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SECOND LANGUAGE ACQUISITION ENHANCED STUDENTS AT BILLINGUAL SCHOOL IN NORTH CAROLINA

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Piura, 11 de Noviembre de 2011

Facultad de Educación

Maestría en Educación



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**SECOND LANGUAGE ACQUISITION ENHANCED STUDENTS
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APPROVAL

The thesis titled Bilingual Education at Elementary school presented by Mabel Pastor Barcellos in accordance with the requirements of being awarded the Degree of Master in Education with Mention in **Teaching English as a Foreign Language** was approved by the thesis director.....and defended on..... before a Jury with the following members:

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LIST OF ABBREVIATIONS

Hopemills Elementary School	(HESc)
Dual Language Education	(DLE)
Learning Lab	(LB)

INTRODUCTION

At the beginning of the twenty-first century, proficiency in only one language is not enough for economic, societal, and educational success. Global interdependence and mass communication often require the ability to function in more than one language. According to the 2000 U.S. Census, more than 9.7 million children ages five to seventeen- one of every six school age children spoke a language other than English at home. These language minority children are the fastest growing segment of the U.S. school -age population. Between 1990 and 2000, the population of language minority children increased by 55 percent while the population of children living in homes where only English is spoken, grew by only 11 percent.

In the United States the dual immersion program is an educational approach that integrates native English speakers and native speakers of another language (usually Spanish) for content and literacy instruction in both languages.

The goal of the dual language program is for students to become bi-lingual(speaking and understanding oral language) and biliterate (reading and writing) by the time they graduate from high school. Speaking more than one language is important in leadership roles and being prepared to thrive and not just survive in a diverse community.

For Spanish-dominant students, the school will improve scores and students have to achieve all the aims taught in class. Students also maintain their heritage, language and culture in this program. For English- dominant students, there is a need to be able to communicate with the growing percentage of the community who speak Spanish. Students learn to appreciate cultures other than their own and be part of a large community.

Dual immersion programs have grown for a number of reasons: competition in a global economy, a growing population of second language learners, and the successes of previous programs. Language immersion classes can be found throughout the US elementary schools, in urban and suburban areas.

Public schools in the United States traditionally provide more than just a place for children to learn. U.S. schools teach, transport, feed, socialize, supervise, and care for students in their charge. From earliest days, schools have been the social and civic center of the community. Schools hold this important place in the community because public education in the United States is free and available to all children. Public education is the responsibility of each state; thus, some policies, practices, rules, and regulations will differ from state to state and school district to school district. Recognizing and serving children of diverse cultures with varied needs are the key characteristics of the public education system. Legislation has shaped American schools over the past 50 years with the goal of creating equal access to education for all students. American schools strive to help the individual student to realize his or her potential. Students in U.S. public schools come from all socio-economic levels, races, ethnic groups, and religions. They are continually striving to educate and socialize students from all walks of life while addressing their interests, needs, and ability levels. It is the public school that begins the process of mixing students from the country's diverse population.

The purpose of this thesis is to look at Bilingual Students' progress learning Spanish compared with a student who was not born in USA. I have a special interest in children who experience difficulty in learning

the language and could not succeed at school. Bilingual students in the United States need the opportunity to develop the highest possible degree in proficiency in understanding, speaking, reading and writing in both languages. Students learn English and Spanish simultaneously, and other students one language after the other. Students who practice English and Spanish every day with a positive support and attitude of parents and teachers will achieve all the goals, improve their knowledge and also will increase their social interaction in the community. This study is organized into four chapters.

Chapter I includes the research problem, purpose of the study, hypothesis, delimitations of the objectives, justification of the investigation, antecedents and limitations of the study. The first chapter refers the importance of the immersion language Program to Bilingual students that start in earlier years. Mixed-language families living in the United States should have meaningful communication with the teachers and get involved in the different school activities in order to raise the child effectively in culture and in both languages. In this way, they can make an impact in the community. The statement of problem will be: How can the second language acquisition be improved in first grade students considering the external and internal influences at Bilingual School? The United States has experienced considerable immigration particularly in the past 20 years. Some Bilingual students can acquire an extensive English vocabulary in early years but their heritage language learning may be restricted at home and community. It is important to recognize “Bilingual Education” as a good way of life to succeed. Teachers can increase their effectiveness in educating, and by becoming more culturally aware of students’ differences to help them make more challenging and knowledgeable.

Chapter II the reader gives a brief explanation of the background where the researcher was taken, and details of the Spanish and English teachers in their classes. This chapter shows three charts according to the four participants at Hopemills Elementary School (HESc).

Chapter III details the findings through analysis of data by utilizing rich description of the participants by qualitative research. It shows 23 class visits and some interviews done to the English and Spanish teacher

according to the participants, their performance, and students' attitude toward school in the different classes at HESc. Also we can appreciate students' participation in Spanish/English, and learning Lab class which are extra classes to reinforce and improve their academic level with different techniques used in class by the teacher. How these four Bilingual students improved after the second quarter at HESc. How motivation and support were given to those four students and their good results but there was an exemption of one student in reading. Also it analyzed students' succeed. Graph number 9 compared the first and second quarter in reading skills with the four participants. Graph number 10 compared their writing skills during the first and second quarter at HESc. We can appreciate that after the motivation and support given by teachers and home family, the bilingual child can reach the expectations during the second Quarter of school but if the student had support at school and not enough time to practice the Spanish language at home, his native language could not be improved enough and the reading skills still need to achieve the goals according to his academic level at HESc.

Chapter IV presents the reader conclusions about the participants in the first and second quarter academic level at HESc. They started in Medium low level and most of them achieved academic success improving their educational performance. Also some suggestions and recommendations are given for further research.

CHAPTER I

INVESTIGATION OUTLINES

Bilingualism is usually recognized as the sign of educated and cosmopolitan elite. Nowadays the United States seeks not to eliminate bilingualism among those who have the best possibility of becoming fluent bilinguals, that is, children who enjoy the privilege of a home language other than English. Ideally, a public education system should provide instructional support to make these children competitive in English without contributing to the loss of their home languages. It is interesting that foreign language instruction appears to be on the rise again among educational reformers and is likely to enjoy a new prominence.

At every front, the need for bilingual education is giving way to English immersion for non-English-speaking children despite the growing numbers of such children in schools. At the same time, within the school district, educators are adding foreign language requirements to the list of subjects necessary for high school graduation. The ultimate goal should be a language-competent society and this starts in earlier years at Elementary school. What this means is a society in which all residents (citizens and immigrants) of the United States have the opportunity to develop the highest possible degree of proficiency in understanding, speaking, reading, and writing in English. At the same time, English-speaking individuals should have an opportunity to develop an ability to understand, speak, read and write a second language. In many parts of the

world, bilingualism and multilingual education constitute a way of life, a natural experience.

There are different types of Bilingual Education program models:

Transitional Bilingual Education

This involves education in a child's native language, typically for no more than three years, to ensure that students do not fall behind in content areas like math, science, and social studies while they are learning English. The goal is to help students transition to mainstream English only classrooms as quickly as possible, and the linguistic goal of such programs is English acquisition only.

Two-way or Dual language Immersion program

These programs are designed to help native and non-native English speakers become bilingual and biliterate. Ideally in such programs in a U.S. context, half of the students speakers of a minority language such as Spanish. Native English speakers benefit by learning a second language. These programs are aim for fluency in two languages. Research has shown that many of the skills learned in the native language can be transferred easily to the second language. A variety of academic subjects are taught in the students' second language with trained bilingual teachers who can understand students when they ask questions in their native language but teachers always answer in the second language.

The most popular bilingual programs in the United States are: transitional, maintenance/developmental and two-way/dual language. The type of Bilingual Education Program at my Elementary school is the Two-way/Dual language where classes include native Language-speaking students as well as native speakers of another language. The English speakers learn a second language at the same time that the non-English speakers are learning English. Both groups of students act as linguistic models for each one. The two-Way/Dual language emphasis on mastery of the regular school curriculum. Our model at school refers to the 50:50, model, which students receive half of their instruction in English and the other half in the target language (Spanish) throughout all the elementary years. Students learn to read in both languages simultaneously.

Bilingual education also refers to programs that provide support to students with limited English proficiency. Some of these programs teach academic subjects in the students' home language (usually Spanish) while also requiring language-minority students to take classes in English as a second language (ESL)

There are some mixed-language families. In most cases, such families consist of one parent who is a native speaker of the majority language (English), while the other parent is a native speaker of the minority language (Spanish or other language). In some mixed-language families, however, each parent may speak a different minority language. In contrast to families where both parents speak the same minority language. When raising a child bilingually, the child associates each language with a specific person, activity. In a mixed strategy the languages are used interchangeably by the parents although, it is mainly the parent speaking the minority language who switches between the languages.

The investment in the education of language minority students is actually an investment in the future well-being of everyone in the U.S. country. In general, bilingual children learn their two languages in one of two ways: either the language are learnt at the same time, usually from birth (simultaneous bilingualism) or one language is learned after the other (successive bilingualism) There is no rule stating that one must learn two languages from birth in order to become bilingual. How well the child learns the two languages is probably more related to outside factors such as how favorable the environment is for learning and maintaining two languages than when a second language is introduced. The bilingual child's separation of the language is a gradual process.

1.1 Formulation of the Problem

According to a national survey of foreign language instruction in the United States, the inclusion of foreign language instruction in the school curriculum has increased significantly in both private and public elementary schools over the past 10 years. Immersion programs that allow children to learn academic content in a foreign language are growing. National foreign language standards have been established and are being implemented across the country.

To advocate quality bilingual education further requires well-trained, accredited bilingual teachers who effectively take charge of their classes.

Supporters of bilingual education maintain that effective native language instruction requires parents' consent and participation. Elementary teachers in Bilingual education programs work to build students' positive self-image, and become independent life-long learners. Language immersion help students start and manage high-quality language education programs that enable students to become fluent in two languages.

Bilingual language immersion programs in U.S. schools are growing in popularity throughout the United States. Parents and educators see the benefits of providing a challenging, enriching academic experience while preparing students to succeed in an increasingly multicultural world. As a result of this bilingual approach to learning, students quickly become proficient in reading, writing, speaking and understanding Spanish in addition to English.

The problem is

How can the second Language acquisition be improved in students in first grade considering the external and internal influences at Bilingual School in North Carolina, United States?

1.2 Hypothesis

- 1) First grade students who have access to both languages at home and in school effectively, will have a positive impact on achievement and assimilate properly the socio-cultural factors in the community.
- 2) Increasing the second language by different techniques and a good methodology to Bilingual students with a low level group will make a better impact of achievement at school, in the community, and gain confidence on their daily lives.

1.3.Delimitations of the Objectives

The United States, along with many other countries, has experienced considerable immigration over many decades and particularly in the past 20 years. The rate of growth varied tremendously across the different ethnic/racial groups in the U.S., and will continue to increase at different rates in the future. The fastest growing group, Hispanics, currently represents 12.7% of the U.S. population. There are a number of risk factors implicated in school for ethnic and language minority students;

one of the risk factors includes limited English language proficiency at school entry. Fluency in English is also one critical factor in achievement. Some parents could not help their children with the second language. Although many students can acquire the basic communication skills in English necessary to carry on an everyday conversation with others, they often have difficulty mastering the academic language required of schooling tasks. As researches such as Vygotsky have suggested, the pre-school years are critical with regard to the development of inner language and thinking processes.

Heritage language students come from many different countries and cultural backgrounds and have varied levels of proficiency in their native language. Recent immigrants or U.S. born students who are fluent in their heritage language but have or no formal education in it and little or no ability to read or write it. Although these students' oral vocabulary can be extensive, it may be restricted to home and community topics and may not extend to academic subjects.

The ethnographic methodology captured the children's bilingual voices at home and at school. They make clear how important it is to investigate *practice* from the perspective of the child, the family and community. The interview with Roberto and Roberto's mother offers valuable insights into his early experiences at home. Give us a reflective perspective on early learning. Parents believed that studying Spanish and English was important for their children because they will need it for their career and it will make them more knowledgeable.

1.4 Justification of the investigation

My research takes a socio-cultural perspective: children's learning the importance seen in the context of their home and community learning. This perspective allows me to view the social and cultural aspects of bilingual children's learning situation as integral to the record of their language and learning development. It takes account of the individual child's social and cultural heritage and their experience at home and recognizes the importance of bilingualism. The major goal in Dual Language Education (DLE) refers to a. High levels of Bilingual proficiency. b. Biliteracy -read and write at grade level in both languages Have multicultural competencies.

Language minority students are integrated at Elementary school with native English speakers in an environment that explicit values the

language and culture of the language minority student (Spanish) and try to treat all students, regardless of language or ethnic background, in an equitable fashion. At the kindergarten and the first grade levels, the target language (Spanish) is the status language for a significant portion of the instructional day and English speakers look up to and are helped by the target language speakers because of their knowledge of the target language. During English time, the situation is reversed. Both of speakers are highly valued, not only the English speakers, as is the norm in most classrooms. Teachers are trained to treat all students equitably and to have high academic expectations for all students. Teachers are expected to communicate this equity to students in the classroom so that all students value each other, regardless of their language, ethnic, or social class background. This is really challenging because is the teacher's responsibility to have a good classroom atmosphere with diverse cultures at the same time in the classroom.

1.5 Antecedents of the Investigation

United States has grown increasingly diverse in its social and cultural composition. Higher education institutions in the United States have actively encouraged multicultural infusion both in curriculum development and campus activities. It is important to understand aspects of personal heritage. They offer opportunity for maturity through appreciation and acceptance of others like students and teachers. Research has developed with the idea of improving the k-12 educational system in the U.S. Researches argue that nontraditional students (minorities) have skills and competencies that go under valued by the public education system. The majority of schools are reflections of policies implemented by the U.S. Major themes in multicultural education research suggest that curriculum should include customizable content, assignments, and activities that are applicable to a range of students from different backgrounds, not just the dominant group.

a) According to some studies reviewed, a Quantitative, non-experimental design study by Baileys, Peggy (2009) explored the intercultural

sensitivity of 233 elementary teachers working in five bilingual schools. The purpose of the study was to assess teachers' intercultural sensitivity and to determine whether there were differences in intercultural sensitivity in terms of certain demographic and background variables related to their intercultural experience. A seven-item demographic and background information sheet was used to gather the information needed to determine whether the intercultural development inventory and scale scores differed for teacher groups in terms of the age, gender, level of education, years living in a bicultural setting, years teaching in schools, years teaching ethnically diverse students, and years teaching in a bilingual classroom. The results indicated a significant difference between the mean developmental score for teacher groups examined for two of the variables: years teaching in schools and years teaching ethnically diverse students. For both of these variables, the group of teachers with over 10 years experience had a higher mean developmental score than the group of teachers with fewer years experience. There were no significant differences in the scores between teacher groups for the other variables: living in a bicultural setting, years teaching in a bilingual classroom, age, gender, or level of education.

b) A Quality research based on teacher education for multicultural contexts, authors Bernard, Diaz and Allgood (2005) proposed in education to face the challenge of preparing teachers and specialists in education to work with English or Spanish language learners. Programs must be cultural responsive. According of the articulated goals of the program, teachers were able to use effective English and Spanish for speakers and bilingual educational strategies and methods. Use findings from testing, assessments and research functionally. Also promote multilingualism and in a broader sense respect and equitable treatment of the heritages of home languages . Use scientific research in Education and prepare teachers to work effectively.

c) Another Qualitative study about defining the transition to school needs of Latino English language learner families, author Fitzgerald, Molly (2008). The specific purpose of this Qualitative study was to identify and define the factors necessary for a successful transition to elementary school for Latino language learners. The participants in the study were parents of Latino elementary students who either recently or currently were students in elementary school. The research method included observations and interviews with the Latino parents. The study provided a better understanding of addressing cultural differences to support a successful transition to school.

d) Studies have shown that parental role construct (parents' beliefs about what their role should be in supporting their children's education) is an important determinant of the type and level of parental involvement in a child's education. There is a need to understand how culturally sensitive parent education programs can provide opportunities for immigrant and diverse families to become involved. A parent education program can boost the socio-cultural capital of Latino families and change parental involvement behaviors that may ultimately improve student performance. Through a pre-post assessment design, the authors Chrispeels, Janet and Gonzales, Margarita (2005) examine the effect of a parent education program conducted in five elementary schools in California. The study shows that after participating in the program, 388 Latino parents changed their attitudes and behavior toward involvement. The substantial effect sizes found in this study indicate that culturally sensitive education programs may be a promising way to promote Latino involvement. Findings indicate that parental involvement is multidimensional and multifaceted. The study shows that knowledge is a powerful predictor for involvement. Parent education programs that build on families strengths and their existing cultural and educational values can dramatically influence and reshape their beliefs about involvement. They noted these programs tend to be culturally sensitive, acknowledge the group's unique values, beliefs and customs, and do not see differences as deficits.

After I read all these interesting information I decided to talk to the principal at school and explain her about my *qualitative research*. I asked her to observe some specific students in first grade class while the teacher and teacher assistant were working with the students. The principal agreed and she was very kind. Then I talked to the English and Spanish teacher and showed them my schedule. I observed their schedules to decide my class visits. After that I communicated to the parents about my observations to their children but I was not allowed to take pictures of them. Finally, I introduced myself to the four participants: Roberto, Stephany, Jazmin and Marcos. I was so glad to have this opportunity and worked with them in North Carolina.

1.6 Limitations of the Investigation

During some visits to the classroom I had some difficulty with the time and schedule to match with the four participants at school. I had to return to class to observe them again because of these following situations: The time was over and they had to get ready for lunch. They had a fire drill and students need to evacuate the classroom as soon as possible. They were having a written test covering their worksheets with a folder. It was time to go to Physical Education. Students had an extra school activity on the stage for k-2 (kindergarten to second grade) during my free time to observe them. Some of my students were absent the day of the observation. How did I solve these problems? I talked with the teacher several times to change the schedule in order to visit her class again and observe these four students. All my observations were during my free time or lunch time.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Explanation of the components at Bilingual school

2.1.1 Bilingual Education in the United States

Bilingual education is a concerned with a fundamental issue: the acknowledgment that *language competence* is a key to the successful personal and social adjustments necessary in the city and Community. In addition to the demographic projections for increasing ethnic and linguistic diversity within the United States, modern society is characterized by increasing *intercultural and cross-language interaction* in the worldwide systems. Bilingual educators and foreign language educators both recognize that bilingual proficiency confers a certain number of personal and societal advantages. For enhancing language development is important a positive attitude, quantity of input, and a lot of interaction. Without enough interaction, learning can take place, but children do not reach enough of a comfort level in the language that they will willingly use it. A greater amount of language input leads to greater proficiency in the language, which invites more input to increase the second language learning.

Modiano, Nancy who referred on his article: “National or Mother Language in Beginning Reading” that children learn to read the national language more efficiently when they are first taught reading in the mother tongue and that the teacher’s ability to communicate with

students is more important than language or instructional method in successful teaching or reading.

Positive attitudes of parents, siblings and peers toward a language can add value to the language and make it more attractive to the child. Conversely, if parents, siblings, or peers think that the people who speak the language are backward, or if others make jokes about it, their negative attitudes will subtract value, lead to reduced enthusiasm for using the language, attract less input, and decrease proficiency. In some cases the amount of input alone will make the difference between learning two languages or not, but attitudes affect how eager one is to find the input. Teaching and interacting with culturally diverse learners requires an awareness of learners' cultural background, knowledge of how culture affects motivation and learning, and the skills necessary to work in close interpersonal situations with students of cultures different from one's own. The educator with awareness, but without necessary knowledge and skills, will be ineffective in providing appropriate and meaningful instructional experiences. At the same time, teachers must enable students to acquire the attitudes, values, and skills that they will need to participate fully in the dominant American culture. Educators must reach out to students' families and involve them in the educational process. These parents care deeply about their children and would like to help if they are invited. They are specifically told what to do to improve their children's educational performance.

Variety in second language acquisition is influenced by individual differences in the way they learn a second language and the way they use their language knowledge.

Learning a language is not the same thing as learning about a language just as it is possible to be an expert on the Spanish grammar without actually speaking Spanish, so it is possible to speak Spanish fluently without having any idea of its grammar.

Learning is the product of motivation by opportunity. Small children do not usually need any encouragement to learn their language: but they may well need to be given the opportunity. Language is a social phenomenon and language learning is therefore a social activity. There are many aspects of language use which can only be learnt in direct, face to face interaction with a wide variety of partners. I want to point out that there are differences between learning a language at home and learning a

language at school. There are differences, however: The school social context makes children familiar with interaction which is pedagogically motivated, in contrast with the multiplicity of goals underlying interactions at home, and also familiarizes them with the requirements of conversation involving many participants, in contrast with the smaller number at home.

2.1.2 Model at Hopemills Elementary School

Dual Language Education has different models. Our model at school refers to the 50:50, model, which students receive half of their instruction in English and the other half in the target language throughout all the elementary years.

Teachers often group students to meet the special needs and various learning styles of the children. As teachers get to know the students, they structure lessons and the presentation of material to meet the learning needs of the students. Their academic day may include whole class lessons, heterogeneous or homogeneous small groupings, pairings and individualized instruction. Many students eat breakfast at school and almost all students eat lunch at school. Breakfast and lunch are offered in the school cafeteria. The school day includes a playground period when the classroom teachers take their students to the schoolyard or playground where they participate in planned activities.

2.1.3 Social and Cultural Processes

Bilingualism had negative effects were carried out on children from minority language groups who have to learn the majority language whether they like it or not and who, very often, have not reached a very high degree of proficiency in their mother tongue when they start the second language at school. Educators are now required (and have been or several years) to pay more attention to the cultural differences that learners take to school with them. Diversity is considered to be healthy and schools are being asked to recognize differences and build upon them as strengths. More specifically, teachers are being challenged to teach to different cultures in one class and try to make them succeed as bilingual students.

Teachers have to be careful with the cultural differences in a way that will avoid stereotyping and misjudging the differences actually represented by learners, and to utilize diverse cultural information to

increase their teaching effectiveness. We learned and shared culture. We have patterns of thinking, feeling, believing, and behaving (doing) upon which we rely for security and survival .

Social and Cultural factors in the second-language acquisition process represent a wide range of mostly external forces that strongly affect the instructional context, such as students' socioeconomic status and past schooling, the functions of L1, and L2, use within a community, attitudes toward L1 and L2. Social and psychological distance between L1, and L2 speakers, subordinate status of a minority group, cross-cultural conflict, and other factors. While many social and cultural factors may not be easily modified by teacher or student, educators can adapt existing instructional practices and educational structures to provide as supportive an educational environment as possible for students' acquisition of L2 and their successful academic achievement.

Societal pressure

Dr.Carlos Cortes (1979, p.475) reminds us that schools do not provide the only education. In reality, two curricula operate side by side: the school curriculum and what Cortes calls the "societal curriculum" as, "the massive, ongoing informal curriculum of family, peer groups, neighborhoods, mass media and other socializing forces that educate us throughout our lives". Home visits are the teacher's best tool or understanding this bio-social level of the societal curriculum. It's necessary to look for the characteristics of all students. Teachers can increase their effectiveness in educating all students, especially those students having cultures different from their own by becoming more culturally aware of all their differences and raise the sensitivity level in regard to the needs of minority students.

The *parents' attitude* towards their own language is perhaps more important than the objective situation of that language in the foreign society. Parents are models for their children, their attitudes and behavior are often imitated by their children. If parents show that it is useful and positive thing to know well two languages and to belong to two cultural groups, this will help their children to develop similar positive attitudes. If parents are negative toward one of the language and cultural group this may in turn make it difficult for their children to see the benefits of being bilingual and bicultural.

Being bicultural does not necessarily mean giving equal time to both cultures in terms of behavior. There may be many traits from one culture or both that the person understands but does not necessarily act out, such as religion rituals or family traditions.

It is important to be careful with the program structure such as the language in the curriculum, the *use* of the language in the classroom. The view of language held by the school and the students, and the view of culture by the school. Bilingual teachers need to *interact* more with Latin. Community in USA. Bring different cultures into the classroom and make more use of the students' cultural knowledge at school.

2.1.4 Motivation

Motivation theory suggests that successful lessons are developed from the interests of the children and are related to their background. Madeline Hunter (1970, 1982) for example, tells us that before teachers introduce a new concept to students, they must elicit students' interest first. This can be done by asking questions about the students' experience on the topic, by showing motivational materials such as an interesting artifact, a book, a film, or simply by making connections to previous learning.

She believes that helping children to acquire strong language and reading skills early in their school, represents a critical step in the process of providing a Bilingual education that empowers them all the knowledge they need to achieve all their goals.

Motivation is one of the more complex issues of second language acquisition. Research on motivation has focused on Gardner's & Lambert (1985) 'integrative' (desire to learn a language stemming from a positive attitude toward a community of its speakers). When the practical value of second language proficiency is high and frequent use of the language necessary, instrumental motivation is a powerful predictor of second language acquisition.

2.1.5 Setting

In this section, I describe the town, the school and the classrooms in which the participants in this study live and learn. I use pseudonyms in place of the actual names of all the places and people who participated in this study. The name I give to the city is: "Mill City"

Prior to the early 1880's, the area that was to become the "Mill city" was composed of small farms, fields, streams and woods. The residences

were too scattered to constitute a community. One mile to the east laid another village which was selected to build a big University. After 1882, Mill City was the site of the railroad depot which served the nearby university. The construction of this railroad spur line combined with the growth of various industries, primarily textile mills, located near the depot were responsible for the emergence of Mill City as a town settled in 1898. Mill village was a community of good hard-working honest poor people who never gave up and worked and went to school together. This town maintained a distinct identity as a textile village. In June 1938 ended an era of mill village's life.

By the time the woolen mills closed in the mid 1950's, Mill City was no longer dependent upon the textile industry to sustain itself. During the 1960's some buildings were destroyed and the sites are now occupied by large parking lots. The University and a variety of businesses in the surrounding area were experiencing a period of rapid growth that provided work for Mill City residents in a wide range of occupations and locations. Schools, shopping malls, parking lots, parks, museums, green areas, squirrels, and public places make nowadays look this town much pretty.

2.2 Other related factors

2.2.1 Students in first grade class and teachers

Mrs. Sanchez's class (Spanish teacher)

Two participants in this study I assigned to Mrs. Sanchez (a pseudonym) classroom, one of the two bilingual classrooms in Grade 1. Mrs. Sanchez is a Colombian teacher, 26 years old and this is in her fifth year teaching children. This is Mrs. Sanchez first experience in the United State as a Dual language teacher at HESc. She knows and speaks two languages English and Spanish which the last one is her native language. Mrs. Sanchez classroom, like all the first grade classrooms has a full-time period at HESc. Students come to school at 7:30am and go back home at 2:30pm .Her teacher assistant (TA) is from Bolivia. Got married in the United States and she is 45 years old. Mrs. Sanchez's TA only speaks a little of English but she communicates in Spanish to her first grade Bilingual students.

Ms. Aris's class (English teacher)

Two participants in this study I assigned to Ms. Aris (a pseudonym) classroom, also is one of the two bilingual classrooms in the first grade at Hopemills Elementary School (HESc). She is Anglo-American, and English is her first and only language. Mrs. Aris is 24 years old and she's teaching for 4 years at HESc . All her children were born in the United States except Roberto who came last year from Mexico and he started his first grade again to improve both languages: English and Spanish.

In deciding what strategy to use in raising one's child bilingually, both practical issues such as the parents' fluency in each language as well as other issues such as the family's needs with regard to proficiency in the two languages need to be considered. It is difficult for me to recommend one strategy for all families, each individual family situation is different.

I believe that the ideal is one in which parents consistently follow a person and one language strategy where the minority language (Spanish) is spoken between the parents and used as the family language, whenever possible. If this is not possible, I would recommend that it is highly advantageous if the non-bilingual parent can at least learn to understand his or her partner's language to some extent. This provides good bilingual models for the child because the child sees that both parents are positive toward bilingualism. I feel that some parents do not possess the degree of proficiency necessary to be able to be as natural and spontaneous in their communication with the child as they would have been had their native language been used. The children learn much of the majority language from playmates, and others in the surrounding environment. The daily practice at school as a Bilingual student helps a lot in their comprehension with the native students, and the interaction and meaningful communication with the child, are highly important for language learning.

In the class list which came from HESc office we had the students' name, gender, age, and ethnicity such as: white, black (Afro-American), Multiracial, Asia, and Hispanic. I chose the four students who appear as Hispanic in the classroom list from First grade class. Three of them were born in the United States and listened to both languages at home: English and Spanish. Also I chose a student who was born in Mexico and his parents came some months ago to the United States.

2.2.2 Bilingual student's details at elementary school in North Carolina

Chart 1. Bilingual students in U.S. elementary school in first grade classroom.

STUDENT	SPEAK SPANISH	SPEAK ENGLISH	BIRTHPLACE	AGE
Roberto	yes	A little	Mexico	7
Stephany	yes	yes	NC USA	6
Jazmin	yes	moderate	NC USA	6
Marcos	yes	moderate	NC USA	7

These students (except Roberto) have been studying in kindergarten last year at the same Elementary school (HESc) but they need to improve their Spanish Literacy. They are in the list under 'Medium Low Level' in the second language learning. They have Spanish and English every day in the regular class and need to improve Spanish reading and writing skills. During Learning Lab at 2:00pm who I am in charge to help them at the end of school period, the students did a variety of activities in class in order to let them improve their Spanish Literacy. I observed that when these students are in the regular class with the other 20 students, they are a little shy to answer in front of the others. But when the small group of 9 students go to Learning Lab (LB is the abbreviation given to it) at 2:00pm to improve their Spanish language, they showed more interest to interact with the others! Their participation improved a lot in class.

2.2.3 Bilingual students at home and at school (NC)

Chart 2. Bilingual Students and the language at home and school

CHILD'S NAME	LANGUAGE AT HOME	LANGUAGE AT SCHOOL	LITERACY AT HOME (Spanish)
1. Roberto	Spanish	Spanish with daily English at school	Occasional shared reading and writing
2. Stephany	Spanish and English	English	Daily oral reading
3. Jazmin	Spanish and English	Primarily English and some Spanish	Daily shared reading and writing
4. Marcos	Spanish and English	English	Sometimes shared reading.

Bilingual students and the language at home and school: Roberto, Stephany, Jazmin and Marcos.

Roberto's Language at home was Spanish and not English. At school he preferred to communicate with his friends in Spanish especially during his free time in the cafeteria, recess, hall, and lunchtime. His Literacy at home was not so good because Roberto only occasionally shared reading and writing. His parents did not have enough time to help him with his homework and oral reading. He needed to practice more Spanish to increase his knowledge..

Stephany's language at home was Spanish and English. She practiced everyday literacy and her mother helped her daily at home to improve her oral reading. Stephany preferred to communicate with her friends in English during her free time at school. It was easier for her to use English out of class. **Jazmin's** language at home was Spanish and English. She daily shared and practiced reading and writing to improve literacy. At school Jazmin's language was primarily English and some Spanish with her friends during her free time at school. **Marcos** language at home was Spanish and English. He sometimes shared reading with his family and he had a good support at home. Marcos decided to speak English to his friends at school especially in recess and out of class.

2.2.4 Bilingual students and their second language

Chart 3. Bilingual students and their second language (Spanish) in United States

First quarter at school

FAMILY'S ATTENTION TO SCHOOL	LITERACY AT SCHOOL IN SPANISH	SPANISH SECOND LANGUAGE	ATTENDANCE
1. ROBERTO Rarely attend school events. Monitored homework only sometimes.	Highly systematic with daily opportunities for extended reading and writing.	Medium low level	100%
2.STEPHANY Attended formal school events and monitored	Opportunities for extended reading and writing.	Medium low level	100%

hw daily.			
3. JAZMIN Attended formal school events and monitored hw daily.	Opportunities for extended reading and writing.	Medium low level	100%
4. MARCOS Not frequently visited school and monitored hw.	Opportunities for extended reading and writing.	Medium low level	100%

There is an evidence that these four students: Roberto Stephany, Jazmin and Marcos show difficulty with their second language learning at the beginning of school year. See Chart 3 (first quarter). They are in the list of ‘medium low level’ in Spanish language at school but they show an excellent attendance to school. These members of minority group show poorer achievement in class than white middle-class majority group members.

Students who are expected to receive their education in a second language find the differences between the language spoken at home and that expected at school may be overwhelming. While they are able to acquire the second language needed for informal communication at school, they may find more formal academic language much more of a challenge. Thus language minority students in the United States who are seemingly proficient in English when talking with their peers or teachers, may not function equally well in using the language in their academic work when they are ‘mainstreamed’ into all-English instruction. Studies of Literacy development before schooling have shown that most children have some knowledge of print before they come to school. Even students from non-English speaking homes come to school with the ability to read some of the English print in their environment on: advertising, billboards, cereal boxes, popular products, restaurant menus, and so on. As they continue to interact with print by reading books and their own and their peers’ writing, they begin to use knowledge learned from these texts for their own writing purposes.

Hispanic children who were born in the USA and received Spanish Second Language (SSL) can begin writing very early in the process of

learning Spanish. The contexts that best promote writing development are for example the writing activities which build cooperation and self-esteem and encourage experimentation and risk taking. They receive extensive language input in Spanish class. I spent the first two weeks in LB classes exposing students to oral and written Spanish text and letting their oral language facility develop before they actually began writing in their journals. The first week I explained them *how to do* it and gave some examples to follow. The next week, each child was given a notebook with primary-spaced lines and told that they would write and draw each day, and that the teacher would respond in writing. At the beginning most drew, but they were encouraged to write something as well, their name, date or a few original words and sentences.

The purpose of their journal creations was *to communicate* a message to another person. In the beginning, I called each child before they leave the Spanish class at 2:25pm. They were permitted to ask for some spelling words, but were on their own to write what they wanted to say. They found the resources they needed to create their written messages in the print that surrounded them. Everything in print-writing on the walls, smart boards, books, names of other students printed in bold letters on each desk, signs reminders of hall expectations, even what students said in recess- become resources for their writing. As the weeks progressed, they improved in their writing. They explained or read their messages. I wrote a reply and read it to them, and they read it aloud together. As soon the first grade student seemed ready to read my replies with little help, they receive the journal with a big sticker on it and make them feel proud of their effort and good job done by the students.

CHAPTER III

METHODOLOGY OF THE INVESTIGATION

3.1 Investigation type

Data presented are exploratory and descriptive in nature. Data collection methods included questionnaire which has 10 statements and each one follows from one to five, also included observations, interviews, field notes, report cards, and conferences.

3.2 Design of Investigation

My role in the classrooms varied within and across visits depending upon the time of day and the type of data I was collecting. On the days I was observing, I played the role of passive observer and participant observer depending upon the activity in which the class was engaged. I acted as a passive observer during the periods when the teacher and/or her assistant were conducting “formal” lessons with either small groups of children or the entire class. I played the role of participant observer during less formal periods when they were in recess, hall , and also when these four specific students were engaged in my Spanish class with a small group from 2:00pm to 2:25pm for four days a week (not on Wednesdays because we had meeting with all the staff once a week after school).

3.2.1 Regarding my visits

I made 23 visits at Hopemills Elementary School (HESc) to observe these four students in the classroom and also outside of it. During my

visits I conducted observations of classroom life; different literacy activities, and other subjects, too. I conducted some interviews with the Spanish and English teacher. Encourage discussion with the Spanish teacher assistant during the free period in recess. Also I had a conference with Roberto and his mother. I collected individual assessment data on the children's Spanish Literacy development. Following a description of my role in learning lab to reinforce the Spanish language in the classroom, I describe these data collection activities in more detail.

3.3 Population and study sample

My HESc has 504 students. 250 k-5 students are in the Immersion Dual Language Program (Bilingual Students). They have English and Spanish from Monday to Friday. The other 254 k-5 students are in the regular class. They study Spanish only three times a week for half an hour. Each Bilingual class in first grade has 22 students and I took two students from each class. Two students from Mrs. Sanchez class and two students from Miss. Aris class. Four students were selected for this research.

3.4 Variables

The dependant variable is the school achievement. It shows the students' proficiency level at the beginning of the school year.

The independent variable is the interaction and motivation at home and at school, and well class organization of these specific bilingual students in first grade level.

3.5 Techniques and instruments for gathering the data

3.5.1 Report cards of the four Bilingual students

Bilingual Students' level in Reading and Writing. Students' attitude

Roberto is a first grade student who was born in Mexico the same as his father and mother and now they are settled in North Carolina. Because he came a year ago and needed to improve both languages, Roberto had to do his first grade again. He could not understand English very well, and he was struggling at school with the different English activities in class. His parents would like to help him but his mother did not understand the native language in the new country. Roberto has also difficulty in reading and writing in Spanish. His attendance at school was not bad but sometimes he was late during the first Quarter. When his family

immigrated to the USA he was conscious of being different from the neighbors' children. Also Roberto's parents' social circle was almost entirely restricted with the native families.

Here is Roberto's report card who is a Hispanic student at school during the first quarter

Chart 4. Roberto's report card in the first quarter

	Aptitude in Reading Level
3	Exceeds the standard
2	Meet the standard
1	Below the standard

Recognize the frequency words in Reading	1
Understand different texts	1
Read fluently with good intonation	1
Understand elements in a story read	2
Retell a story with own words	1
Show interest in reading	1
Read independently	1

	Aptitude in Writing Level
4	Shows a permanent high level
3	Exceeds the standard
2	Meet the standard
1	Below the standard

Express clear ideas	2
Organize the writing in a logical sequence	1
Use a good punctuation and Capital letters	1
Show interest in Writing	2
Have a good handwriting	1

Personal and Social Development**almost always (+) sometimes (v) almost never (-)**

Follows school policy	+
Responsible for his attitudes and behavior	+
Respect and share with others	v

Jazmin is a first grade student who was born in North Carolina, USA .Her mother was born in Mexico. Her parents talk in Spanish and in English, too. Jazmin’s father speaks English, and motivates and helps her to succeed at school. They travel to Mexico once a year to visit the family. Her class is taught bilingually, but the class requires greater linguistic skills and more background knowledge than Jazmin has.

Chart 5 Jazmin’s report card in the first quarter

	Aptitude in Reading Level
3	Exceeds the standard
2	Meet the standard
1	Below the standard

Recognize the frequency words in Reading	2
Understand different texts	1
Read fluently with good intonation	1
Understand elements in a story read	2
Retell a story with own words	1
Show interest in reading	2
Read independently	1

	Aptitude in Writing Level
4	Shows a permanent high level
3	Exceeds the standard
2	Meet the standard
1	Below the standard

Express clear ideas	1
Organize the writing in a logical sequence	1
Use a good punctuation and Capital letters	1
Show interest in Writing	2
Have a good handwriting	1

Personal and Social Development

Almost always (+) sometimes (v) almost never (-)

Follows school policy	+
Responsible for his attitudes and behavior	v
Respect and share with others	v

Stephany is a first grade student and she was born in the USA. Her parents speak English and Spanish at home but her little sister only speaks English. Her attendance at school was excellent and she never was late during the first Quarter. There are not other Spanish group families living in the neighborhood. Sometimes they meet with Native American families and only speak in English. Stephany's parents think that is very important to communicate with her in Spanish and raise their child bilingually, and help her with her homework if it is necessary.

Chart 6. Stephany's report card in the first quarter

	Aptitude in Reading Level
3	Exceeds the standard
2	Meet the standard
1	Below the standard

Recognize the frequency words in Reading	2
Understand different texts	1
Read fluently with good intonation	1
Understand elements in a story read	1
Retell a story with own words	2
Show interest in reading	2
Read independently	1

	Aptitude in Writing Level
4	Shows a permanent high level
3	Exceeds the standard
2	Meet the standard
1	Below the standard

Express clear ideas	4
Organize the writing in a logical sequence	4
Use a good punctuation and Capital letters	4
Show interest in Writing	4
Have a good handwriting	4

Personal and Social Development

Almost always (+) sometimes (v) almost never (-)

Follows school policy	+
Responsible for his attitudes and behavior	+
Respect and share with others	+

Marcos is also a first grade student who was born in North Carolina, USA. His mother talks him in Spanish but his father only in English. They travel to Mexico each two years and meet his mother's Hispanic family. They think that is positive to raise their child bilingually, and communicate with him in Spanish, too. Marco's mother tries to help him with his work at home. She likes to share Spanish reading activities with Marcos. He communicates with his peers in English and avoids using Spanish in recess. He is friendly, and extrovert student. His attendance during the first Quarter was excellent.

Chart 7. Marco's report card in the first quarter

	Aptitude in Reading Level
3	Exceeds the standard
2	Meet the standard
1	Below the standard

Recognize the frequency words in Reading	1
Understand different texts	1
Read fluently with good intonation	1
Understand elements in a story read	1
Retell a story with own words	1
Show interest in reading	2
Read independently	1

	Aptitude in Writing Level
4	Shows a permanent high level
3	Exceeds the standard
2	Meet the standard
1	Below the standard

Express clear ideas	1
Organize the writing in a logical sequence	1
Use a good punctuation and Capital letters	1
Show interest in Writing	1
Have a good handwriting	1

Personal and Social Development

Almost always (+) sometimes (v) almost never (-)

Follows school policy	+
Responsible for his attitudes and behavior	v
Respect and share with others	v

3.5.2 Questionnaire sent to parents

When I sent the questionnaires to my four students' parents with the instructions, I received them after 2 days. Roberto was the only boy who did not return me it back. I sent a note to his mother asking if she needs help but there was no answer. I asked his classroom teacher for his phone number and I got it. I dialed three times but nobody answered the phone. I put again the questionnaire in Roberto's schoolbag but it was

still there without any answer on the next day. I reminded him to give it to his mother at home. His classroom teacher told me that Roberto's mother was working a lot because her husband could not find any job. That was the reason Roberto's mother came back home very tired and did not have time to check his schoolbag. After 5 days when I was walking toward Roberto's class to pick up the students for learning lab class at 2:00pm, I saw his mother in the hall waiting for Roberto. She needed to leave earlier. I stopped to say hello and asked her about the questionnaire sent twice to her son but she had no idea what I was talking about! Roberto brought his schoolbag and she found it in his folder. I asked her to be so kind to answer the questionnaire before she left school. I was lucky that she gave her time at school and I finally got it. Data indicated that Roberto's mother did not check daily Roberto's schoolbag.

3.5.3 Explanation of the questionnaire sent to parents:

The first two written questions in the parents' questionnaire were "How often do the mother / father speak Spanish to the child?" We know that speech is the primary form of language. It existed before there was any form of writing and children learn to speak before they learn to write. Learning is an increase of the range of meanings which are available to an individual. Only activities which are in themselves meaningful provide worthwhile opportunities for learning. Even the most 'superficial' aspects of a language that parents can give to their children, such as the difference, say between the 'm' and 'n' are learnt in terms of the meaningful oppositions which they produce, such as 'mice' and 'nice'. In Spanish I can give the example with the 'm' and 's' like 'milla' (mile) is different as 'silla' (chair) .

According to number three in the questionnaire about how often is Spanish (child's second language) spoken between the parents at home? It is obvious that there is constant interaction between Parents. From the moment a child listens to their parent's language he is learning to communicate and his ability to express himself increases enormously and he starts producing utterances which look like adult sentences. The child also becomes more efficient in his conversational routines and in exchanging information. Learning 'functional' uses of language is crucial because language is not just a system for conveying neutral information which is true or false but nothing more. We also use it to do things, like prohibiting, threatening, inviting, agreeing, defining, greeting, persuading

and ordering. We use language to express our feelings, to socialize, to play, to clarify our thoughts, all of which activities involve types of meaning which will not be found in dictionaries or grammar. Real- life interaction is crucial to learn and understand the language.

From the point of view of the bilingual: The student speaks the language, but because he has been living abroad, does not know many of the things which people who speak that language usually know. The child may well have problems understanding what people mean which have nothing to do with the language, and with the way of life which is unfamiliar to him. The school provides the systematic training which helps develop higher levels of symbolic functioning associated in particular with the teaching of reading and writing, which contrasts with the spontaneous, untaught acquisition of speech at home. The child needs to interact at school and at home.

Question number five in the questionnaire about how often their family visits their home country some of them answered at least once a year or never. It is important for the children not to lose their parent's language and increase their communication with them. If parents decide to move back home, the children will usually develop their speaking ability in Spanish and with little difficulty. This is an important point to be born in mind by parents who are likely to return to their country of origin after a number of years, or whose children are likely to return to Mexico for family visits. If a language no longer serves the child's communicative needs he will not use and if he does not use it the child will forget it quickly and sometimes completely. In my case, parents moving from Mexico to the USA and have children, they acquire the two languages simultaneously. Small brothers and sisters born in the United States also acquire both languages (Spanish and English) at the same time.

Number six in the questionnaire for the parents asked if there were other Spanish group families living around their neighborhood. I want to emphasize that 'culture', the way of life of the society in which we grow up, influences our habits, our customs, the way we dress and eat, our beliefs and values, our ideas and feelings, our notions of politeness and beauty. Most aspects of culture are assimilated unconsciously, simply by living in a particular society, and most of them are directly related to language in some way. People whose lives are shared between two communities, they exhibit various combinations of two distinct cultures. They may feel at ease in both cultures, behave appropriately in both

communities but their double allegiance will naturally crop up here and there. The last question in the questionnaire was: What were your relatives' attitudes toward raising your child bilingually? Only in cases of tension between the two communities like Roberto's mother who does not understand the language in U.S will this be a problem. When the individual or family is suddenly plunged into a new culture, often undergoes what is known as 'culture shock'. The person has feelings of frustration and anxiety. Sometimes the person rejects the environment which causes some discomfort.

Although children can suffer from culture shock as badly as any adult, it is usually less traumatic and shorter lived. They are protected by their parents, they do not have their parents' responsibilities and they are remarkably resilient and adaptable. The rapidity with which they learn the language and integrate into the host society, simply by going to their local Elementary school, means that they feel quite at home well before their parents. It is certainly not unknown for the children to play a major role in getting their own parents to understand and accept the ways of the host society. Leading researches like Fillmore and Keller-Cohen (1979) have abandoned an entirely linguistic approach, focusing instead on the child's learning behavior, that is, how the child learns the social, cognitive and linguistics strategies used in acquiring a language in a natural environment. They have shown that in the first 'international' stage, the child establishes social relationships with the speakers of the second language: during this stage, heavy reliance on fixed formulas and non-verbal communication is to be expected. In the second stage, the child concentrates on communicating and starts analyzing the formulas which have up till then been learnt as wholes in order to build up new sentences with the elements. The third stage is when the child checks systematically that the forms she uses are correct. Keller-Cohen (1979) insists on the fact that the prior experience with language contributes to child's second language learning.

3.5.4 Class Visits

Spanish class

STEPHANY in class

When I visited Stephany in her Spanish classroom she said ‘hola’ and was quiet reading a storybook with some students in her table. The classroom teacher asked some questions about the story read such as: What was the title of the story? Who were the characters? Where was it? Stephany did not raise up her hand. The teacher asked her to read a sentence but she was still quiet. After some minutes she went to the sink to drink some water in class. The students started to repeat a paragraph, she repeated with the group but in a low voice, and when the group started to sing the song, she only moved her lips. Stephany listened carefully in class but her participation was not so good. Finally the students started to write some sentences about the song, and Stephany did it very well! She organized the writing in a logical sequence and showed a nice handwriting.

MARCOS in class

When I entered Marcos’s Spanish class I saw him participating properly singing a song with the group. He followed the song twice making some gestures according to it but when the teacher asked them to sing it for the third time, he did not sing anymore with the group. He just listened. The teacher asked to the students if they observed some special pictures on the wall outside in the hall. Marcos answered without raising up his hand that the little man he saw on the wall is called ‘un duende’ (a dwarf). The teacher praised him. “ Muy bien Marcos”. The students looked at the board and read the sentence about this character name “San Patricio” who represented a lucky dwarf. A sentence was written on the board: En el dia de San Patricio yo como...” (In Saint Patrick’s Day I eat...) The teacher asked what they would like to eat for that day on March 17th. Marcos raised up his hand and said ‘chocolates’ in a loud voice. Then he had a good attention listening to his classmates’ answers. Marcos wanted to participate again but he was not called anymore. After 5’ he started to move around the carpet and when he saw me sitting down on the back of the class he said: Ahí esta Sra. Pastor! (There’s Sra. Pastor!). He came to me and complained about Jazmin that she was repeating what he said in class. He started to talk with her in the same table and the teacher gave

them one point less because of the noise they were doing in class. No star or extra point. The teacher said: “ No hay estrella ni punto extra para la mesa de Marcos porque no trabajan en silencio” (There’s no star or extra point for Marco’s table because they’re not working in silence). Marcos became quiet and Jazmin, too. They started to write the sentences in silence about Saint Patrick’s Day as a good team. After some minutes they read aloud their written sentences. Marcos showed interest in writing and then he shared his work with responsibility with other students in class.

JAZMIN in class

When I came to the English classroom on Wednesday afternoon, Jazmin walked very close to me and said: hola (hello). She went back to the carpet with the group and looked at me again with a smile. The English classroom teacher was not giving a specific class but there was the teacher assistant who was pasting a sticker on their sweaters to remind the Delay opening morning on Thursday to the parents. (School classes will start at 10:00am). Teachers had conferences or meetings early in that morning. Jazmin looked a little tired but she was waiting in silence for her turn. Then, it was time to go back home and they lined-up taking her backpack and jacket. I observed that Jazmin was responsible for her attitudes. Then I decided to return the next day to her classroom.

Song: Parts of the body

When I came the next day on Thursday, the Spanish classroom teacher was giving stickers and praised to some students. When Mrs. Sanchez, the Spanish teacher looked at me at the back , she asked to the students to stand up and get ready to sing a song of Body Parts. It says : ”cabeza, hombro, rodilla y pies y todos aplaudimos a la vez. Estos son mis ojos, esta es mi nariz, y esta es mi boquita para sonreir.” (head, shoulder, knees, and feet and everybody clap at the same time. These are my eyes, this is my nose, and this is my little mouth to smile). Jazmin interrupted the teacher to say that a student did not follow the instructions to sing and did not touch correctly his body parts. Then the teacher explained some sentences on the board of Body parts and Jazmin had a good attention in class. She raised up her hand to participate when they had to find spelling mistakes on each sentence written on the board and she organized the

writing in a logical sequence. I left Jazmin's class because my students were coming to my classroom according to my schedule.

3.5.5 Students' attitude toward school- Interview to their teachers

a. STEPHANY'S ATTITUDE TOWARD SCHOOL (interview)

The first-grade Math and Science English teacher described Stephany as a nice student. She said that Stephany has an outstanding attitude towards school. She is extremely highly motivated and is very committed to completing assignments with great diligence. She is leader at her group table and likes to help her peers to better understand their assignments. Stephany tends to hang around people who are similarly motivated. She clearly takes school very seriously, her English teacher emphasized. Stephany's homework is always turned in, and she is careful to ask questions about assignments if she needs clarification.

When I asked the teacher about her personality she answered: Stephany is full of great ideas and a "healthy" dose of confidence. She knows she is smart, and is quick to offer her ideas in a group process. In fact, just this week she was put in a group with another child of similar confidence-level and spent most of the period arguing with the child and was described as being bossy and unfair because she did not want to try anybody else's ideas. Ms. Aris added that Stephany is a good listener and she focuses on her work in class.

b. ROBERTO'S ATTITUDE TOWARDS SCHOOL (interview)

When I asked his English American teacher about Roberto's attitude toward school she answered: Roberto has an attitude of resignation towards school. I can tell he likes his friends and his teachers, but academics are very challenging for him and he does not enjoy the work much at all. He will often crack jokes and be silly to cover up his "not-knowing" of a particular piece of information or skill. Roberto is motivated by success, but the success he has tends to be slow-coming. He would rather "play now-face consequences later than do it right the first time". He often gives up before he even tries. Just this morning he came to me immediately after receiving his assigned work page (which the class had just spent 25 minutes previewing) and saying "I need help". I am trying to prevent learned helplessness from setting in. Ms. Aris also

commented that Roberto is easily distracted and sometimes he has a week that he can not seem to focus.

c. JAZMIN'S ATTITUDE TOWARD SCHOOL (interview)

Her classroom Spanish teacher Mrs. Sanchez who is from Colombia referred Jazmin as a sociable and friendly person. She said: At the beginning of the year she was in level pre A in reading which is the lowest one, and she did not write correctly. After having a conference with Jazmin's parents and giving them some strategies and material to work at home, I can see a good change with Jazmin's attitude with excellent results! Now, she is reading much better having a good grade level and good reading comprehension. Jazmin can write a good paragraph in Spanish, too. Sometimes she includes personal details in her writing and she earns extra points. This makes Jazmin feels very happy with her good schoolwork.

Mrs. Sanchez said that most of the time she is interested in looking after the others. Now, in the second quarter of school she likes to participate a lot because she is a Spanish speaker and is highly motivated to do the Spanish classroom activities. She said: I do not need to monitor her assignments because now she starts on time and tries to do her best. Jazmin brings her homework everyday and likes to share it with her classmates. That is a very important point because she can only select one activity but most of the time she brings more than one. Then, she continues saying: She acts like a monitor in her group and she is eager to help the others. She also asks for help when is necessary acting like a good leader in the group.

d. MARCOS'S ATTITUDE TOWARD SCHOOL (interview)

The Spanish teacher explained that at the beginning of the year, Marcos relied on others most of the time and in writing period, too. Now, he is more independent and also asks for help if he needed. He likes helping to the others but sometimes he starts laughing or loses his attention easily. Mrs. Sanchez added: I notice that he likes school and his effort to keep focus on the different activities. He is trying to monitor his progress, and I appreciate that.

Marcos participates frequently in class. He gets sad if I do not allow him to speak because he has great examples or answers to the topic we are talking about. It is difficult for him to be patience and wait for his turn. If he does not have the turn to participate, he just starts bothering his

classmates or loses his attention. When Marcos is focused in class he can give great ideas but when he is close to his friends, Marcos wants to play, and it is necessary to give him another spot on the carpet. When he is working in the Literacy Spanish centers, he is eager to work and complete the activities given in class. He likes rewards and being praised. Marcos tries to be responsible with his homework, and likes to share with the class giving his best effort.

3.5.6 Students proficiency in English and Spanish class

Students in Literacy class L2

ROBERTO in Literacy Spanish Class (Second Language)

When I came to Roberto's classroom I noticed that his attention had ups and downs. He listened carefully to the teacher instructions but after a while he started to play with his shoe lace when the group was sitting on the carpet paying attention to his teacher. He followed a song very well with the other students. After 10' he was moving around on the carpet and looked like boring but Roberto did an effort trying to find the spelling mistakes and spelled the list of words correctly. When the students went back to their tables he came to me and asked: A qué hora tenemos learning lab? Ya quiero ir a tu clase! (What time do we have learning Lab?) (I want to go to your classroom!). Then he sat in the chair and started to copy down those words from the board with the sound: ia-ie-io-ia-ue-ui Ejemplo: dia -pienso-río-diario-cueva-cuidado. (Example: day,think,river,diary, cave, careful). Roberto's handwriting was not so good but I can read the words. He erased two words and wrote them again in silence. I could not stay more because of the time.

JAZMIN in Spanish Literacy class (second language)

I called and ask for permission to go early in the morning to visit Jazmin's class, the teacher assistant said it was fine. When I came into the Spanish class Jazmin was staring at me many times without saying anything. Then she started to listen to the teacher's instructions. Teacher asked students to read some questions on the smart board about steps to follow in a story. She was quiet and did not raise up her hand as the other students. Teacher asked again what was missing. A student answered: "the title",and the teacher said 'Muy bien' and she wrote on the board:

‘El título’. She asked what was coming after the title but Jazmin did not participate, she just listened to the others’ participation in class. Then, Jazmin interrupted the class asking if they can read the story of the ‘geese’ after the video. Teacher answered ‘yes ‘. They started to watch the cartoon video, and after 3’ minutes the teacher stopped it. With a smile she asked Jazmin to name some characters of the story but Jazmin gave only one in a low voice. The teacher called another student and he gave three more characters in a loud voice. After that, the students received a worksheet to complete the title and characters seen during the video. Jazmin looked a little tired but started to work in silence. Her handwriting was good. She started to erase some words when the classroom teacher wrote the answers on the board about the characters in the story. The teacher started to call different students to read aloud the written answers and they did it but Jazmin was not called this time to answer on this activity. The bell rang and it was time for students’ snack so I left the class.

MARCOS in Spanish Literacy class (second language)

When I came in, the students were having a snack in class. Marcos was eating some cookies and talking with a girl from his table. Each table had 6 students. The snack was over and they had to focus on the board which it said ‘Título de la historia’ (Title of the story) . The teacher asked Marcos to give the complete title of the story they have seen in the video before but he only gave the wrong first word : “El Príncipe” (the Prince) and the teacher finished the title saying: “ La Princesa y el Guisante”.(The Princess and the Pea). They were asked to complete the worksheet about the title, place and characters of the video. Teacher asked Marcos where was it located but he did not answer. Another student said “ En el Castillo” (in the Palace). Marcos’s handwriting was not so clear but his was doing an effort to complete the sentences (worksheet) looking at the board. The teacher asked to spell the title correctly ,and he started to spell quickly each letter without raising up his hand. He only spelled the first word and he stopped. He listened to other students spell the whole title from the board. Then they had to draw and write the place of the story. Marcos showed interest and worked in silence with other students from his table. Then the teacher said to stop because time was over. She congratulated the good work done in class.

STEPHANY in Literacy Spanish class (second language)

When I knocked at the door, the teacher was picking up some students' worksheets after a dictation. I saw that they covered their sheets with a folder during the dictation. Teacher said that while they were taking the dictation she saw many mistakes, and they needed to study more for the next one. They needed to practice more and be careful. After a few minutes it was time for lunch so students got in line the same as Stephany. She did it quietly and waited for the instructions. At 12:30pm. I decided to return to her Spanish class during my free period class schedule. They sang a song all together before they started to analyze a story. They repeated some sentences from the board such as : El cuento cuando ocurre? (When does the story happen?) Cuál es el problema? (What's the problem?) Cuáles son los eventos de la historia? (Which are the story events?) Stephany started to yawn but she was still listening carefully to the teacher. Teacher started to read the story “ La Fresa grande roja y el Oso “ (The big red Strawberry and the Bear). Stephany was a good listener. The alarm school started to sound very loud and all students evacuated the class for a fire drill. I evacuated, too.

JAZMIN and MARCOS In Math class (English)

A plane paper designed by themselves

The first time I came to class, I found the kids outside flying some paper planes in the garden. Some of them were taking notes. I decided to come back again after 20'. The kids were sitting down doing a circle on the carpet with the teacher. She separated Marcos from Kevin. Teacher said “you are going to explain what you learnt when you were trying to fly your plane outside. Use the microphone to share the ideas.” A student was holding a microphone to share things he has learnt about the plane. As an observer I was a little confused about the objective but when they started to share their notes and the teacher highlights some opinions I started to understand better the topic in Math class watching carefully each paper plane they have designed by themselves.

Teacher asked: “Jazmin, what do you do to make your plane different? This is the time to share things you learnt about your own plane.” And Ms. Aris gave the microphone to Jazmin . Jazmin said that the plane goes

in circles. It has three inches and it can fly. Then the teacher gave the microphone to another student (x), and he answered: I taped it but it does not go up. My airplane is good. Teacher: But 'why' is it good? You explain it! Student (x) My plane is good. Teacher: I don't want to hear is good, is good. Student (x) in silence, no answer, he could not explain it. Teacher: What did you do to make it different? Heavier, longer, bigger, maybe I put more wings. Start higher. Then she called Marcos and gave him the microphone. He said: "My airplane flies smoothly. It can hold 5 seconds. Teacher said very good and she called the next student to share his ideas in class.

JAZMIN and MARCOS in English class (Science)

Project: Elephants

When I came in, the class was a little noisy because the children were learning how to collect real information, fact statements about animals for their Project. The children were sitting on the carpet and the teacher was sitting in front of them. The teacher emphasized that a 'fact' is a piece of real information. Teacher explained how to highlight important things with a bookmarker (she used paper strips). When she asked Marcos to put a written card on the right column to emphasize an idea, he forgot how to do it. Jazmin was having good attention all the time, and listening to their peers' comments about the best sentences according to the life-cycle of animals. Marcos was writing instead of listening to the explanation, and moving around his chair. The teacher emphasized again some more sentences that let them know more about the life-cycle of some animals, especially of the elephants such as:" Females begin reproduction at age of 16, have babies about five years, the leader of the herd is about 60 years old! She continued explaining: "the more information I make, better understanding I get". She kept on trying to find more information in those books she brought to class about elephants.

She said to call her students' attention: "Eyes on me". Jazmin was still listening very well but Marcos did not focus to the theme in class about how to gather fact information of an animal, in this case about elephants. She continued: "I asked questions, I used bookmarks. Use color coded to make notes. Put them on a plastic bag. I take all my resources and then I keep collecting more information another day." Jazmin made a comment

that she will look for a special animal to do on her Project. Teacher said to choose an animal they like for the project and the bell rang so they went outside to the playground for recess. When I asked Jazmin about her animal for the project she answered: I will choose a bear and then she said Bye.

Before I left the classroom I asked Mrs. Aris how Marcos' attention was in class and she answered: "He listens but he does not engage properly the explanation given in class. He has improved a little but can do much better." Then I thanked her for letting me enter her class and said good bye.

ROBERTO in English class

Talking with Roberto's classroom english teacher, she explained that he needs to practice English everyday to reach the expectations in class, and practice writing, too. She said that Roberto had struggled in his year of schooling when he came a year ago from Mexico. For the first time he was beginning to self-initiate reading at home which was not easy for him. The teacher helped him through different activities at school in order to make him improve the language.

Another day I called his teacher and asked her if I can go to his class at 11:00o'clock to make more Observations. She was very kind and answered "sure". When I visited for first time Roberto's English class they were watching an English video about "Bullying" at school. I found him drinking some water in the classroom. When Roberto saw me he became very happy and hugged me saying hello Sra. Pastor. Then he joined the group who was watching : "What tadoo" which means "What to do". A practitioner from the NC University was explaining about kinds of violence between kids. The students and Roberto were sitting down on the carpet watching the video in silence .They learnt how to say "no" when it was necessary, get away from bad people, say it to someone, or maybe need to yell sometimes! Roberto was a good listener and behaved very well. After 15' of video, the practitioner started to ask some questions to the students but Roberto did not raise up his hand, he just listened to his classmates' comments about the video.

JAZMIN in English class (Math)

When I came to Jazmin's English class, she was doing Math and sitting down on the carpet with other groups and counting some circles she drew on the white board. She was quiet and working very good. After a while, she went to the other corner with her group to count some chips taken from the box in order to understand better the math problem. The problem was the following one: " A baby has 22 cheerios. (It is a kind of small cereal with a hole on it) She eats some. 6 cheerios are thrown onto the floor. 9 cheerios remain. How many did the baby eat? " Jazmin was concentrated counting with her partner the chips and following the math problem instructions using many colorful chips. The classroom had a good atmosphere with some classical music of Chopin in a low volume. Then the groups changed the math activity and went to a different corner to continue it. Jazmin looked a little confused doing the math worksheet activity, and she did not finish it. Meanwhile, the teacher called some students to ask them to add and subtract orally using some special math cards. Jazmin was called in the group and did a good job with her classmates. Finally, I heard a digital alarm clock and the lamp turned into a yellow light which meant : "Activity is over, go to the carpet." The students learnt very well the message of the lamp, and they sat down by themselves on the carpet ready to listen to the next instructions. I saw Jazmin was waiting for the teacher next to her table with the incomplete math problem .The teacher was waiting her students on the carpet. After Jazmin finished the exercise with the teacher assistant, she joined the group.

She was quiet while the teacher was explaining how to make a good Roller Coaster. The teacher said "The first group will write down notes about ideas of how to do a good Roller Coaster, and the list of supplies you'll need". The teacher continued saying: "The second group will pick up a "piece" (there was a huge plastic container with materials) to make a roller coaster. Remember the alarm clock. You only have five minutes." Jazmin was in the second group and her group took 4 pieces from the big plastic container, and started to join the pieces to build it up." She did it quietly until the alarm clock sounded and the yellow light appeared again. The teacher explained that it was time for lunch and after it they will start building it and take some pictures of the Roller Coaster. The Teacher assistant (TA) called the students to line-up, and put some liquid soap in their hands ready to wash them before lunch. Jazmin

demonstrated a good behavior. Students went to the cafeteria to eat so I left Jazmin's classroom.

I read some of the classroom math goals in a pocket chart. Teacher wrote: In Math we are learning: how to solve problems using the clock. How to solve multi-step problems. Understanding directions language.

Parent's Conference

3.5.7 ROBERTO'S mother conference (second quarter at school)

It was not easy to have a conference with Roberto's mother because she was also busy at work. After a week, I had a conference with Roberto's mother in my classroom and she explained me her difficult family economic situation at home. She said that she worked until late every day, and had a little time to support him. She continued saying that she could not help him but she always speak in her native language the same as Roberto's father .When I asked her if Roberto completed all his English and Spanish homework from school during the week she got confused, and could not give me a clear answer about it. She said that she reminded her son to pay attention in class and ask the teacher for help when is needed. She emphasized that when Roberto was little, she read him a lot of Spanish stories in Mexico and he listened to Spanish children's tapes, too.

His mother said that Roberto did not like to write at home, that he preferred to play with some Hispanic friends and with the computer at home. Roberto's mother was aware that he was having difficulty learning to read and write. She needed to keep in contact with his teachers at HESc.

ROBERTO'S Interview (second quarter at school)

I asked Roberto's classroom teacher to pick him up to make him a few questions but they were having a dictation. I decided to go after lunch because my free period is after twelve. Fortunately, my schedule is not too busy on Fridays. I returned to his classroom after an hour and he left his room very glad. He hugged me and said: " Sra. Pastor, Sra. Pastor." I explained Roberto that I was going to ask him some easy questions, and he had to be honest with the answers given. He answered: "Si " (Yes). When I asked him if it was difficult to learn another language he answered "si". "A veces me dicen que estoy un poco flojo en la lectura y

que necesito practicar mas seguido. Mis amigos leen mas que yo. “ (Yes. Sometimes they told me that I’m a little behind in reading. I needed to practice more. My friends can read more than me). Then I asked Roberto what he missed from Mexico, the country where he was born. If he would like to go back to his country again. Immediately he answered: “Mi familia y amigos. No veo a mis abuelitos hace un buen tiempo. Si me gustaria regresar a Mexico para estar con ellos.” (My family and friends . I did not see my grandparents a long time ago I would like to go to Mexico to be with them.). When I asked if his best friends were Hispanic or English, Roberto answered: “Hispanos y tengo 2 amigos pero hay otro en Mexico que jugaba en mi casa . Aqui tengo pocos amigos. (Hispanic and I have two friends but there is another one in Mexico who played with me at home . I do not have many friends now). During the interview, Roberto demonstrated the interest I spoke of. Later, he showed me a storybook that he was reading in the morning. I smiled, thanked him, and said goodbye to Roberto. He went back to his classroom.

3.5.8 Learning Lab class to improve Spanish Reading and Writing

Teaching Students in learning Lab class (LB) second quarter

Learning Lab is the name the school gives to these extra classes for students who need to improve their academic level .The time given for each class is 25’ .From 2:00pm to 2:25pm Monday to Friday except Wednesdays. The group is not large and I have 8 or 9 students for this period of time. As a Hispanic teacher at school I help these children in Spanish by giving them different techniques in class and a lot of motivation to make them succeed in their second language learning. Most of them were born in USA but some of their parent’s native language is Spanish. They need to improve the oral and written language for the second quarter at school.

ROBERTO in LB to reinforce Spanish

Each time I picked them up to LB class, Roberto was the first one who lined-up and hugged me saying “Buenas tardes Sra. Pastor.” (Good afternoon Mrs. Pastor) “ Ya estoy listo.” (I’m ready!) His Spanish participation was very clear and fluent. He had an excellent attitude toward these classes in learning lab to reinforce what they did in the

regular class. He was always a good listener, and became very happy when he got a sticker, star or extra point because of his effort with the different activities done in class . Roberto liked to participate and waited for his turn quietly to give the answers to reinforce Spanish language. For example yesterday we were practicing about actions during “ Mi Dia” Mi Rutina(The day) (My Routine). First I showed them some colorful flashcards with these sentences: 1. Me despierto (I wake up), 2. Me levanto (I get up), 3. Me visto (I get dressed), 4. Desayuno (I have breakfast), 5.Me cepillo los dientes (I brush my teeth), 6. Voy a la escuela (I go to school), 7. Como (I eat) 8. Hago mi tarea (I do my homework), 9. Juego (I Play), 10. Ceno (I have dinner), 11. Me ducho (I take a shower), 12. Duermo (I go to sleep). After they listened and looked at the different actions, I gave a melody to these sentences and started to sing but performing all of them in class. I asked the students who can be a good actor or actress to sing and perform all those actions we had during the week. Roberto was paying attention and raised up his hand to participate. I called him to come to the front of the class. He started to give the sentences and did the actions. I helped him a little so he can finish performing all the sentences while he was singing with the group. When he finished the activity, we clapped to Roberto and I put a sticker on his hand. He was so proud! I called another student to do it. Then, we played ‘charades’ so they needed to mime those actions but without talking or singing. I divided the class in two groups. Some of them were very funny performing the actions. We had a good time in class, and I congratulated my group of students because of their effort. The students drew his/her favorite action of “ My Day” (Mi día) , and under the drawing, they wrote a sentence of it with their best handwriting . Roberto looked very happy and interested during this activity performed in class and showed a good handwriting.

STEPHANY in LB to reinforce Spanish

Each time Stephany lined-up in the hall for learning Lab, she wanted to tell me about her events at school in a friendly way. She knew that students should not speak in the hall so we talked during recess. She understood very well the instructions and Stephany was responsible for her behavior. She was a good listener and liked to participate with her classmates every Spanish class. Her Spanish language was clear but slowly. She enjoyed a lot the different activities done in class, especially

when I taught Vocabulary about 'Occupations'. They had to reinforce spelling words and riddles so I showed them a big colorful book with different occupations. They described the pictures and then wrote each word on a little whiteboard with a marker. Stephany was quiet following the instructions. After that, I divided the group in 2 teams and we played 'Tic-Tac-Toe'. I called Stephany to pick up a card from the envelope and read aloud the riddle about Occupations. It said: Me llamo Paula. Curo a las personas enfermas . (My name is Paula. I can cure sick people). Stephany answered: La doctora. (The Doctor). The team who gave the correct answer played Tic -Tac- Toe. So Stephany put her circle in a square. There were 9 squares on the board and they had to fill in three boxes together with an (X) or (a circle). After the correct answer was given, the student can fill one box. The first group who filled in three squares together with an (x) or (circle) was the winner! Finally after this game, the students sat down on the carpet in a circle. I put different Spanish words cards about 'Occupations' in a box, and each student had to choose one to spell it out correctly. They won a star if the word was spelled correctly. The team with the most stars, received big colorful stickers . Stephany helped me drawing the stars for both teams. They spelled the following words: profesor (teacher), profesora (teacher), medico(doctor), medica (doctor), futbolista (football player), veterinario (veterinarian), bailarín (dancer) bailarina (dancer), cantante (singer), astronauta (astronaut). They learnt the difference between male and female for different occupations. Example: Bailarín (male) and bailarina (female) because it ends in 'a'. They drew their favorite occupation and Stephany's favorite occupation was Veterinarian. She drew it very well. At the end of the class, I congratulated them because of their good job done in class.

JAZMIN in learning Lab class (to reinforce Spanish)

Jazmin was a student who liked to participate in class activities and Spanish games. At the beginning she was a little loud and slow to follow the instructions because the class was at the last period, and she said that sometimes she came tired and hungry at the end of school day. I talked with the group and especially with Jazmin about this situation so Jazmin listened and understood what the class expectation was. They had lunch at the cafeteria at 12: 45pm according to their schedule. I put a big chart

on the wall with the name of each student. Each one won stars or stickers at the end of each class if they followed the expectations and class objective. This strategy worked very well and Jazmin also wanted her stars like the other classmates. I motivated her with praises after a good job done, and I really appreciated all her effort during the last period of class at the end of each day. (2:00pm to 2:25pm). Jazmin improved a lot after the weeks passed, and she had a very positive attitude in LB during her Spanish classes. The day that we were practicing FOOD Vocabulary ,”Yo desayuno...” (I have for breakfast...) she looked very hungry but enthusiastic for the participation in class. I brought a book about food and explain them how to prepare some breakfast. First, my students repeated some words such as : leche, pan, jamón, queso, mantequilla, lechuga, tomate, sal, (milk,bread, ham, cheese, butter, lettuce, tomato, salt) and wrote them on their own small whiteboard. Then, the students sat around me and listened carefully to the real ingredients. Jazmin asked if they would taste the sandwich at the end of the explanation. I answered ‘yes’.

I asked each one of them to point the correct ingredient before we started to do it and Jazmin had an excellent attention in class. Students prepared the big sandwich repeating the vocabulary words and finally I asked who could explain the sequence how to prepare the big sandwich. Many of them raised up their hands so I called Jazmin and other two students for the explanation. Jazmin used their own words and explained the sequence of sentences with a good intonation and pronunciation. I reminded them the importance of good habits to eat something, and I gave a napkin to each student to keep clean. They enjoyed it and Jazmin, too!

MARCOS in learning Lab class (to reinforce Spanish)

Marcos entered the Spanish classroom at 2:00pm with some other students from the same level to reinforce the Language. However, the conversation was in Spanish and he felt very good talking in his native language. He asked me; Que haremos hoy dia Sra. Pastor? (What are we going to do today Mrs. Pastor?) I answered : Leer un bonito cuento . (Read a nice story). I showed them the cover of the book and the title. I asked them what they thought the story was about. Marcos was quiet at the beginning, he was listening to his friends. The title was: El Osito Perdido. (The little lost bear). I explained that there was a sequence to

follow in the story using the following words : Primero (First) , Luego, (Then), Después (After that), Finalmente (Finally). I asked them to try to find the problem in the story! And then give a personal solution to it. I started to read the story and then I asked for a volunteer to continue reading it. I called Marcos first because I do not want him to lose his enthusiasm. I asked him to read louder and he did it. I gave him a sticker like the others who read, too. Then he started to move around the carpet but immediately I reminded him the nice job he did and needed to keep with his good attention in class.

He got calm and continued listening the oral reading. When the story was over, I put 5 written sentences in disorder on the board. In pairs they had to identify the correct story sequence of sentences from 1 to 5. Marcos was complaining with his partner about the correct order of sentences. We checked all together and pasted the strip cards correctly on the board. Then, I asked to find the problem of the story. Marcos said: El Niño no encuentra su osito perdido (The boy could not find his lost teddy bear). I gave him a praise : Muy Buena respuesta Marcos! (Very good answer Marcos!). Finally, I brought a teddy bear to class and explained that the student, who got it, had to give his/her own solution to the story read. I asked for some volunteers but Marcos did not raise up his hand any more. He just listened to some other personal opinions. Marcos often needed praises to remind him about his good job and keep focus on the topic given in class. He was not always able to produce highly complex sentences with the correct grammar in Spanish. Some Hispanic students spoke more English than Spanish at school so I helped them to remind the correct Spanish grammar or pronunciation in LB class.

INTERVIEWS:

Jazmin's Literacy at home

Jazmin's mother, Lucia reported sharing stories with her daughter at home. Lucia explained: "Yo me preocupo mucho por Jazmin aunque no hablo inglés pero siempre hemos compartido y ayudado con sus tareas. Hay mamás que no les gusta leer a sus hijos. Leer es importante para que los alumnos aprendan más rápido el castellano y puedan expresarse mejor día a día. Yo no deseo que mi hija se olvide nuestro idioma estando en USA. Ella es inteligente y podrá con ambos idiomas.

Translation: I like to take a good care of my daughter but I don't speak English very well. I always helped Jazmin with the homework. There are mothers who are not quiet careful reading to their children. That is important to learn Spanish faster and is a good way to let the child express the language effectively. I do not want my daughter to forget Spanish language in the USA. She is smart and I am sure Jazmin can learn both languages correctly.

3.5.9 Mrs. Suarez's Interview (Spanish teacher)

Analyzing students' success (four students in class) after the second quarter is over at school

Mrs. Suarez kept a record of these four students by observing and giving them oral and written exercises according to the aims of the report card.

1. Interviewer: After the support and motivation given to Stephany, how is she doing now?

Mrs. Sanchez described **Stephany** as an 'independent reader', she has improved a lot. She answered: "Now Stephany can read clear and fluently. Also her mother was aware of Stephany's difficulties at the beginning of the year and she attempted to support Stephany's school learning by having her read and practice more at home. Her writing skills were improved, but she is still having support at home with her homework and Spanish literacy. Now, she learnt how to do the elements of the story and have improved a lot in her reading comprehension."

In the final interview Mrs. Sanchez reported that Stephany had made excellent progress in Spanish reading and she also made a good progress in her writing skill. Mrs. Sanchez said: "Stephany is one of my best students right now. On her report card she achieved satisfactory in both academic learning and behavior. She is kind, friendly and her English is much better. Now, she does not have any problems at school, and that makes me feel very proud of Stephany's effort. She was congratulated on her report card by both English and Spanish Teachers! "

1. Interviewer : How was Roberto's situation at the beginning of school year?

When she was describing **Roberto's** reading performance, Mrs. Sanchez reported that Roberto struggled with reading and writing. She said: Roberto's writing is improving but his reading is still low, he is not reading fluently like others students. He does not have enough support at home but hope he can improve more in general. He likes to go to your learning lab class in the afternoons and learn more. Teacher also said that his Spanish writing ability lagged behind his peers. His teacher from Colombia Mrs. Sanchez recommended to Roberto's parents to practice especially 'writing' at home to improve on the next quarter on his report card.

2. Interviewer: After the support and motivation given to Roberto, how is he doing now?

In the final interview, Mrs. Sanchez noted that although **Roberto** was not reading at grade level, he had made a progress in Spanish reading: "Now, he shows more interest in learning both languages and ask for help when he is stuck. Roberto is more communicative with his classmates. He likes praises and feels more confident."

3. Interviewer: How was Marcos's situation at the beginning of school year?

Marcos was described as 'inconsistent'. He did not follow the classroom expectations, and sometimes needed to improve his self-control. He was not a good listener and interrupted his peers' attention. He liked to read, in groups and independently, too. His handwriting was not neat at all but liked to write.

His Spanish teacher Mrs. Sanchez described her literacy class:

"In class we read every day. I model the reading so my students can listen carefully the pronunciation and intonation of the sentences. The children then read a paragraph each. When the story is over we check new vocabulary words. I ask them to give the title of the story, setting and main characters. I write their answers on the board so they can see them. We find the problem of the story and finally I call some volunteers to give solutions to it. Students must respect their personal responses and be creative to change the ending in some cases. The children copy a list of words from the board and study them for a dictation."

4. Interviewer: When do they take the dictation?

Sra.Suarez: “They have dictation on Fridays. That list becomes their homework. I check the mistakes and see if they have studied at home. Last week I called my students’ attention because it was not good. They needed to practice more at home!”

5. Interviewer : How is Marcos doing now?

“He has improved on his behavior. Now he follows school policy and respects the others. This quarter he is much better on his report card, and especially in writing. In Spanish he participates very well and does his homework. Now he completes his work in class and is a good listener and more respectful.”

6. Interviewer: How did Jazmin start her school year? How is she doing now?

“**Jazmin** began the year in the lower reading group She was quiet and not so communicative in class. Jazmin had difficulty to read fluently and write effectively. She was led by other teacher and then she went to learning lab class to keep on improving with extra help.

Jazmin did a big effort with her work and frequently self-initiated reading and often choose storybooks in both languages. She did not like when a student misbehave and complained if it happened. Her handwriting is not too clear but her written ideas are fine. Jazmin’s report card indicated good progress in reading and writing. Now she is sociable and more confident with her classmates. Jazmin is a good lovely student.”

3.6 Data Analysis

RESULTS

These are the results after training the students to improve, worked as a team to let them be successful at school and in the Community.

3.6.1 Students' report cards in the Second Quarter

Chart 8. Roberto's report card in the second quarter

	Aptitude in Reading Level
3	Exceeds the standard
2	Meet the standard
1	Below the standard

Recognize the frequency words in Reading	1
Understand different texts	2
Read fluently with good intonation	1
Understand elements in a story read	2
Retell a story with own words	2
Show interest in reading	1
Read independently	1

	Aptitude in Writing Level
4	Shows a permanent high level
3	Exceeds the standard
2	Meet the standard
1	Below the standard

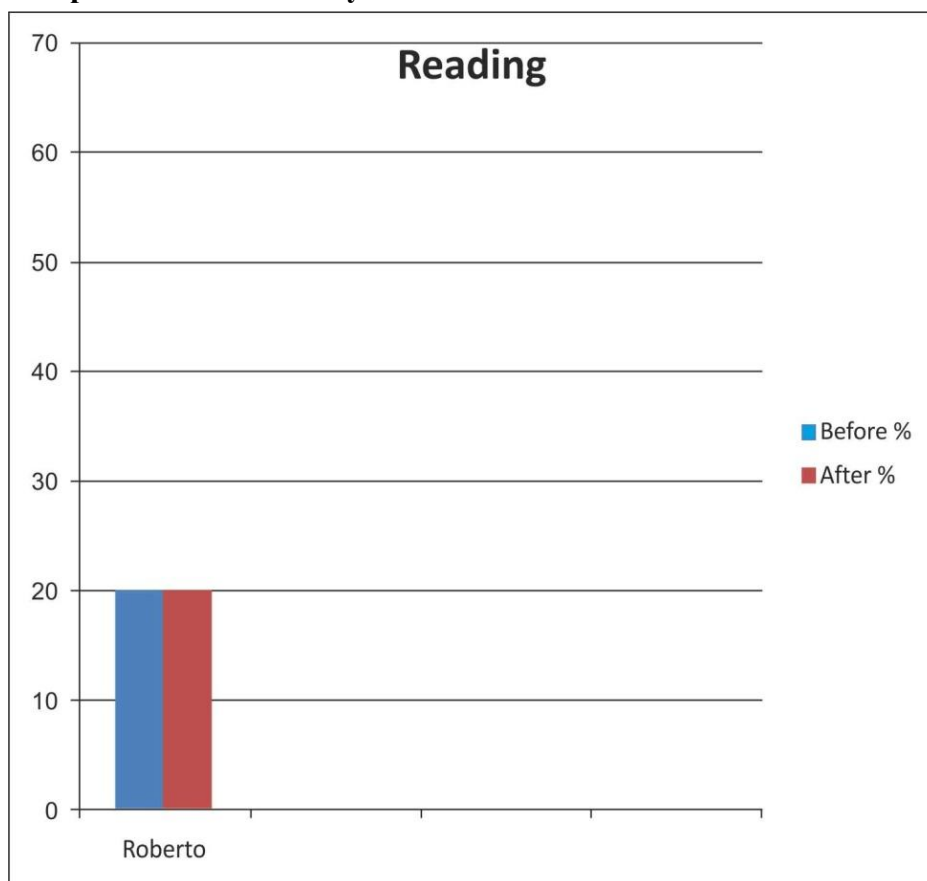
Express clear ideas	3
Organize the writing in a logical sequence	3
Use a good punctuation and Capital letters	1
Show interest in Writing	3
Have a good handwriting	3

Personal and Social Development

almost always (+) sometimes (v) almost never (-)

Follows school policy	+
Responsible for his attitudes and behavior	+
Respect and share with others	+

Graph 1. Roberto's analysis

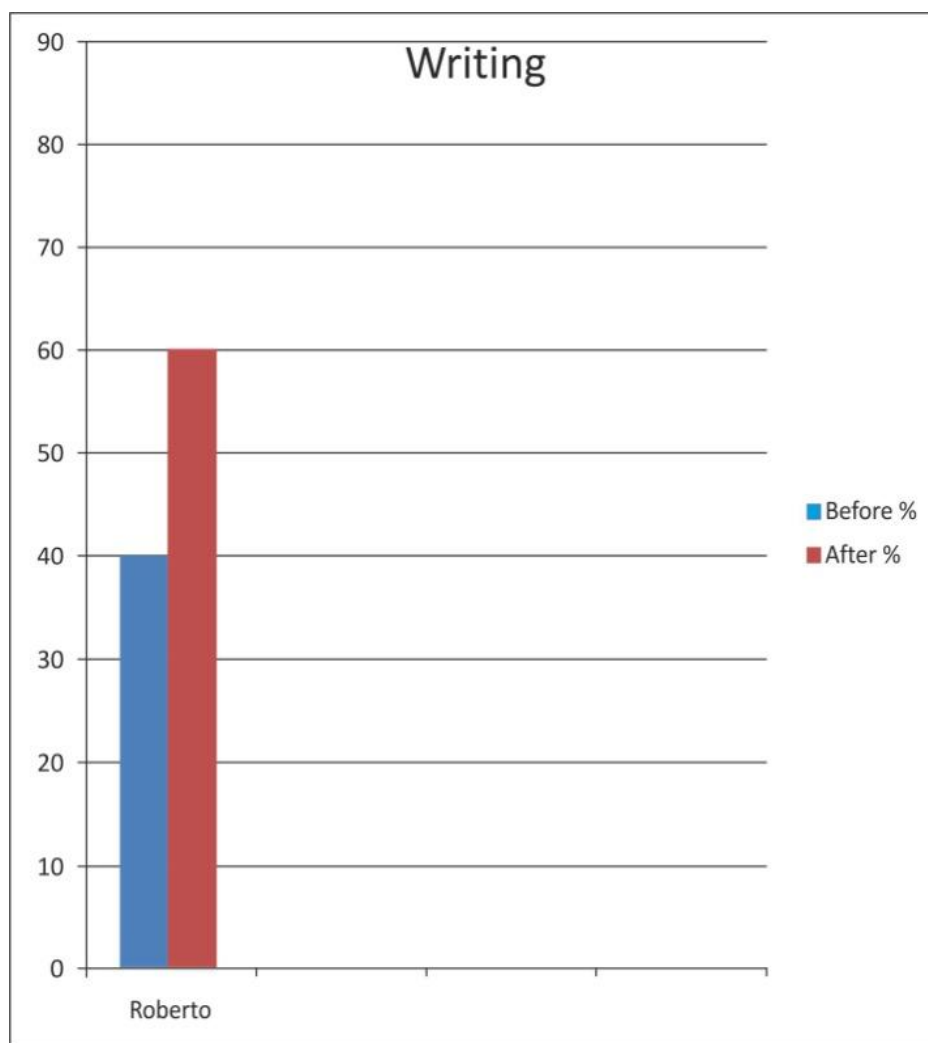


During the first Quarter Roberto had a lot of difficulty in Reading. His family settled in North Carolina (USA) when the school year has already started. Roberto and his parents did not know English. Because Roberto needed to improve English and Spanish in a Bilingual class, he repeated first grade level at his elementary school. He could not recognize the frequency words in the text. It was difficult for him to understand different texts and answer questions according to the story. He did not read fluently with good intonation. Roberto struggled to retell a story with his own words and read independently. Roberto did not show interest in Reading in the first quarter at school.

During the second quarter Roberto's reading comprehension improved a little bit but not his oral reading. Roberto showed difficulty to read

fluently with a good intonation and could not read independently. He could not recognize the frequency words in Reading and did not show interest. His aptitude in reading level was ‘below the standard’. Roberto continued in the list of Medium low level student in Spanish language at school.

Graph 2. Roberto’s analysis



It was difficult for Roberto to organize the writing in a logical sequence. He forgot to use a good punctuation and unfortunately, Roberto's handwriting was a mess. He showed a poor level in writing skill during the first quarter at school. During the second quarter Roberto had improved a lot ! He organized his writing in a logical sequence and expressed clear ideas according to the text. Roberto had a good handwriting but still needed to improve his punctuation. Roberto exceeded the standard in writing level. Good job.

Chart 9. Jazmin's report card in the second quarter

	Aptitude in Reading Level
3	Exceeds the standard
2	Meet the standard
1	Below the standard

Recognize the frequency words in Reading	2
Understand different texts	2
Read fluently with good intonation	1
Understand elements in a story read	2
Retell a story with own words	2
Show interest in reading	2
Read independently	2

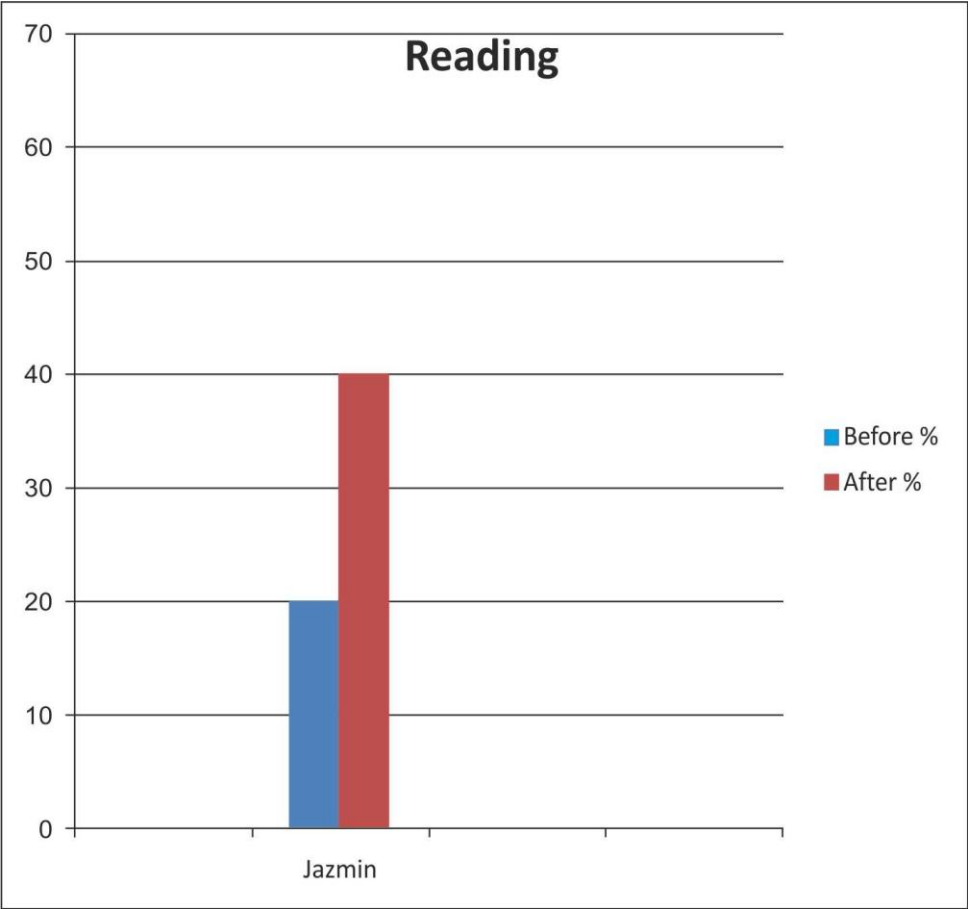
	Aptitude in Writing Level
4	Shows a permanent high level
3	Exceeds the standard
2	Meet the standard
1	Below the standard

Express clear ideas	3
Organize the writing in a logical sequence	3
Use a good punctuation and Capital letters	3
Show interest in Writing	3
Have a good handwriting	3

Personal and Social Development
almost always (+) sometimes (v) almost never (-)

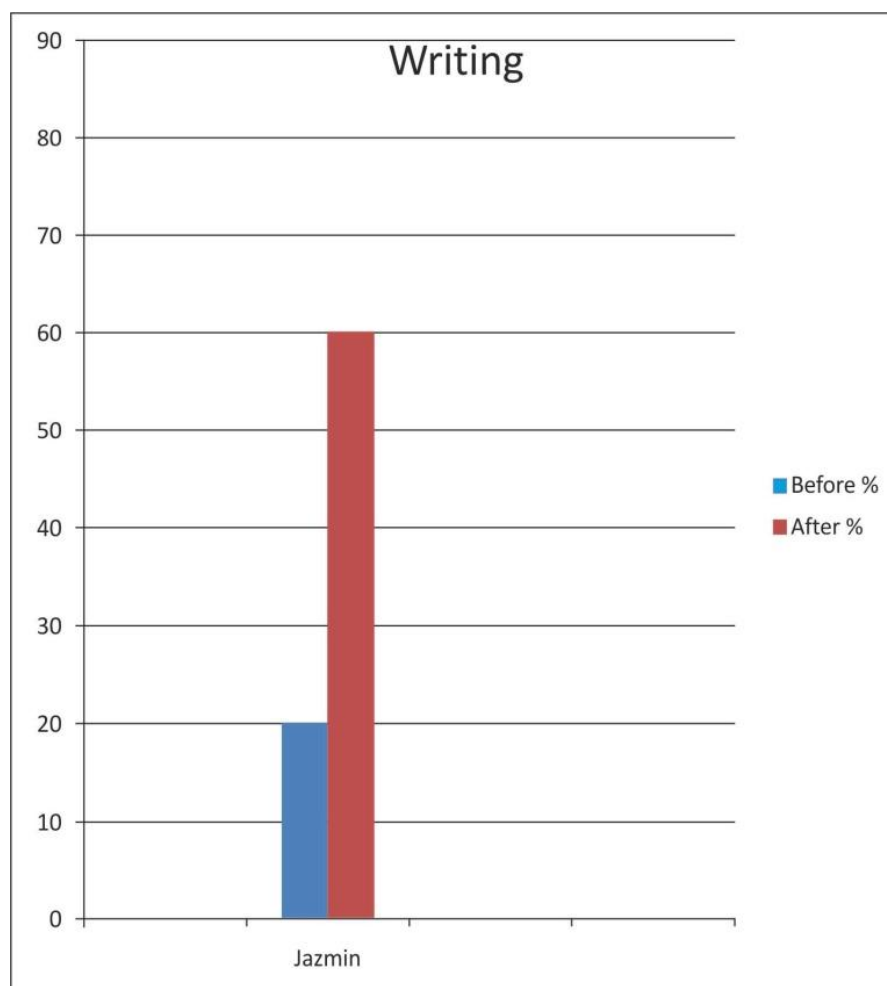
Follows school policy	+
Responsible for his attitudes and behavior	+
Respect and share with others	+

Graph 3. Jazmin’s analysis



At the beginning of school year Jazmin was in the list of ‘medium low level students’ because she had difficulty with the second language learning. She showed interest in reading but she could not read fluently with a good intonation or understand different texts in class. It was very difficult for Jazmin to retell a story with her own words or read independently. The student struggled with the second language learning. After a variety of exercises and different activities done in class Jazmin improved a lot and at the end of the second quarter. The results showed that Jazmin recognized the frequency words in Reading, understood the different texts and elements in a story. She was able to retell a story with her own words and read independently but she needed to improve her fluency and intonation in reading.

Graph 4. Jazmin’s analysis



During the first bimester, Jazmin did not show interest in writing. Her handwriting was not clear at all and it was difficult to understand. Her written level was poor and she could not organize her ideas in a logical sequence. Jazmin forgot to use capital letters according to the text and she had difficulty to express the language effectively. During the second quarter Jazmin showed a big effort and interest in Writing. She used capital letters, the student had a logical sequence and a good punctuation with capital letters. She had a nice handwriting and expressed clear ideas in Spanish language. Jazmin really did a good job in the second quarter.

Chart 10. Stephany's report card in the second quarter

	Aptitude in Reading Level
3	Exceeds the standard
2	Meet the standard
1	Below the standard

Recognize the frequency words in Reading	3
Understand different texts	3
Read fluently with good intonation	2
Understand elements in a story read	3
Retell a story with own words	3
Show interest in reading	3
Read independently	3

	Aptitude in Writing Level
4	Shows a permanent high level
3	Exceeds the standard
2	Meet the standard
1	Below the standard

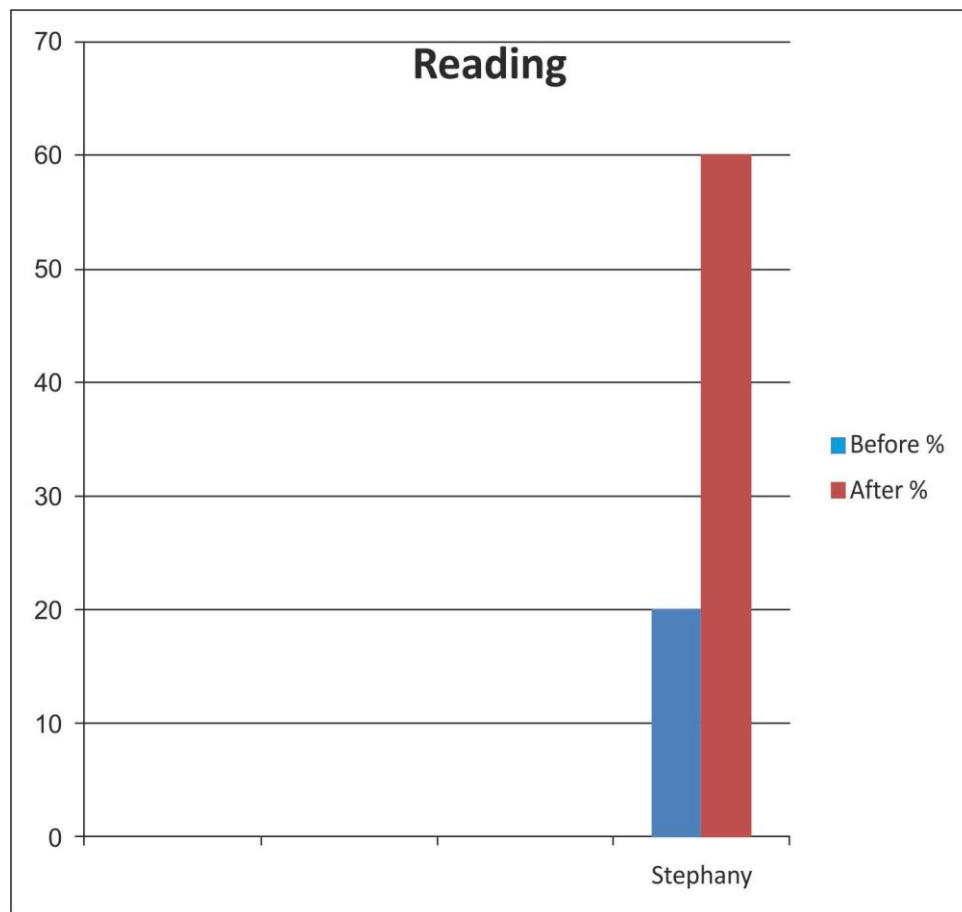
Express clear ideas	4
Organize the writing in a logical sequence	4
Use a good punctuation and Capital letters	4
Show interest in Writing	4
Have a good handwriting	4

Personal and Social Development

Almost always (+) sometimes (v) almost never (-)

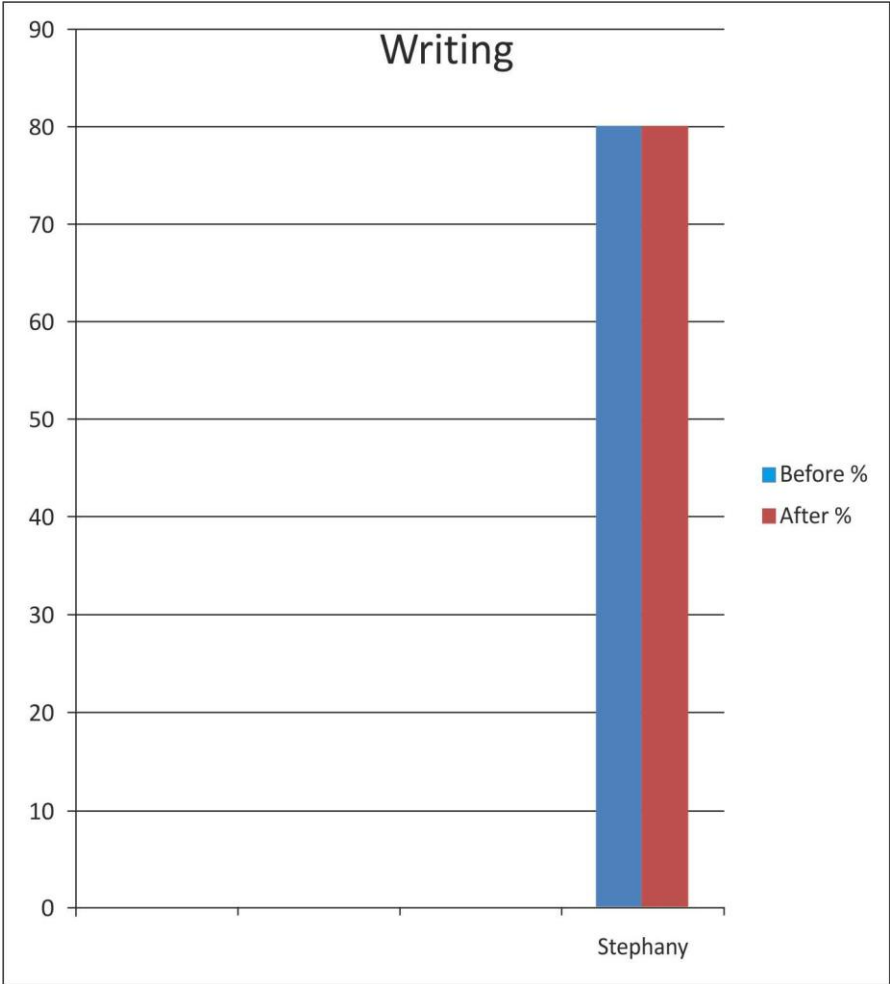
Follows school policy	+
Responsible for his attitudes and behavior	+
Respect and share with others	+

Graph 5. Stephany's analysis



Stephany was in the list of medium low level group at the beginning of the school year. She had a lot of difficulty to read fluently with a good intonation, understand different texts and elements in a story. Stephany did not read independently but she showed interest in Reading. She was able to recognize frequency words in reading and retell a story with her own words. In the second quarter the student improved a lot and she met the standard to read fluently with a good intonation. She also recognized frequency words and understood different texts in class. Her aptitude in reading level was great and Stephany was able to read independently or retell a story by herself.

Graph 6. Stephany’s analysis



Stephany did not show any difficulty in writing from the beginning of the school year. She was in the list of Medium low level group because she needed to improve her knowledge in Reading and read according to her age. Stephany had a good aptitude in writing level and reached the expectations of her grade level. She expressed clear ideas and used a good punctuation in the sentences. Stephanie organized the writing in a logical sequence and worked carefully with a nice handwriting. In the second quarter Stephany kept on working very hard in class. Her aptitude in writing level showed a permanent high level and she really did an excellent job. Stephany organized the writing level in a logical sequence, expressed clear ideas and her handwriting was very neat. She was very responsible with her daily work and the student achieved the goals.

Chart 11. Marcos's report card in the second quarter

	Aptitude in Reading Level
3	Exceeds the standard
2	Meet the standard
1	Below the standard

Recognize the frequency words in Reading	2
Understand different texts	2
Read fluently with good intonation	1
Understand elements in a story read	2
Retell a story with own words	2
Show interest in reading	2
Read independently	2

	Aptitude in Writing Level
4	Shows a permanent high level
3	Exceeds the standard
2	Meet the standard
1	Below the standard

Express clear ideas	2
Organize the writing in a logical sequence	3
Use a good punctuation and Capital letters	3

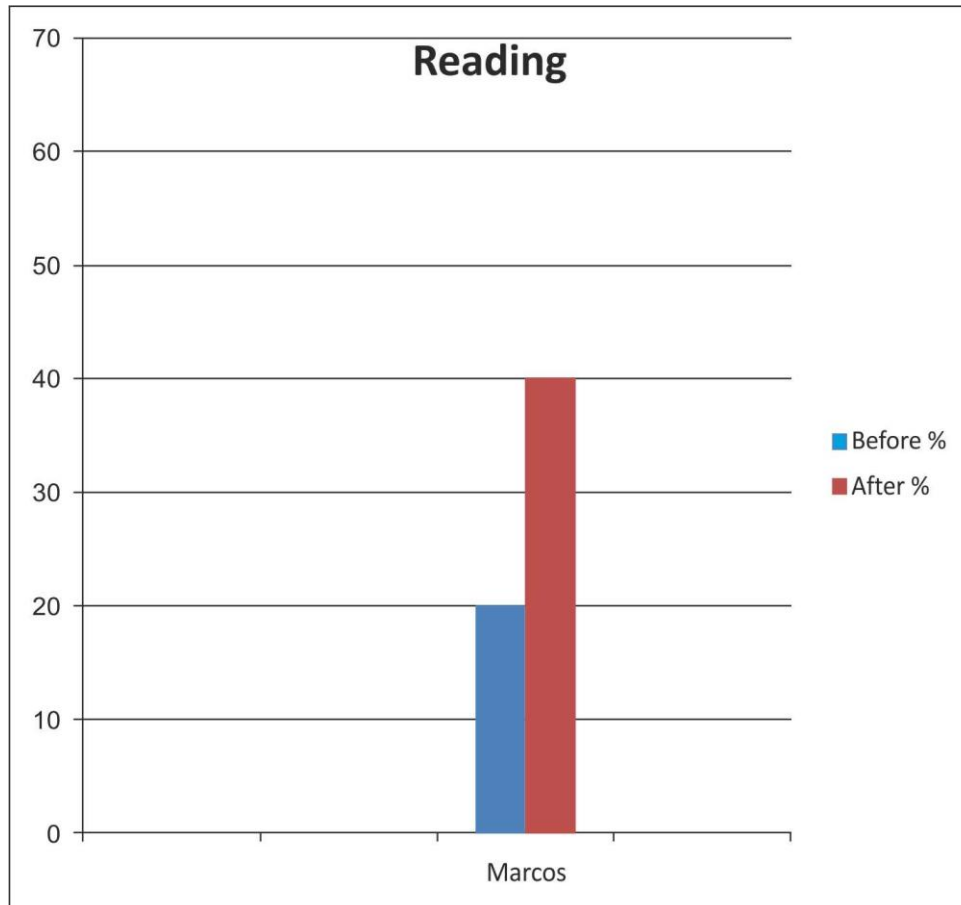
Show interest in Writing	3
Have a good handwriting	3

Personal and Social Development

Almost always (+) sometimes (v) almost never (-)

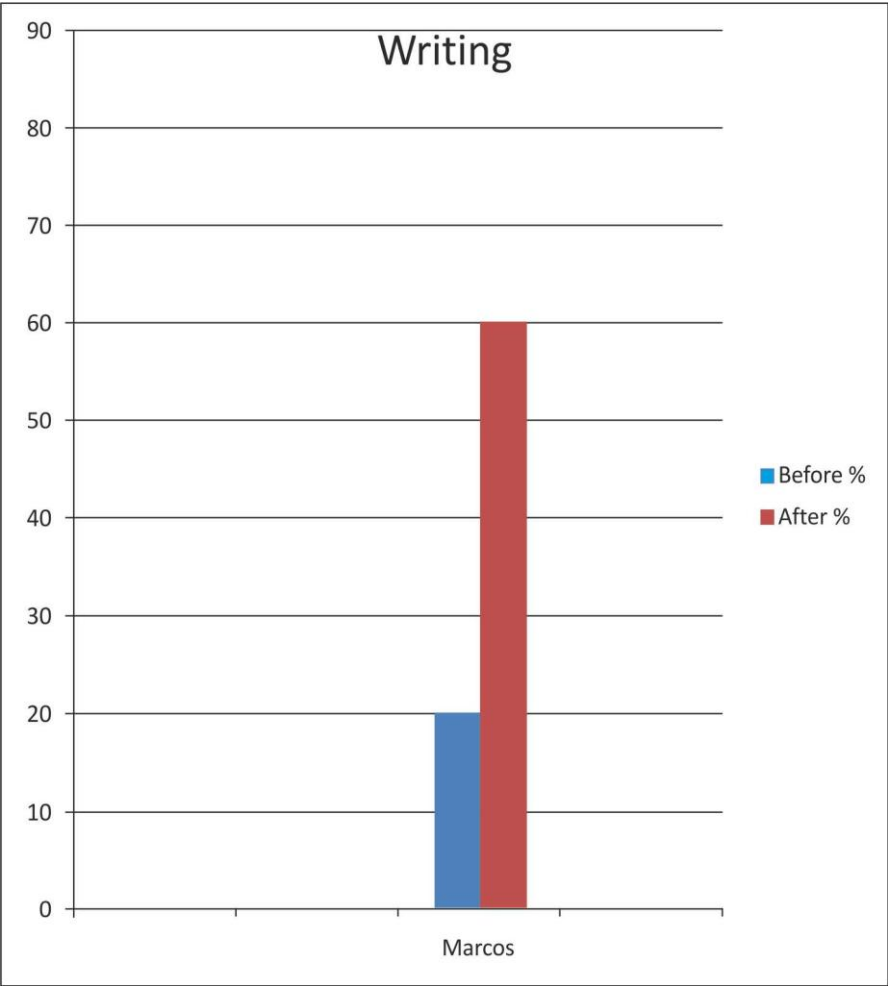
Follows school policy	+
Responsible for his attitudes and behavior	+
Respect and share with others	+

Graph 7. Marcos's analysis



Marcos showed a poor achievement in the second language learning in the first quarter at school. He had difficulty to understand different texts, recognize frequency words in reading and understand elements in a story read in class. He also showed a poor level to retell a story with his own words and read independently. In the second quarter the student was not able to read fluently with a good intonation but he improved his reading comprehension. He recognized the frequency words in reading and read independently. Marcos was able to understand different texts and retell a story with his own words.

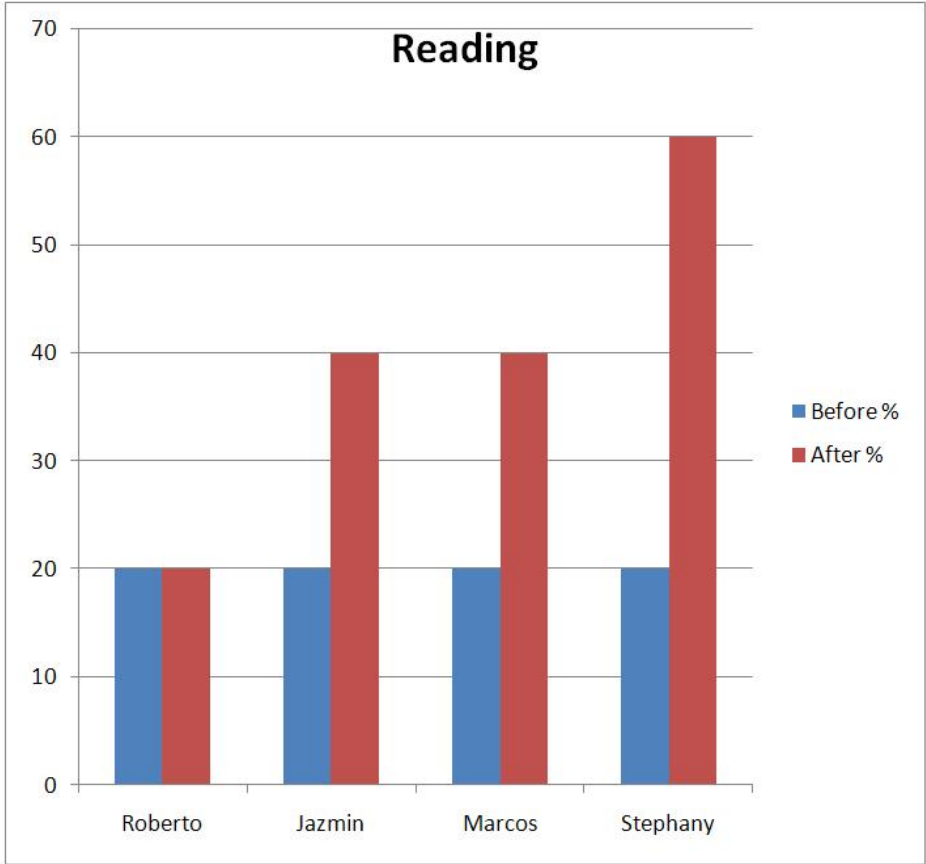
Graph 8. Marcos’s analysis



Marco’s aptitude in writing level was below the standard during the first quarter at school. His handwriting was a mess and he did not show interest to improve. Marcos was not able to express clear ideas and organize the writing in a logical sequence. He was not able to use a good punctuation in the sentences and needed a lot of support. In the second quarter Marcos showed a good attitude to improve in Writing. He organized the writing in a logical sequence with the correct punctuation and the student had a nice handwriting. Marcos met the standard to express his ideas and he did a good job during the second quarter.

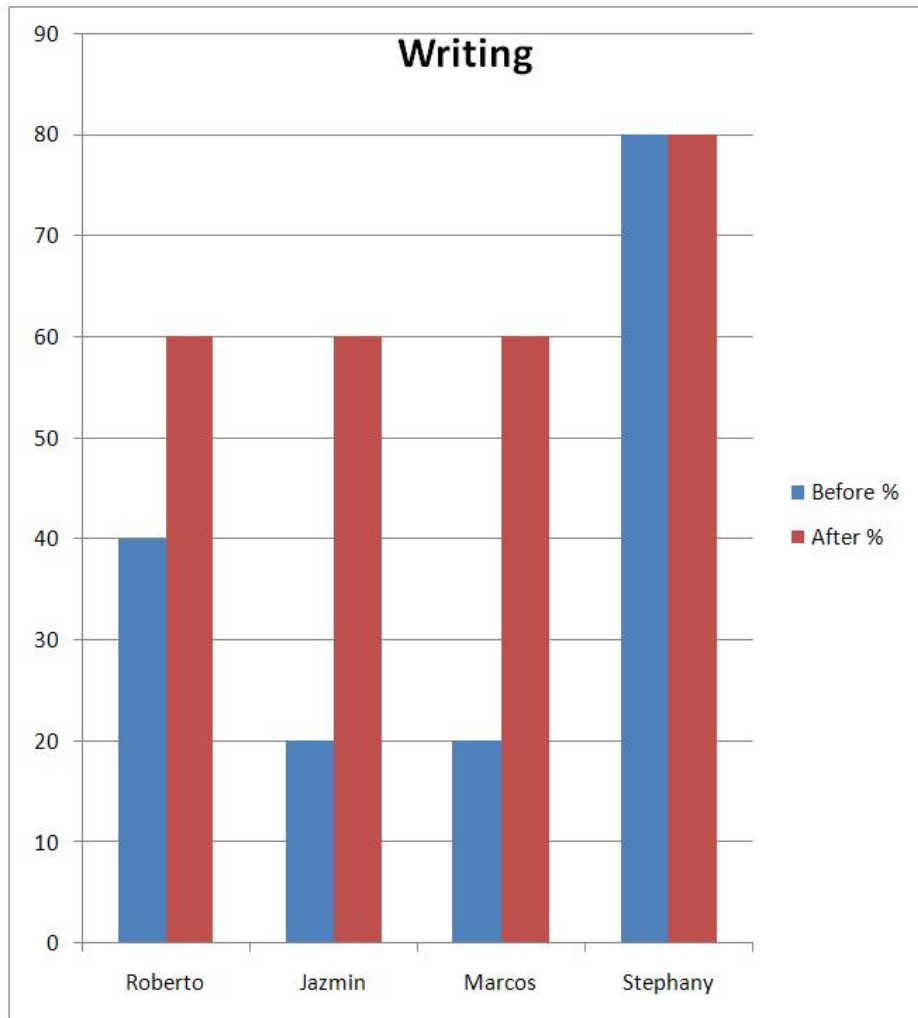
3.6.2 Comparative graph in Reading

Graph 9.



3.6.3 Comparative graph in Writing

Graph 10.



CONCLUSIONS

1. A search for an answer to the problem of school motivation for Roberto and Bilingual students, and improve the second language, the family has an important role as the source of the solution. It is important that the family support at home has the potential to help children achieve academic success. We have to understand our bilingual children's language and learning development within their new social environment with its different cultural rules and expectations. It can take account of the individual child's social and cultural heritage and experience from the home. Vygotsky's (1978) claimed that in order to understand the individual, it was necessary to understand the social relations in which the individual exists.

2. Teaching two languages at the same time may lead to slower rates of progress at the beginning of the school year but then these students demonstrated progress after the support as a 'team' (school and parents), and self motivation to improve day by day. Roberto is also improving but takes a little more time than his peers as a Latino student in a different cultural background in the United States of America.

In developing proficiency in the language, both English and Spanish speakers benefited equally with this educational program model which is 50% English and 50% Spanish. There is no evidence to suggest that participation in dual language education program, retards the native language development of Spanish or English speakers, and students can succeed the second language effectively giving them a good support and motivation at home, and at school

simultaneously. Students made significant progress in reading and writing. The attitude toward the dual language program education were positive and the results indicate successes. Higher levels of bilingual proficiency were associated with higher levels of reading achievement.

3. Some Children from different cultural groups have different expectations about how classrooms should be organized. For example: the teacher-child relationship and competition among the children was utilized to motivate success. The Hispanic classroom teacher adopted more maternal relationship with the children in the classroom, sometimes making jokes, and hugging them. Hispanic students love that because of their culture. The American teacher gives very good activities to children but maintains her distance with the child. The Hispanic Colombian teacher fostered a less competitive atmosphere in the classroom by encouraging student appreciation of each other's accomplishments, involving the entire class in rewarding achievement, and organizing fewer individual activities. When I emphasize the contrast between the American teacher styles, I do not mean that one is better than the other. Both have good strategies in class. Only they have a different culture

For example: Roberto the Hispanic student and the three Bilingual students always hug me as soon as I pick the small group of 9 students to reinforce Spanish in Learning lab. They get involved in class and enjoy doing all the class activities. They feel more confident because in one way, we belong to the same cultural group and at home there is a person who speaks Spanish, too.

4. Parents must give constant support and raise their children being positive.

In Roberto's case that where Spanish is spoken exclusively at home, where the parents socialize only with other Spanish-speaking friends, and where Roberto attends to a Bilingual program at school, the mother states at the beginning of the Program that she is disappointed in the reading level Roberto has at school. One reason may be that his mother has high expectations in Roberto's skills in the minority language. Also her mother has a busy schedule at work, and could not help Roberto successfully at home. It is important that the parents, in their own behavior, illustrate positive attitudes toward Bilingualism. Marcos,

Jazmin and Stephany have improved their reading and writing skills at school during the second quarter. They had support at home and a good interaction between teachers and parents.

Techniques and motivation were successful in class for the second language learning. The communicative approach method was the most successful for the students. They were engaged in different activities done in class and reached the expectations. Roberto, Jazmin, Stephany and Marcos learnt more by doing and thinking than repeating and memorizing things. These four students interacted, communicated with the others. They gave their own ideas and also gave personal opinions in class, for example in the story “My little lost bear “.

5. Different strategies and resources were used to motivate and help students learn the second language effectively. Flashcards, technology, pictures, chart of motivation, videos, cds (music), games, worksheets, puppets, story books and other materials were used in order to make the class more enjoyable and memorable. The child was the class-centred for the teacher and the active learning experiences became more relevant and meaningful in the learning process for Roberto, Jazmin, Stephany and Marcos. They showed interest and improvement in the second quarter at school.

6. Meeting other English-speaking children is likely to have a positive effect on Roberto’s motivation to use English and improve his Spanish reading little by little. Also his friends at school will provide him a source of identification in connection with her minority language and cultural background. Roberto’s mother does not invite children to her house but Roberto goes happy to his HESc. Sometimes society’s stereotyping of minority cultures leads to cultural frictions and misunderstanding of expectations.

7. It is important therefore to give high expectations and motivation to students. Teachers must be knowledgeable enough to maintain an open mind and in turn focus on helping all students succeed in school. Provide an environment that builds upon the culture of the children in a positive way to help them succeed. Roberto had to struggle with a complete different culture and language but he started to show immediately a good

change by giving him the correct support and feel comfortable and self-confident in his new classroom at HESc.

Students with high expectations and high motivation for the second language learning were not in disadvantage with their peers in content area achievement. They belief that speaking another language could help them understand and get along better with other people and enjoy meeting with them.

8. Adults and students know how important it is being bilingual and have goals to succeed in their lives. Roberto, Jazmin, Stephany and Marcos did better at school with a good interaction and support, well-trained teachers, carefully planned programs, and being positive. Language competency is a key for personal success and social adjustments necessary in the community and city.

SUGGESTIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

This study may be replicated with a focus on the achievement of Bilingual students using a different instrument with a larger population. Ask some questions such as: What programs have demonstrated effectiveness in promoting maximum learning capabilities for Bilingual students? To what degree does the presence of Bilingual teachers influence to success of Bilingual students? Did we successfully embrace a more Bilingual Education approach?

How can we train school administrators to identify culturally insensitive teachers to Bilingual students attending to public schools? These are on-going questions that I raise for the Dual language immersion program.

A future goal would be to have evidence of these Bilingual students after six years with the collaboration of real Bilingual staff in the creation and implementation of Bilingual lessons incorporated in the curriculum scope, not only pedagogy but also teach culture and have more International teachers that embraces a bi-cultural approach to learning according to the students' needs.

I think this dual language immersion program is best suited to early childhood education. I learned that cross-cultural communication as an

International teacher working in the United States is highly beneficial to everyone involved. Implementation of Bilingual programs and more International teachers are needed.

Bilingual students need positive learning environments. Parents, teachers and communities need to exhibit an attitude of caring with high expectations, and students are motivated to learn in a positive way during their school lives.

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APPENDIX 1

Questionnaire

BILINGUALISM FAMILY

The following questionnaire will be filled in by the parents speaking the minority language (Spanish and also English). A point on the 5-grade should be circled for each question.

1. How often does the mother speak Spanish to the child?
1.....2.....3.....4.....5
Never Always
2. How often does the father speak Spanish to the child?
1.....2.....3.....4.....5
Never Always
3. How often is Spanish spoken between the parents at home?
1.....2.....3.....4.....5
Never Always

4. How often do older sisters and brothers in the family speak Spanish at home?
1.....2.....3.....4.....5
Never Always
5. How often the family visit their home country?
1.....2.....3.....4.....5
Never At least once per year
6. Are there other Spanish group families living in your neighborhood?
1.....2.....3.....4.....5
None Many
7. How often does the family meet friends and relatives who speak Spanish?
1.....2.....3.....4.....5
Never At least once per week
8. How often does the family attend religious services in Spanish?
1.....2.....3.....4.....5
Never At least once per week
9. How important do you feel it is to be able to communicate with the child in Spanish?
1.....2.....3.....4.....5
Not important Very important
10. What are your relatives' (from both sides of the family) attitudes toward raising your child Bilingually?
1.....2.....3.....4.....5
Negative Positive

APPENDIX 2

INTERVIEW

ROBERTO'S INTERVIEW

1. Is it difficult for you to learn another language in North Carolina?
.....
2. What do you miss from your home country? (Mexico)
.....
3. Would you like to go back to your country?
.....
4. Are your best friends Hispanic or American?
.....
5. How do you feel here at school?
.....

Note: I thanked him for the interview.

APPENDIX 3

INTERVIEW TO THE TEACHERS

Student's name.....

Grade.....

Age

Questions

- 1.How was (student) at the beginning of school year?
2. How was (student) in reading and writing?
3. How was (student's) attitude toward school?
4. Was he/she a responsible student?
5. After the support and motivation given to (student) how is he/she doing now?
6. What about (student's) social development?

APPENDIX 4

READING WORKSHEET

Elementary School

Student's name:

Grade : First

Subject: **Reading**

STORY

1. What is the title of the story?
2. Where does the story take place?
3. Who are the characters?

4. When does the story take place?
5. What is the problem of the story?
6. Which are the story events?
7. Give your *own* solution of the story read.
8. Find the story solution.
9. Draw your favourite part. Explain it.

APPENDIX 5

A letter to motivate a child to read at home

Parent/Guardian Letter

Dear Parent or Guardian,

The following suggestions are some practical ideas for you to encourage your child to read at home.

- Set up a shelf with his/her favourite books.
- Make regular trips to the library.
- Ask the librarian to recommend good books.
- Give books as gifts.

- Play games with your child that requires concentration. Often such games can help to increase problem-solving and thinking skills.
- Seek out your child's strengths and capabilities and praise him/her whenever possible.
- Establish a regular daily reading time, for example, after supper or before bedtime.

Thank you for your continuing interest and support.

Sincerely,

Mrs. Mabel Pastor

Abstract (Summary)

The problem investigated in this Qualitative study was the effect that learning a second language has on cognitive skills and external environment of first grade students. These Bilingual students adhered to the principals methods and goals of a pedagogical approach. The research was conducted in a Dual-language immersion program at Elementary school during winter. The central question guiding this study was: How can the second language acquisition be improved in First grade students at Bilingual School in North Carolina? The observations were done to gain insight into the teaching strategies, students' performance and class environment. The analysis of data collected provided rich, detailed experiences of the four participants. A review of the available research indicated that some advantages accrued with Bilingual students having a greater competency in attitude, achievement, and in general improved their skill abilities. Therefore, the time devoted to foreign language study enhanced rather than interfere with normal knowledge growth.