar claro:

4. taza:

5. mezclar:

6. plastilina:

7. receta:

8. papel de acera:

9. azucar pulverizada:

10. bolsa de plastica:

Productive Data: Pre Post

Appendix J

Nombre: _____

1. mantequilla de cacahuete: _____

2. leche en polvo: _____

3. almibar claro: _____

4. taza: _____

5. mezclar: _____

6. plastilina: _____

7. receta: _____

8. papel de acera: _____

9. azucar pulverizada: _____

10. bolsa de plastica: _____

Receptive Data: Pre Post _____

Appendix K

English Speaker

Name/Nombre

[Redacted Name]

Date/Fecha

9-28-00

1. What language do you speak most with your family at home? ¿Cual idioma hablas con tu familia más en casa?

English/inglés

Spanish/español

Both equal/Los dos igual

Explain/Explica:

My family only speaks English.

2. What language do you feel you are strongest in?

¿Con cual idioma piensas que tienes mas exito?

English/inglés

Spanish/español

Both equal/Los dos igual

Explain/Explica:

becois I can speec English very good

3. How do you feel about school? ¿Como sientes sobre la escuela?



Explain/Explica:

becois My teacher is thear, and I no that my mom

4. Do you like learning in Spanish? ¿Te gustas aprender en espanol?



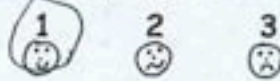
Explain/Explica:

I Like learning in Spanish becois it is fun

is going to pick me up

Appendix K cont.

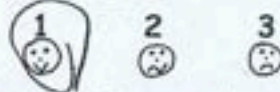
10. Do you like reading? ¿Te gustas leer?



11. Do you like writing? ¿Te gustas la escritura?



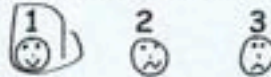
12. Do you like math? ¿Te gustas la matemáticas?



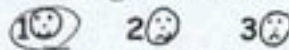
13. Do you like science? ¿Te gustas la ciencias?



14. Do you like PE? ¿Te gustas educación física?



15. Do you like recess? ¿Te gustas recreo?



What do you do at recess? ¿Que haces durante recreo?

I go on the monkey bars

16. What is your favorite thing to do at school? ¿Que es tu cosa favorita de hacer en la escuela?

monkey bars

PRE observational
baseline

week 1 baseline
Appendix L

Date: 9/20/04 Mon

		1	2	3	4	5	
		E/S/N	E/S/N	E/S/N	E/S/N	E/S/N	
M	1	N	S	S	S	N	N = 8 E = 12 S = 4
C	2	F	F	N	E	E	
L	3	F	S	F	F	N	
R	4	N	N	N	E	F	
J	5	E	E	S	E	N	
Mel	6	F	N	N	N	F	N = 10 E = 12 S = 3
Emil	7	N	N	N	F	F	
Devon	8	F	F	F	N	N	
Jack	9	N	E	S	S	E	
Evil	10	E	F	N	S	E	

Date: 9/21/04 Tues

		1	2	3	4	5	
		E/S/N	E/S/N	E/S/N	E/S/N	E/S/N	
M	1	S	S	N	N	N	N = 11 E = 8 S = 6
C	2	F	F	S	N	N	
L	3	N	N	F	F	N	
R	4	S	S	F	F	N	
J	5	N	N	F	S	F	
Mel	6	F	F	N	N	F	N = 12 E = 12 S = 1
Emil	7	S	F	F	N	N	
Devon	8	F	N	N	N	F	
Jack	9	F	F	F	F	N	
Evil	10	N	N	F	N	N	

POST-observational

week 1 post

Appendix M

Date: 12/22/04

	1	2	3	4	5
	E/S/N	E/S/N	E/S/N	E/S/N	E/S/N
M	N	S	S	N	S
C	S	S	S	E	N
L	S	S	S	S	N
R	Heades				
F	S			N	
T					
Emily	N	N	E	S	S
	E	S	E	E	
	E	N	S	S	
	S	S	S		
	S	S	N	N	S

Handwritten notes:
 N = 6
 E = 2
 S = 17
 N = 5
 E = 9
 S = 15

Date: 12/22/04

	1	2	3	4	5
	E/S/N	E/S/N	E/S/N	E/S/N	E/S/N
A	N	N	E	S	S
T	S			S	S
R	N	N	E	S	N
F				S	S
T	S		E	N	S
Emily	N	N	N	N	N
	N	N	N	N	E
			S	S	S
					S
	S	S	S	E	E

Handwritten notes:
 N = 6
 E = 4
 S = 15
 N = 6
 E = 6
 S = 13

Appendix N

English Speaker

Nombre: ~~XXXXXXXXXX~~

1. mantequilla de cacahuete: no sé

2. leche en polvo: no sé

3. almibar claro: no sé

4. taza: no sé

5. mezclar: no sé

6. plastilina: Plastic

7. receta: no sé

8. papel de acera: no sé

9. azucar pulverizada: no sé

✓ 10. bolsa de plastica:



Productive Data: Pre X Post

Appendix O

Spanish speaker

Nombre: ~~_____~~

- ✓ 1. mantequilla de cacahuete: C
- ✓ 2. leche en polvo: A
- ✓ 3. almibar claro: G
- ✓ 4. taza: F
- ✓ 5. mezclar: I
- ✓ 6. plastilina: D
- 7. receta: B
- 8. papel de acera: J
- ✓ 9. azucar pulverizada: E
- ✓ 10. bolsa de plastica: H

Productive Data: Pre X Post ___

(8)

Appendix P

English Speaker
 Nombre ~~XXXXXXXXXX~~

1. mantequilla de cacahuete: peanut butter
2. leche en polvo: powdered milk
3. almibar claro: light corn syrup
4. taza: cup
5. mezclar: mix
6. plastilina: playdoh
7. receta: recipe
8. papel de acera: plastic paper
9. azucar pulverizada: powdered sugar
10. bolsa de plastica: plastic baggies

Productive Data: Pre ___ Post

(13)

Appendix Q

Spanish speaker

Nombre: ~~XXXXXXXXXX~~

1. mantequilla de cacahuete: C

2. leche en polvo: A

3. almibar claro: G

4. taza: E

5. mezclar: I

6. plastilina: D

7. receta: J

8. papel de acera: B

9. azucar pulverizada: E

10. bolsa de plastica: H

Receptive Data: Pre ___ Post

(B)