WHAT'S YOUR OPINION?:

OPINIONS SURROUNDING ONE DUAL IMMERSION
BILINGUAL PROGRAM

By

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Honors Senior Thesis

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PASS WITH DISTINCTION

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Introduction:

On March 15, 2000, U.S. Education Secretary, Richard W. Riley, endorsed dual-immersion bilingual programs, marking the first time that the Clinton administration has singled out a particular method of teaching non-native English-speaking students (Washington Post, Mar. 16, 2000). These programs, putting ESL students and native English-speaking students together in the same classroom with the goal of each group becoming proficient in both languages, started in 1963 in Florida, but have since then spread to 261 schools in 23 states. Most of these programs are in Spanish and English. President Clinton this year has called for an increase of $54 million, or 13 percent, in federal spending for bilingual and immigrant education programs. On this basis, Secretary Riley has called on the nation to quadruple the number of dual-language schools to 1,000 within five years. The number, according to the linguistics center, has already increased by about two-thirds since 1992. Dual Immersion programs have gained much support over the years. They are supported by the organization U.S. English and by the National Association of Bilingual Education, which has endorsed the technique as “wonderful” (Washington Post, Mar. 16, 2000).

With so much attention given to this topic since its inception and in the recent past, I wanted to see if these programs that are receiving so much praise are really as effective as they seem. More specifically, I was interested in seeing how those involved in existing programs feel about them. These people include school and district administrators, both English and Spanish speaking teachers, parents of native English speakers and those of native Spanish speakers, students of both groups, and community members. Thus, in my study, I decided to look at each of these groups separately. I felt it was important to look at
such a large pool of participants because each of the groups involved in the dual-immersion programs may share different goals and have different perceptions about the success of these programs. Yet all these groups are important in the implementation of dual-language programs and must learn to work together.
Research Design:

Before implementing any kind of research, extensive planning took place to establish the research method and appropriate target. These were based on the general research goal of exploring the opinions surrounding existing dual-language immersion programs.

First, I developed a set of open-ended questions to be answered by members of each of the aforementioned groups in the school. The questions were intended to elicit opinions on multiple aspects of the dual-language school. They were also open-ended and non-leading as to allow the respondent to answer in any way they deemed appropriate. The same set of questions was to be given to a member of each group in an interview setting. Though this was the original design model, when the actual research took place, I found it more effective to interview less formally. So I asked parents the outlined questions when the opportunity presented itself after school or as they were chaperoning for a class trip. I interviewed teachers in more formal after school conversations or in free time during their prep periods. I got to talk to students informally in passing conversations during breaks in classroom instruction and fieldtrips.

Though the interviews were not conducted as formally as planned, the questions remained in-depth and open-ended, covering the information originally planned. The environment was simply more natural and less “staged” than previously planned. A complete set of questions used during this project can be found in the appendix.

Because this was a dual-language school, it was expected that many of those interviewed would be native speakers of Spanish. Questions were, therefore, written in
both languages to be asked in the language chosen by the interviewee. This was also made possible due to the fact that the interviewer is bilingual in English and Spanish.

Site Selection:

After establishing a pool of questions, the next step was to find a school that would be appropriate for this research. I decided what factors were important to my research and developed and the following criteria:

1. English and Spanish bilingual.
2. Has been in existence for at least five years.
3. K-6

First, I wanted the school to be English and Spanish bilingual, mostly for purposes of research. I am bilingual in English and Spanish and thus being in an environment where both were spoken facilitated research. If the school was French and English bilingual instead, I would not have had the same liberty to observe students and to effectively interview those who do not yet have command over the English language without the help of a translator.

Secondly, in choosing a school, I preferred to have a program that has been in existence already for at least five years. Drastic change often brings problems. In choosing an older program, the basic start-up problems would more than likely be worked out and thus, research would be a more accurate reflection of opinions surrounding a well-implemented program and not one in transition.
Lastly, I wanted to research a school that implemented its bilingual program through the sixth grade. Many programs are only through the first or third grades or are only implemented in a few classrooms of the school. If the program extends to all elementary grade levels, it is easier for those involved to see the long-term effects on the students. A wider perspective of opinions can also be gathered since children at different developmental levels have very different opinions about school and very different experiences with language.

In addition to interviews, data collection also involved much observation that could be used to validate or qualify the opinions heard. This would also help to set the background for the questions that the participants were asked.

A profile of the school:

The elementary school profiled in this project is a public elementary school in a medium-sized city. The range of the program is preschool to sixth grade, all bilingual. There are about 423 students and about ninety-percent of these students are officially below the poverty line, defined within the school as qualified to receive free or reduced school lunches. About half of the students in the school are native Spanish speakers while the other half is composed of native English speakers. There are currently no students enrolled whose native language is other than English or Spanish. The school is therefore bilingual in Spanish and English. The school was not a magnet school at the time of data collection, meaning that students who lie within the school zone automatically attend this school, whether they want to or not. Next year, it will however become a magnet school, giving parents the choice of enrolling their student in the program or in another school.
The goals of the school, as stated in the school information packet are to:

- Develop fluency and literacy in both English and Spanish
- Cultivate an understanding and appreciation of other cultures, and develop positive attitudes toward fellow students, their families and the community.
- Achieve proficiency in all academic subjects, meeting or exceeding state standards.

The curriculum of the school is developed around monthly theme cycles, all units being originally introduced through literature. The teachers try to use in their instruction cooperative learning, peer tutoring, hands-on learning, a natural approach to second language acquisition, learning centers, teacher directed whole group instruction, and small group interest and skill based instruction. The school information pack also states that “teachers rarely translate or codeswitch, allowing second language to occur naturally.”

(School Information Sheet)

A commitment of at least five years to the program is encouraged, backing up their idea with research showing that “a child needs five to seven years in their second language to become fully academically bilingual.” Parent participation is also encouraged in one of the many programs throughout the school, including the parent group, the mentor program, and one of the English as a Second Language or Spanish as a Second Language classes.

Participant Selection:

Participants for this study were chosen on the basis of availability. The only criterion was that they have some affiliation with the school.
Observations:

School Structure:

While within the school, I had the opportunity to talk to many members of the staff and the community, as well as to observe the general process around the school. I spent the first day mostly in observation, getting to know the structure of the school and getting to know people who may be able to serve as interview sources.

The first noticeable aspect of the school is the physical environment. Signs are written in both Spanish and English throughout the school. Teachers display student work on the bulletin boards in the hallway in both Spanish and English as well. In the classroom, materials are also posted in both languages. There are no desks in the school, just tables at which the students sit. In some classes, these tables are joined to create one group. In others, the tables are separate and students work in clusters. Every classroom also had a couch in one part of it, giving an "at home" feeling to it. Computers sat on tables to the side.

The school set up is very unique. At all levels, there exist combination classes. For example, first and second graders together, and third and fourth graders together. The students at these two levels are combined into one group. From that one large combination group, students are divided into two smaller groups that will stay together throughout the year. These are not based at all on achievement level, and aim to create a balance of native English and native Spanish speakers between the two groups. To teach these two groups, there are two teachers with two separate classrooms. One is designated to teach full-time in Spanish and the other completely in English. The students at the early grade levels rotate between these two teachers every week. In the upper grade levels, this rotation of
language instruction takes place every two weeks. In this way, the students may be taught entirely in Spanish one week and the next week in English. The only exception to this "only English" or "only Spanish" instruction is when it comes to literacy. Each day, students leave their own classroom to receive instruction on reading and writing in their native language. Spanish speakers will therefore go to the Spanish-speaking classroom during this time and English speakers to the English-speaking classroom. This happens at all grade levels. Students are, however, required to use reading and writing skills in their second language when in that classroom.

Another unique feature of the school is that every classroom has a full-time aide in it. In the Spanish-speaking classrooms, the assistant is a native Spanish speaker. In the English-speaking classrooms, the assistant can be a native English speaker or a bilingual aide. There are exactly thirteen full time bilingual aides and four full time monolingual English speaking aids. It should be noted at this time that, while the assistant is a native speaker of Spanish, very few of the all Spanish teachers are native speakers (actually none that I was invited to observe, but I did meet one during my stay). These teachers have instead learned Spanish through formal or informal instruction. In other parts of the building, there are native Spanish speakers on the full time school staff. The coordinator of parent programs, a social worker based in the school, and one of the secretaries in the office were all native Spanish speakers.

Aside from the regular full-time aide, in classrooms where there are more students than district standards allow, an overload assistant is assigned to help with the classroom and to balance out the teacher-student ratio.
The school is also distinctive because of its tremendous community support. First, the school has over two hundred and fifty community volunteers that donate varying amounts of time to the school as they can. Some give up to forty hours a week helping out in classrooms. Some only give one hour a week as mentors to individual students. Mentors may meet once a week with students to have lunch and to see how they are doing. They are supposed to serve as positive role models in a student's life.

Another area of the school that has benefited from tremendous community support is the Child Health Initiative, a district wide program that has an office within the school. Designed on the premise that a student cannot get to school and concentrate on academics when their basic needs are not met, the program works to do whatever it can to help out a family in need. This may consist of helping to pay an electricity bill, helping the family receive health care, providing them with beds, or giving food or clothing to the family. To qualify for the program, the family must be considered eligible for free or reduced lunches. The program has been in effect for seven years and has had a very positive impact on attendance in the school. Before the program began, attendance was below forty-five percent. This means that on average, students only made it to school forty-five percent of the time that there were classes. Now that the program has been implemented, attendance has risen to eighty-six percent. The program is possible through a grant and through the generosity of parents, neighborhood associations, the county, the city, the school district, local hospitals and physicians, volunteers, and the religious community. The community donations are so strong that local businesses often bring surpluses of food to the school to be distributed to families in need as the school sees fit. A copy of the Child Health Initiative Pamphlet can be found in the Appendix.
Another part of the school structure is the extensive availability of after-school clubs for the students. They may choose to be in a Monday and Wednesday club, a Tuesday and Thursday club, or both. In these clubs, students can get involved in a wide variety of activities and have a place to go after-school that they might not have had before. Clubs include Japanese, dance, computer, soccer, sign language, tennis and more. These activities last from the time school gets out at 3:15 up until 5:00. They are run by volunteers and students from local high schools who are paid for their time.

On Fridays, a different type of club is available for the students. It is an entire afternoon of activities called “Fantastic Friday”. Parents and school staff decided earlier in the school year to lengthen the normal school day by a half-hour daily and let classes out at 12:30 on Fridays. Each week still has the amount of hours required by the state; the time would only be allotted differently. The program gives school staff development and training time during the week. With their schedules, this was previously very difficult to achieve. After school gets out on Fridays, the staff finally has an opportunity to meet. The students have different plans. They have an opportunity to engage in two one-hour sessions of their choice. There are between twelve and fourteen activities to choose from. A complete list of Fantastic Friday activities is listed in the Appendix. This event too is made possible through the generosity of community members and local organizations. Thirty to thirty-five volunteers from community organizations and churches staff the event. The organizer of the program has an office within the school, but is paid for her Fantastic Friday position through a local church.
Opinions from Parents:

The first group within the school that I had an opportunity to talk to was the parent group. I was a little nervous about asking a group of complete strangers to answer a set of questions for me about their personal feelings towards their child’s school. I knew I had to develop a little bit of “confianza” or trust first, to let them become comfortable with me. Fortunately, this opportunity presented itself to me the second day of my observation when I had the opportunity to go on a first/second grade field trip. Many parents also went along as chaperones. Throughout the day, we had opportunities to talk and I was able to ask the questions I wanted to ask.

The first parent with whom I spoke was a Mexican-American woman whose children are students in the upper grade levels of the school. She speaks both English and Spanish as native languages and is raising her children to do the same. She likes the program because it helps students keep their Spanish.

In addition to being a parent, she is also involved with the parent committee as a translator. During these meetings, the headset system of translation is used so that all parents can participate. With this device, those who need a translation can receive it (while the speaker is still speaking) through a headset that they wear on their head. To encourage language equity, the language in which the meeting is conducted rotates from week to week.

One problem that she sees in this committee is that although there are two separate governing bodies of parents, one for Spanish speakers and one for English speakers, the groups do not blend together enough. There also exist feelings of superiority within the
Spanish-speaking group because some parents speak better English than others do or because some have more education than others do.

One of the improvements she would like to see made is to involve parents by making them feel welcome from the moment they step in the door. She feels this starts in the front office. This is the first place parents will go when they enter the building, but will they be greeted by a smile and someone who speaks their own language or not?

She would also like to see a change in teachers. She feels that the Spanish teachers do not speak Spanish well enough and that the students therefore do not receive quality Spanish instruction. Her suggestion is that the school hire native Spanish speakers to teach the Spanish classes.

The next parent that I had an opportunity to talk with was a native English-speaking mother. She caught me off guard because she appeared to be of Hispanic descent, but she did not speak a word of Spanish. I had begun to talk to her in Spanish, but she quickly corrected me and I apologized. The situation, however, started off a good conversation. She said that she was happy with the program and liked that her son would have the chance to learn two languages. She commented however that her husband does not like the set up of the program. He thinks that their son should be taught completely in English and that learning the second language simultaneously will detract from his progress in his first language. Their son is in the program not because they chose to enroll him, but instead because they live within the school zone, only three blocks from the school.

Another one of the parents that I was able to talk to was an English-speaking woman. She raved about the program and especially the teachers. "They are wonderful!"
she told me. She was very excited about the fact that her son will learn Spanish. She said that she has not seen any results in this area yet, but that the teacher has told her that he does understand in the classroom. The children are given an evaluation in each subject area in each language. She told me that her son’s tests scores have revealed that he is up to the expectations for his grade level in English, but one year behind in Spanish. When asked for program suggestions, this parent had no complaints at all about the program.

Lastly, I talked to the parent of a Spanish-speaking child who just recently arrived to the United States. She came to the United States eight months ago from Guatemala with her son and her American husband whom she met in Guatemala and married six years ago. She does not yet speak English, but her son speaks quit proficiently. I suspect this English proficiency comes not only from the instruction he receives in the school, but also from his father, who is an American and a native speaker of English.

I had the opportunity to talk with this mother not only informally during the fieldtrip, but also in a formal interview upon returning to the school. Being a teacher herself in Guatemala, she had a wide variety of opinions about the program. First, she commented about the parent board in the school. She found it to be not very welcoming to newcomers and very repetitive. The group, according to this mother, does not always pay attention to the minutes from the last meeting and ends up discussing the same issues over and over again. She no longer attends the parent group.

As for the classroom set-up, she feels that the students are always moving from one class to another and that they need more stability in their instruction. She also commented that there exists such an emphasis to teach her son in Spanish that she feels he is not getting enough practice in English. All of the homework he takes home is in Spanish.
Another problem in the program structure that she has observed was of the substitute process. When one teacher can not make it to class, the school automatically brings in a substitute teacher. The classrooms, however, all have assistants in them that are with the students every day. This mother can not understand why they do not just let the assistant take over for the day, assisted by the substitute. For her, this would make more sense because the assistants spend every day with the students and know them much better.

Out of all the faults this mother believes the school has, the greatest problem she uncovered was that the teachers do not understand the Latino culture. She describes a confusion in roles between the school and the family. Parents see their role one way and the school sees the role of the parent differently. Her example of this came from her own life. In Guatemala, she explains, children do their schoolwork at school and when they come home, they have different responsibilities. In the U.S., students are expected to study in the classroom and at home. The school does not explain to the parents this difference and thus the parents do not know that they need to help their kids with schoolwork at home.

Another one of these cultural differences is discipline. She feels that the discipline in the school is very exaggerated and kids are expected to be unreasonably well-behaved. This is in sharp contrast to the school system these students are coming from. She simply feels that many of the teachers know nothing about the culture of their students and can therefore not be effective teachers. To relieve this problem, she recommends that all non-Latino teachers, both English and Spanish, be required to spend some time abroad, teaching or studying. This would also improve upon language proficiency in teachers.
She feels this language proficiency is lacking in the Spanish teachers and that the best option would be to hire native Spanish-speaking teachers.

Opinions from Teachers:

During my time in the school, I had lots of time to talk with teachers about the program. More than anything, the teachers constantly remarked about how well the staff worked together. This reflected in their interactions with each other. In many schools, there are deep differences in opinion between the ESL teachers and the mainstream teachers. That was not the case in this school. They all claimed to work as one happy team.

One afternoon after school, I had the opportunity to sit down in a formal interview with the third-fourth grade English-speaking teacher. She has been with the school for about five years and thinks it is absolutely wonderful. For part of our conversation, another teacher, the first-second grade English-speaking teacher, joined us. When she joined the conversation, she immediately began praising the program as well. One good thing that she sees is that both languages are given equal power in the school, from instruction to pamphlets and even in the parent-group meetings. This use of the two languages also gives the students power. When they are learning in their native language, they are the “kings” or “queens” for that day, knowing exactly what is going on and translating for others.

In terms of relationships with parents, there is good communication but it could be better. Parents are just so busy and work so hard that they do not have lots of time to come
into the school and volunteer time. The third-fourth grade teacher would like to see more parents coming into the building.

As for the teachers, all have positive things to say about each other. They are all very dedicated and see themselves as a single team. There seem to exist no conflicts of interest. The same praise exists for the school principal. Teachers praise the principal for treating all of his teachers with great respect, for trusting in their ability to teach, and for empowering them to do well and to keep improving. When the group needed to get the ESL endorsement, the principal brought a program to the teachers. They didn’t even have to leave the comfort of their own school. One of the teachers said that the principal had so much faith in the teachers and was so supportive that she got a CD player for their classroom only three days after putting in the request.

These teachers reported that the district is also very supportive of their efforts. They soon added however that the school is kept under a microscope, administrators always watching for any mistakes that may be made. This is just because it is a new idea, they tell me. There is always someone looking to shut them down.

One improvement the third-fourth-grade teacher suggested was that changes be taken more slowly in the school. Her example being the change in the extension of the school to a junior high program as perhaps too fast. She also feels native English-speaking students who want to enter the program at the upper levels should be tested for Spanish proficiency. They have found native English speakers entering the program in the fourth grade have a hard time if they have no previous training in the Spanish language. This kind of testing was not mentioned for native Spanish speakers.
One of the features of the program that the teacher really enjoys has little to do with the bilingual nature of the program and more to do with the general structure, is of combination classes. Instead of spending one year with the students, the teacher gets to be with students for two years. During this time, the teacher can really get to know the students and what they are capable of. They also know what the students have or have not already learned. Best of all, the teachers can individualize instruction for each student because the range of instruction is wider. For example, a fourth grader may be at a lower third grade level in math, or a third grader at a higher fourth grade level in writing. Goals and expectations are thus individualized.

In a separate conversation with the librarian, I still got nothing but praise about the school, but for different reasons. The neatest aspect for her was seeing how the children play together so well despite their differences. She also remarked that she loved it when one student translates for another student. This is when, she says, she really sees the results of all the school’s efforts.

Opinions from Community Members:

I feel that I received a biased opinion in the area of community member opinions because I only interviewed community members that were volunteering within the school. Those that are in the school are more likely to support the program or they would not be there. By the same notion, it is likely that community members that may oppose the school would not be giving their free time to help it progress. Nonetheless, I give my observations.
As mentioned before, community support for the program is outstanding, with over 250 volunteers in the school and continuous donations of services, clothing, food, and other products. With all these volunteers, I had the opportunity to talk with many of them. One that I met was a student at a local high school. He is a senior and gets community service credit for helping out at the school. Because lunch is eaten in the classroom, his job is to monitor the students during this time when teachers are off eating their own lunches and taking a break. After lunch, he helps monitor the playground.

In the staff room, I met the woman who coordinates all volunteer programs. She had no complaints about the school program and actually wanted to be on the record as describing the school’s teachers as “some of the most talented and brilliant” she has ever seen. She assured me she has seen a lot.

Most of the other volunteers that I tried to talk to about the program really had no real idea about how the school was run, but simply enjoyed giving time and working with the students. Two of these volunteers that I had an opportunity to talk with were Latina women who volunteered within the classroom. One was from Colombia and the other from Mexico. We talked about their home countries and about the program at the school. They had very positive things to say about it. They really liked how it was set up, allowing students to learn in both languages. Volunteers that were seen in the school were both native Spanish speakers and native English speakers, but it appears that the majority are white native English speakers.
Observations of and Opinions from Students:

In such a complex school, one of my interests was to see how the classrooms are run, if the activities are similar to those in a monolingual school, and how the students work together. My third day in the school, I had an opportunity to visit a Spanish and an English third-fourth grade classroom. When I came, the students were in their literature time and thus in their native language. I decided to visit the English class. The students were learning to take notes from articles that they can use in the future to write reports. The students appeared to be very social, talking and helping each other with their information.

Later in the Spanish classroom (during a blended period), the students worked on papers writing about their career dreams, what they wanted to be in the future. I was very impressed when many of the native English speakers wrote their papers in Spanish – it was the Spanish class of course. One native English-speaking girl wrote a very good paper with very few errors about how she wants to be a teacher in that very same school some day. When I asked her what language she wants to teach in, she told me Spanish.

I also had an opportunity to play math war with one of the students. Since it was the Spanish speaking classroom, I tried to talk to him in Spanish, but he did not respond to my speaking to him. He tried to avoid my talking and would say something in English about the game. He did not understand what I was saying. The teacher confirmed to me that the student was not very conversational in Spanish, but that he did understand a little and knew his numbers very well. For this reason, he chose math war as the game for us to play. In this game, students use playing cards to do multiplication problems. The student demonstrated that he may not be proficient in Spanish, but he does know his numbers in
Spanish very well. He was able to say almost all of the numbers (all below 100) with minimal help.

The school principal had actual records of language acquisition within the school in the form of proficiency tests given to students. These tests serve to assess the students in the language that is not their first. The exams showed a great growth in language proficiency in both native English and native Spanish speakers in the first two years of school enrollment. Typically, the students scored approximately eight points out of twenty-five on the exam the first year and in the twenties (still out of twenty-five) thereafter. The third year, the growth was not as dramatic, but did reach at least twenty-two points out of the possible twenty-five. The English speakers did not achieve as high in Spanish as the Spanish speakers did in English, but they still made great strides.

While observing the third-fourth grade English-speaking classroom, I also got to see the students work in blended literature groups. These groups were formed based on interest in the activity and not on skill. The first group was reading a story together and asking questions. Each student would read one page and then pose a comprehension question to the rest of the group. Key words to guide the questions were posted on a nearby bulletin board. These came from a list of words commonly seen on the state and national exams. Not all the students in the group were strong readers and not all were native speakers of English. One boy had problems reading in English, so the rest of the group would read with him. In this way, all students in the group could feel confident reading.
Another group read a chapter book and then wrote a play based on the book to perform for the rest of the class. They not only wrote the script, but also prepared the set. After all preparations were complete, they performed the play for the rest of their peers.

During this day, I had the chance to talk with a table of students briefly about their opinions concerning the school. When asked if they liked the school, they all answered "yes". Their only complaints were too much homework or they do not like specific classes. These are typical child complaints about school. They all said that they liked the teachers as well. All of them attend the school because they live in the district and not because they chose to be there.

My next big question was whether or not they like being taught in Spanish and English both. A native Spanish speaker said that he liked it. Another English speaker did not like the instruction in Spanish. When asked why, he said it was because he did not understand anything in Spanish, and he has been in the program for four years. When asked if it makes it harder to learn, he said that he could still learn because the materials are usually translated. Another native English speaker said she liked both languages because it gives her a chance to learn both English and Spanish.

This feeling of not understanding Spanish was not only seen in this one third grade boy, but also in a first grader a few days earlier. Before leaving the classroom for a moment, the teacher gave the students an assignment to get started on before she returned. As soon as she left the room, one of the boys turned to me and asked, "You speak Spanish?" I told him I did and he responded with "What did she say?" He had not understood a word of the assignment and when asked about his ability, he said that he does not understand, but people will translate for him.
It turns out that his peers not only translate for him, but also the teacher herself. During the two days I was in that classroom, there were very few times when the teacher said something just in Spanish. She translated almost everything into English. On many accounts, she would justify the translation by saying “this is important for you to understand, so I am going to repeat it in English”. This same translation took place a couple days later as well when a scientist came into the classroom to talk about birds in the area. The scientist woman did not speak Spanish and the assistant who worked in the classroom translated all the information into Spanish for the students.
Analysis:

This program has many reasons to be praised. The administration has thoroughly examined the research concerning bilingual education, and seeks to structure the program according to the most proven methods. For example, the program emphasizes acquisition of the first language before the second. Cummins proposed back in 1979 in his “linguistic interdependence hypothesis” that skills that are developed in the native language transfer into the second language. This is particularly true for reading and writing (McLughlin, 1986). For this reason, literacy within the school is taught in the native language. Another tried and true method that the school has adopted for instruction is the “Natural Approach”. Stephen Krashen and Tracy Terrell coined this phrase in 1981 to describe the process of natural language acquisition through receiving “comprehensible input” (McLaughlin, 1986). Students are not given formal instruction in the second language, but are instead expected to learn it in the same way they learned their first. This approach has been used for many years in many schools throughout the country and has proven very successful in encouraging language acquisition.

There are however, many negative aspects that are discovered when looking at the total school. One example is that of translation, an instructional method used frequently by teachers within the program. Translation has negative effects on language acquisition by denying the student access to the quality “comprehensible input” Krashen and Terrell emphasized. It furthermore serves to devalue the importance of the translated language by making it unnecessary to learn the language to experience success. This error in instruction is unintentional since the school is not designed to encourage translation, yet its
use continues. Both the positive and negative aspects of the school will be discussed within the following section.

When analyzing the information collected, there are a few trends that run through the data as a whole. These include the prevalence of program misconceptions, language power, combining language and culture, collaboration, teacher selection, meeting core needs, and issues of the hidden curriculum within the school. Each of these areas tie together to make up the total school, but must also be looked at separately since they are each individual.

**Program Misconceptions:**

There seemed to exist many misconceptions within the school that could be cleared up with a brief presentation of the facts. These misconceptions were especially prevalent in the parents of the school. It seemed that they had no idea why the school was set up the way it was. The principal had explained to me all the research the school adheres to and even gave me a print out of information about the school that outlined some of these points (See Appendix). Included in this handout are the goals of this particular program, the benefits of the two-way language immersion program, and what research says about second language acquisition. It even has a section that outlines in detail how the school is set up. Whether parents have access to this information, I can not say. And if the information is available, whether they take the time to review it, I do not know that either. Yet there seems to exist an air of ignorance. The one English-speaking parent pointed out her family's fear of second language acquisition taking away from the child's development of his first language. This misconception is identical to that of the "bilingual-handicap".
Research done in the 1920s by Saer pointed to this very conclusion, suggesting that bilingual learners experience more deficiencies and pathologies. However, this research has since been labeled as failing to match bilingual and monolingual learners on demographic variables and thus invalid. It has been disproven over and over again and this era of bad feelings toward bilingualism has since shifted to one of positive feelings. Pearl and Lambert’s study of bilingual learners in Montreal concluded that bilingual learners actually have many advantages over monolingual learners. They not only have the experience of two cultures, but also “mental flexibility, a superiority in concept formation” and “a more diverse field set of mental abilities.” A slew of other positive outcomes were also found thereafter by other researchers including a superiority of bilingual children in awareness of linguistic rules and structures (Ben-Zeer, 1977), an ability to monitor cognitive performance (Bain & Yu, 1980), and positive effects on divergent thinking and creativity (Torrance, Wu, Gowen & Alliotti, 1970) (Diaz Soto, 1997). The research clearly indicates that the parent’s thinking is incorrect. It however goes uncorrected and serves to contribute to their negative feelings toward the program. If only they were educated about the true benefits of bilingualism, they may be able to fully support the program.

The parents were not the only group that indicated ignorance towards the methods chosen within the school. Many volunteers, though they supported the program, were not able to talk about its structure whether they liked it or not. They really had no idea why it was how it was. The school must make sure that those involved in the school, particularly parents, understand the rationale of the program.
Language Power:

The next problem within the school is that of language power. Though it is not commonly thought of as a tool of war, language can be very powerful. Within this school, it has been positively used to give power to the Spanish-speakers who, due to institutionalized racism are not given as much power in society as a whole. The teachers said themselves that when students are speaking in their native language, it lets them feel like “kings and queens” for the day. A sense of pride is apparent in how they talk and how they carry themselves. They are in control. Cummins confirmed this in his own research, concluding that home language instruction develops pride in one’s self and can help school achievement (Diaz Soto, 1997). For this reason, it is important that we embrace the native language within the school, to empower the student. Besides, many other benefits have also been seen in creating bilingual children. Denying the children this type of education may be akin to leaving them powerless. As educators, this is not our goal. In terms of empowerment, Krashen also demonstrated in 1988 that development of the first language promotes a healthy sense of biculturalism essential for identity development in children from a multilingual background. Craft (1982) found that language loss weakens culture and may lead to a loss of identity. It may also contribute to intergenerational stresses (Diaz Soto, 1997). These intergenerational stresses are the problems created between parents and children who can not communicate with each other because they do not speak the same language. When the language is lost, the family heritage is often lost as well. This causes even more tension within the family. Language loss is seen in the traditional ESL classroom, which seeks to aid students in the acquisition of English, but without taking into account maintenance of the student’s native language. A very dramatic account of this
loss of identity is told in Richard Rodriquez’s book, *Hunger of Memory*. Here, he tells the
story of speaking Spanish as a child but later loosing it as he entered school. In loosing his
language, he lost his Latino identity as well and the deep connection he once had with his
family (Rodriguez, 1982). Using the home language within the classroom, we prevent this
tragedy from befalling our children and instead empower them to succeed in school and in
life. They are not given special privileges, just the same ones that are afforded to the rest
of the students.

Within the parent group, this language power is not used to give power to all, but to
create an imbalance of power. The group is structured to give each language equal power.
They rotate the language weekly that they will use for their meeting. They even have two
separate heads of power, a native English-speaking parent wing and a native Spanish-
speaking parent wing. Yet, there is not equality in the group. The translator for the
program pointed out that knowledge of English is very essential within the group. When
translation is not always available, those Spanish speakers who can understand English run
the group. They intentionally do not translate for those who do not understand and instead
take on an “I’m better than you” attitude. Though the structure of the group has aimed to
prevent an imbalance of power created by language, it appears as though it is inevitable.
The group is only a reflection of society. Braj B. Kachru described this power of English
on the world level in the following passage:

“Competence in English and the use of this language signify a transmutation: an added
potential for material and social gain and advantage. One sees this attitude in what the
symbol stands for; English is considered a symbol of modernization, a key to expanded
functional roles, and an extra arm for success and mobility in culturally and linguistically
complex and pluralistic societies. ...Knowing English is like possessing the fabled
Aladdin’s lamp, which permits one to open, as it were, the linguistic gates to international
business technology, science, and travel. In short, English provided linguistic power.”
(Kachru, 1984)
The power of the situation among the parents may not be one of knowing English for international business, but Kachru is right about one thing. English provides linguistic power in the world and especially in the United States. It is evident within this parent group.

Lastly, on the issue of language power, even though the Spanish language is given power within the school, it remains obvious that the more powerful language remains English. Linguist Dorothy Legarreta-Marcaida points out that students are quick to learn the relative prestige of their primary language in a school. It is made obvious through the portion of the primary language used in instructions, what subjects the language is used to teach, and through what language the teacher uses to speak to aids, other teachers and to important visitors from outside the school (Legarreta Marcaida, 1981). In this particular school, the language spoken among teachers is English. This is because all of the teachers are proficient in English, but not all are proficient in Spanish. This simple practice seems harmless, yet it sends a strong message to the students. All of the visitors I had seen come to the school during this time were also all native English speakers and their presentations were sometimes translated. And even though I was in the Spanish speaking classroom and the teacher knew that I am a proficient Spanish speaker, she chose to talk to me in English. To counteract these practices, and to raise the prestige of the primary language, Legarreta-Marcaida recommends that the teachers and the school itself take steps to provide more opportunity for the language to be heard in a variety of formal and informal situations. To see teachers, aids, volunteers, parents, and even the principal speak the language would help the students to see the importance of their language.
The attitudes of the students also revealed this fact of English dominance. All of the native Spanish-speaking students tended to progress very nicely in their acquisition of English, communicating fluently in English with their peers. However, the native English speakers did not progress at the same level. This is logical given the fact that English is the community language and can be found outside of the school as well. Many native English-speaking students may not have this same opportunity to speak Spanish outside of school. Yet, native English-speaking students showed no desire to learn the Spanish language. In the 1st/2nd grade Spanish-speaking classroom, the teacher spoke Spanish and the native Spanish speakers spoke Spanish among themselves. Yet all native English speakers spoke only English. And when Spanish-speakers addressed an English-speaker, it was done in English as well. Lastly, more than one student commented that they do not have to learn Spanish to be successful because everything is translated, either by a teacher or by another student.

This translation, which was observed very frequently within the school, becomes a greater problem of language power within the school. Because of the abilities of the teachers, the native English-speaking students always have access to translation from teachers during their classes, but the native Spanish speakers do not. This could imply overtly that English is a more valuable language in the school for learning and for communication in general. Translation of this kind also has negative effects on language acquisition, as mentioned previously. Translation takes away from the student the opportunity for "comprehensible input". The instructor should instead simplify the language used to a level one notch above that of the child (Terrell, 1981). At this i+1 level, according to Krashen, quality language acquisition can take place. Another problem with
Combining Language and Culture:

Language and culture are two inseparable concepts; they feed off each other. Without a language, the passing along of a culture would be lost. And without culture in language, many of the definitions of the words become invalid. Idioms like “hold your horses” and “it’s raining cats and dogs” quickly lose their meaning in translation. How could it possibly rain cats and dogs? This connection between culture and language is just as important in the bilingual classroom. The goals of these programs are to help language acquisition and to promote harmony between cultures. This can not happen without the positive presentation of both cultures within the school.

The first benefit of combining language and culture in the classroom is increased success in language acquisition. In order to learn a second language effectively, students must also learn the culture behind the language. As mentioned, many words lose meaning in translation. The Spanish word “confianza” for example, means a lot more than just its translation of confidence or familiarity. It signifies a trusting relationship between people that is only built with lots of time. A “sombrero” in Mexico is not just a hat, but those big traditional hats worn by Mexican men on special occasions. There exist a countless number of words that can only be understood through an understanding of the
connected culture. Therefore, if success is to be experienced in the language classroom, culture must be taught as well.

Knowledge of culture is necessary in the mere motivation behind learning a new language. Research by Gardner and Lambert in 1972, along with that of Acton and Walker de Felix revealed that an integrative motivation in students proved far more effective in determining language learning success than an instrumental motivation. Instrumental motivation, the less effective of the two, is the desire to learn a language for a specific purpose such as getting a job, traveling, or being able to converse casually with speakers of the target language. Integrative motivation, however, is one in which the student has a desire to learn the language with the goal of becoming a part of the target culture and speaking the target language (Merrill Valdez, 1986). Therefore, in order for language learning success to occur, the students must have opportunities to experience the target culture and must be motivated towards a desire to be part of it. Non-native English-speaking students usually experience this feeling just from being in the United States. They typically feel like outsiders, and want to become part of the dominant culture to “fit in”. The English-speaking students, however, have a different situation. In order to be truly motivated to learn Spanish, they must have some kind of great motivation. In this program, this motivation may be sparked by Spanish-speaking classmates or by an overall valuing of the culture in the curriculum. The girl who told me that she would like to be a Spanish language teacher in that very school had this desire. And with this, I am confident that she will effectively learn Spanish over time.

Culture learning is essential to language learning. Unfortunately, the school only appears to incorporate it very briefly. Though the after-school activities appeal to students
of all cultures, "Ballet Folklorico" is the only one that is truly reflective of Hispanic
culture. Within the classrooms, teachers have decorated with pictures of Mexico and other
countries. This shows a value for students' homelands, but does not seem to be enough.
The American way of life is celebrated, but when is their time for the Hispanic way of life?
One of the parents expressed her frustration with the ignorance of the teachers towards the
Latino culture. Teachers must first educate themselves about the Latino culture before
they will be able to present it in their classroom. They must also take advantage of the
Hispanic parents and community members who can share with students a little piece of
their own lives.

The integration of culture in the classroom is also important from the perspective of
native Spanish speaker success in school. Having their culture celebrated within the
classroom gives them pride in who they are and is important for issues of identity
development in the students. Use of the Spanish language in the classroom has been
proven to have these positive results in itself since it is a factor of culture (Legarreta
Marcaida, 1981). Yet more must be done. Students must see their culture reflected in a
positive light and must be presented with role models that reflect their own identity. For
this reason, teacher selection in the school is very important.

Finally, understanding the culture of both groups is essential in promoting harmony
within the school. The first step towards harmony is seeing the value of one's own culture.
Research indicates that "after the learners are guided to a recognition of the cultural base of
their own attitudes and behaviors, they are ready to consider others in a more favorable
light" (Legarreta Marcaida, 1981). In order to do this, all students of the school must have
their first culture validated, both at school and at home. The second step is seeing the
value of the other. One study in 1972 found that Anglo children in the bilingual program had more favorable attitudes towards Mexican-Americans after bilingual education (Legarreta Marcaida, 1981). The good thing about acculturation in a bilingual program such as this one is that the students are encouraged to indulge in a new culture, but without losing their own.

**Collaboration:**

Collaboration is an important concept in education. First Lady, Hillary Clinton, wrote a book talking about how “it takes a village to raise a child”. The same is true in education. It takes a village to educate one. But nowhere is collaboration stronger seen than in this very school. It comes on three levels, collaboration within the community, collaboration within the school, and collaboration within the classroom.

The first of these, within the community, consists of teachers, administrators, parents, and community members all working together to give the students the best education available. The principal described this collaboration as the school’s biggest strength. He said, “What I like most about the program is directly connected with ‘parents, school, children, community, working together to build tomorrow’. We are in the business of growing great children”. The community support within this school is absolutely amazing. There are more than 250 volunteers that come in on a regular basis to help with the main functioning of the school. In addition, the community shows its support through strengthening the “Child Health Initiative” that is run out of the school. Food, blankets, beds, and clothing, among other things are all donated in a hope to help kids make it to school. Even the organizer of the “Fantastic Friday Program” is a volunteer, paid not
through the school but through a local church. Communication with parents is also favorable. The teachers know them and they in turn come in as visitors to the classroom and as chaperones for field trips. One parent, however, did express a concern for greater communication with the school.

The collaboration within the school is also very unique. Over and over again I have read about bilingual programs in which the ESL teachers and mainstream classroom teachers disagree on issues and therefore fail to work together (Lemberger, 1997). Yet in this school, that feeling does not exist. All teachers are working together for a common goal and report great relationships with their fellow staff. They meet weekly to talk about how the school is running and even daily within the team teaching pair to coordinate lessons and to talk about specific student concerns. Collaboration between the principal and his staff is also strong. They report him as very supportive of all of their teaching ideas and always willing to help. Other support staff must not be forgotten either. The librarians, the lunchroom staff, the counselors, the social workers, and the office staff all work together to keep the school running smoothly.

Collaboration is apparent, lastly, in the classroom itself in the form of constructivist teaching and learning. In the traditional classroom, teachers used to be responsible for teaching and students for learning. There is little interaction between the students and very little independent discovery. In the constructivist classroom, students work together with the guidance of the teacher to construct their own knowledge. Even the set-up of the classrooms within the school reflects this idea. Instead of rows of desks, students are seated at tables where they can easily talk to each other and work on projects together. They depend on each other for ideas and for clarification when they do not understand
something. I had the opportunity to see students within the 3rd/4th grade classroom work together to create literature groups with very impressive results. It was only the result of collaboration where the product of the whole group is almost always better than that of just one part.

**Teacher Selection:**

Another trend that tended to present itself in the interviews was that native Spanish-speaking parents tended to have more complaints about the program than the native English-speaking parents. The three native English speakers remarked that they really liked the program and were all very excited about the possibility of their children learning a second language. Only one of these parents showed reservations, sharing her husband's fear that learning in the second language would take away from learning in the first language.

As for the two Latino parents interviewed, there was a consensus that the program has many strengths, yet a few changes could be made to better meet the needs of the students. They did not speak entirely against the bilingual program in their school. They praised it for allowing their children to learn both languages. And their participation within the school by serving as a translator for the parent group and helping to chaperone field trips shows that they must support it in some way. Their support is typical of Latino parents nationwide. Linguist Linda Chavez claims that "support for Spanish-language programs seems to be declining among immigrant parents." However, this is not the national trend. Not only did Hispanics vote against Proposition 227 in California to end bilingual education by a 2 to 1 margin, but a more recent LA Times poll showed that only
thirty-seven percent of Hispanics approved of ending bilingual education (LA Times, July 6, 1998). These Latina mothers interviewed do not seek to end this bilingual education program. They only believe that some improvements can be made within the program to give their children an even better education.

The first of these improvements is the hiring of native Spanish-speaking teachers. Latina mothers were able to recognize this fault within the school because they know what well-spoken Spanish sounds like. People who do not speak the language are not able to judge whether their children are receiving quality language instruction or incorrect models of pronunciation and grammar. Unfortunately, the 1st/2nd grade Spanish teacher’s Spanish is full of errors and mispronunciations. I noticed this myself and the two Latina mothers pointed it out as well. Una Cunningham-Andersson and Staffan Andersson discuss this lack of quality input in their book entitled *Growing Up with Two Languages*. The two authors point out that children are quick to learn and mimic the non-native patterns of their parent’s speech. If the child is exposed, however, to the correct usage on a regular basis, they will be able to replace the incorrect usage with the correct one (Cunningham Andersson & Andersson, 1999). Using this idea, the incorrect Spanish language input is not so devastating for the Spanish-speaking children as the parents feel. Only of course if the children receive sufficient language input outside of school in Spanish. The input does have very different effects on the native English-speaking students who may rely however on their teacher and classmates as their only authentic language input. These students, when lacking better models, may adopt the teacher’s errors and accent as their own, speaking incorrect Spanish. It would be better for a native speaker to be hired to model correct language.
The benefits of minority teachers are numerous for all students. First, a match between racial and ethnic profiles of students and teachers increases the likelihood that teachers will meaningfully connect learning to all of their students. Secondly, it must be remembered that both minority and majority students need minority role models (Latham, 1999). In addition, students of all backgrounds need to see minorities in all positions. If a student never has one Black teacher, he or she may grow up thinking that Black people can not be teachers. In the situation of this school, Latino teachers could bring in an understanding of the culture that the Latino children could relate to and that the non-Latino students could use as a model to increase understanding of this parallel culture.

The United States is very diverse, with approximately thirty-five percent of the nation’s students from linguistic- or racial-minority families. Our teachers should reflect this same diversity. However, only about 5 percent of our nation’s teachers are from racially diverse groups (Futrell, 1999). Something must be done to recruit more multicultural educators. A very easy possibility would be an effort by the school to help the many aids within the school to move into positions as full-time teachers. Promising volunteers or parents could even be encouraged to pursue a teaching degree. The Guatemalan mother I spoke with already taught for many years in Guatemala. It might be easy for her to get her certification in the U.S. The school must simply make a greater effort to recruit Hispanic teachers.

If this remains impossible, it must be remembered that something is better than nothing and a non-native speaker must be accepted. There are many non-native Spanish speakers who can perform well in the Spanish language and who could successfully
connect the children to the Hispanic culture within the classroom. I met one of them in this school.

Meeting Basic Needs First:

The next theme that runs through the entirety of the data is that of meeting the student’s core needs first. According to Maslow’s hierarchy of needs, basic needs of the students must first be met before they can learn to their full potential. The first of these needs is psychological needs. These include survival needs such as oxygen, food, water, warmth, shelter from storms, etc. These needs are the most basic, but most important. If they go unmet, the students have no interest in education, but rather in survival. Within the school, these needs are continually being met through the Child Health Initiative. Here, families can get food when they are in need and students can in turn focus on other areas of their lives.

Yet, even after fulfilling these most basic needs, there is no assurance that students will learn. Maslow claims on the next level of his hierarchy, the safety needs level, that students must also experience an element of safety in their lives. This can be provided in a time of fear by parents or other trusted adults. When fulfilled, this need is followed by social needs such as a feelings of love, affection, and belonging (Perks, 1999). In a bilingual classroom, this level takes on special importance. Students must feel welcome within their environment.

Not only is this security in the classroom necessary according to Maslow, but Krashen has also demonstrated that it is essential for language acquisition. In order to acquire a language, it must be presented by means of “comprehensible input” and in a low-
anxiety environment (Terrell, 1981). If students feel uncomfortable in their learning environment, they will not be able to learn the language. For this reason, I commend this bilingual program for their efforts to promote a harmonious language environment. A good example of this low-anxiety environment was seen in the 3rd/4th grade Spanish-speaking class. After one of the native English-speaking students had read her paper in Spanish to me, I was anxious to help her make corrections to the few errors that were present. The teacher, however, told me that they do not make corrections to the student's errors. Instead, they trust the students to write the best they can and if they are not sure of a word, to ask about it. This method takes on the idea that the students will eventually acquire the correct usage of the language and seeks to prevent frustration with the language.

The Hidden Curriculum:

Those who think they do not know what the term "hidden curriculum" means, really do know what it is and may even be able to define it for a situation in their own lives. In a school, it is composed of those lessons that are not taught, but are learned. They may be observed in the behavior of teachers or in the things he or she may subtly say. They can also be found on the playground and in conversations with other students. The hidden curriculum is learned in all places. Knowing which teachers allow you to arrive a little late to class is not posted anywhere in the school, but after spending a few days there, it can be easily figured out. This is an example of the hidden curriculum. Knowing what is "cool" and "uncool" in a school is also part of the hidden curriculum. Every school has one, including the one I visited. There, I found many trends that lead me to believe things
that were never stated. I am sure that the parents and the children have their own beliefs as well. Mine are as follows:

The first one has already been talked about: English is more important than Spanish. The prestige that the English language receives in the school can easily allow learners and parents to see that English is a more valuable language to have. All the teachers speak English, but not all of them speak Spanish. When class is not in session, teachers will speak English. Most of the people who visit the school speak English. If I don’t speak Spanish, it will be translated to English. With all this attention given to the English language, there is no need for students to learn Spanish and lots of motivation for native Spanish speakers to quickly learn English.

With this power of English, comes the power of English speakers. The next unspoken rule is that native Spanish speakers do not hold positions of power within the school. Out of all the teachers I saw within the school, only one was a native Spanish speaker. However, about half of the students within the school were native Spanish speakers. The numbers do not correlate. There are native Spanish speakers within the school, yet they are not teachers. They are aides and simply serve the teachers when needed. Their power is very limited. Even in the front office, there is only one native Spanish speaker. The principal himself is a white man who does not speak Spanish. In order for the Latino students to see themselves as able to be in a position of power, they need to see this within the school. Greater efforts should be made within the school to recruit teachers of Hispanic decent or, as mentioned before, to move aids into full time teaching positions.
These problems of hidden curriculum completely defeat the goals established by the program. And though they are unintentional, they are very apparent. In order for the NNES students of this school to experience success, something must change.
Conclusions:

Reflecting on the Process:

As a first time researcher, there was much to learn from this investigation not only about dual-immersion programs, but also about the research process. The data collection went very well and I got most of the information I had hoped to get. There do, however, exist many areas that I would like to go back and investigate if I get the chance. I will call them "lost opportunities". For some reason or another, they were overlooked or out of my reach, yet they would greatly help in completing the picture that this research aims to paint.

The first of these is the lost opportunity of interviewing a native Spanish-speaking teacher in the school. It is very likely that this teacher has different views than the non-native Spanish-speaking teachers about the quality of education in the school, and more precisely the quality of Spanish instruction. Unfortunately, I was never introduced to this teacher or invited to visit his classroom. I only know this teacher exists because I saw the classroom as I walked down the hallway to another classroom.

I would have also liked to talk more extensively with the teacher who leads the Spanish-speaking teachers. He is a non-native speaker as well, but due to living many years in Mexico, speaks the language very fluently. He too may have different views about how the school is run and the quality of the Spanish language instruction. Unfortunately, while the principal invited me to visit this particular classroom, the teacher did not. The teacher allowed me to observe for about an hour and to chat a little with the students, but later shooed me away.

The second time around, I would also like to further explore the adult ESL program within the school. Many parents told me that it existed, but I did not get to see how it
works or on what premises it is founded. There exists a great difference between such a program designed as a service for parents interested in English and one that advocates the importance of English over Spanish. Rodriguez also describes this process of language prioritizing in his family in his autobiography aforementioned. The school wanted the children to learn English and asked his parents to speak it at home. He soon spoke so much English that he lost his native Spanish tongue (Rodriguez, 1982). Along with ESL classes, I would also like to investigate the Spanish as a Second Language classes, the premise behind them, and the popularity they have with the non-native Spanish-speaking parents.

Lastly, I would have liked to see more data on how the kids are really learning. The program is well oiled and based on sound research, but are students achieving in language acquisition? Real data collected from testing and interviews with children who have been in the program for at least five years may reveal this type of information.

**Final Words:**

I really enjoyed my time at this dual-immersion bilingual school. Just the opportunity to see a school of this structure was a valuable experience due to the current rarity of programs of this type. It was interesting to see how the students within this setting interacted, how instruction was structured, and to see how much students were actually learning in this setting.

The program has many strengths, most of them already mentioned. First, it is very well researched and does try to stick to tried and true methods. There was also no apparent show of socio-economic boundaries within the classroom. All students played with each
other regardless of family background. This could be because all students are so well provided for, or because they all come from common situations. I tend to think, however, that students focus less on their differences and more on learning because the school has directed them to do this. Due to the great structure of the school, I also feel that students spent less time dealing with problems of classroom management and more time on quality learning.

The downfalls I found were few but very powerful, including the lack of native Spanish-speaking teachers and the overuse of English. On the issue of teachers, for both for linguistic and multicultural reasons, native Spanish-speaking teachers must be present within the school. As for English usage, program is designed to be 50-50 Spanish-English, but it actually supports a lot more English. For this reason, English speakers are not learning Spanish and do not feel a need to. It is very possible that for this same reason many Spanish speakers prefer to speak English.

Despite the challenges, I give this school a fantastic rating. I only hope that in these years to come, they will be able to make these needed changes to ensure their students even greater success. I encourage other programs of this type, whether just beginning or already well established, to make the same decisions.
BIBLIOGRAPHY


Appendix I:

INTERVIEW QUESTIONS

Tell me about your involvement with the program.
This question will help to establish from what perspective the opinions are coming and to what degree the participant’s participation in the program will influence the depth of his or her responses to the rest of the questions.

Tell me about the bilingual program in your school.
This question will establish the familiarity of the participant with the school’s bilingual program and will lead into how the program is set up and what they perceive as the goals of their particular bilingual program.

Tell me what you like about the program.
This question will allow the researcher to explore the positives of the bilingual program and to see what aspects the participant values as positive in the classroom. Responses will greatly vary due to the open nature of the question.

Tell me about the teachers.
This question will allow the investigator to see how different groups feel about the teachers in the school, their relationship with the students, with the community, and with each other, their training, their cross-cultural sensitivity and other aspects.

Tell me about the students.
This question will allow the investigator to learn more about the types of students who are involved in the program, how they work together, and whether or not they feel the program is meeting their needs.

How do you think the program can be improved?
This question allows the participant to voice his or her opinion about what problems they currently see in the dual-immersion program or what improvements they would like to see made. Due to the open-ended nature of the question, responses will greatly vary.

Is there anything else you would like to share with me about this program that we have not talked about?
This question will allow the participant to share any other opinions that they would like to express that have not yet been elicited.
Preguntas de Entrevista

Cuenteme de su envolucramiento en el programa.

Cuenteme del programa bilingüe en su escuela.

Cuenteme que es lo que le gusta del programa.

Cuenteme acerca de los maestros de este programa.

Cuenteme acerca de los estudiantes de este programa.

¿Cómo piensa que se puede mejorar el programa?

¿Hay algo más de que le gustaría comentar que no hemos platicado hasta el momento?
RESEARCH CONSENT FORM

Washington State University and the Department of Education support the practice of protection of the rights of research participants. Accordingly, this project was reviewed and approved by the WSU Institutional Review Board. The information in this consent form is provided so that you can decide whether you wish to participate in our study. It is important that you understand that your participation is considered voluntary. This means that even if you agree to participate you are free to withdraw from the experiment at any time, without penalty.

This study is an investigation into some of the basic opinions surrounding dual-language immersion bilingual programs in the United States. The goal is to see how administrators, teachers, parents and students involved in the program feel about how it is ran. This will in turn help to evaluate what are the strengths of such programs and how they can be improved. In order to complete this research, you will be asked to answer six open-ended questions about your program. Your participation in this survey should take about thirty minutes.

All interviews will be audiotaped so that they can be listened to and transcribed at a later date. These audiotapes will be listened to only by myself, the primary researcher, who will transcribe them, and later place them in a drawer of my home until in my office until August 1st, when they will be destroyed. During this period only I, the principal investigator will have access to these tapes.

If you have any questions not addressed by this consent form, please do not hesitate to ask. You will receive a copy of this form, which you should keep for your records. Also, if you have any questions, concerns or complaints with this research, feel free to contact me at (509) 921-9283 or you can contact the Washington State University Institutional Review Board at (509) 335-9661.

We thank you for your time.

Amy Bowley
1-509-921-9283
abowl@hotmail.com

CONSENT STATEMENT:

I have read the above comments and agree to participate in this experiment. I give my permission to be audiotaped, under the terms outlined above. I understand that if I have any questions or concerns regarding this project I can contact the investigator at the above location or the WSU Institutional Review Board at (509) 335-9661.

(Participant's signature) (Parent/Guardian signature) (Date)
RESEARCH CONSENT FORM

La Universidad del Estado de Washington y el Departamento de Educación apoya la protección de los derechos de participantes de investigación. En esta manera, este proyecto fue repasado y aprobado por el "Institutional Review Board" de la Universidad de Washington State University. La información en esta forma de consentimiento está proveida para que usted puede decidir si quiere participar en este estudio o no. Es importante que usted entienda que su participación es voluntaria. Esto significa que aún si decide participar, está libre para retirar del estudio en cualquier momento, sin pena.

 Esto es una investigación de opiniones rodeando opiniones acerca de programas de educación bilingüe en los Estados Unidos. La meta es para ver cómo se sienten los administradores, maestros, padres y estudiantes involucrados en el programa acerca de cómo funcionan estas programas. Luego, esta información ayudará evaluar cuales son los buenos y los malos de estas programas y cómo pueden ser mejoradas. Para cumplir con esta investigación, pido que usted conteste seis preguntas generales sobre el programa en su escuela. Su participación en la encuesta debe durar más o menos treinta minutos.

 Todas las encuestas serán grabadas para que puedan ser escuchadas y transcribidas en una fecha más tarde. Estas cintas serán escuchadas solamente por mi, la investigadora principal. Las colocaré un una gaveta en mi residencia hasta el primero de agosto cuando las destruire. Durante este tiempo, solamente yo tendré acceso a las cintas.

 Si usted tenga preguntas de que no se trata esta forma de consentimiento, por favor pregunteme. Recibirá una copia de esta forma que debe guardar para sus documentos personales. También, si tiene preguntas, cuidados o quejas con esta investigación, por favor haga contacto con migo a (509) 921-9283 o con el "Institutional Review Board" de la Universidad del Estado de Washington a (509) 335-9661.

 Muchas gracias por su tiempo,

 Amy Bowley
 1-509-921-9283
 abowl@hotmail.com

Declaración de Consentimiento:

He leído la información anterior y estoy de acuerdo participar en esta investigación. También doy permiso ser grabada, debajo los términos ya dichos. Entiendo que si tengo preguntas acerca de este proyecto, puedo hacer contacto con la investigadora o con el "Institutional Review Board" de la Universidad del Estado de Washington a (509) 335-9661.

(Firma de participante) (Fecha)
APPENDIX II
Welcome To Community School, A Comprehensive Two-Way Dual Language Immersion School!

TWO-WAY DUAL LANGUAGE IMMERSION PROGRAM:
Our Two-Way Dual Language Immersion program provides in-depth language study for English-speaking and Spanish-speaking students. It is an "added value" program, which means all students learn to read, write, and communicate in a second language.

Our student goals are straightforward. Students at elementary School will:
- Develop fluency and literacy in both English and Spanish.
- Cultivate an understanding and appreciation of other cultures, and develop positive attitudes toward fellow students, their families and their community.
- Achieve proficiency in all academic subjects, meeting or exceeding state standards.

The Two-Way Dual Language Immersion program is a rigorous academic program, in which both English and Spanish are used for instruction. Monthly thematic units are developed, integrating the curriculum, making both languages meaningful for all students, and providing them with enough exposure to begin to practice, use and extend their vocabulary as second language learners.

All units are introduced through literature. Many teaching techniques that are incorporated throughout the day include, cooperative learning, peer tutoring, hands-on learning, a natural approach to second language acquisition, learning centers, teacher directed whole group instruction, and small group interest and skill based instruction.

Spanish and English instruction are always kept separate, allowing for maximized concentration of both languages. English and Spanish speaking immersion teachers rarely translate or code-switch, allowing second language to occur naturally.

The social interaction between students is a pleasure to watch. Children truly value and learn from one another, developing high levels of confidence, a strong sense of belonging, and self-esteem through their study of two languages. Learning comes alive as the beauty of both languages is explored through literature, science, math, social science, and visual and performing arts.

BENEFITS OF THE TWO-WAY DUAL LANGUAGE IMMERSION PROGRAM FOR ALL CHILDREN:
2. Provides added value – functionally literate in two languages.
3. Offers equal access to education.
4. Promotes critical thinking skills.
5. Empowers all students to develop advocacy and leadership skills.
6. Better prepares students to meet the challenges of a global society – academically, linguistically and socially.
7. Develops an appreciation of other cultures while developing a deeper understanding of their own.
8. Increases parent and community involvement.
9. Gives our students a multilingual edge as they prepare to compete in a global marketplace.
WHAT DOES RESEARCH INDICATE?

The Stanford Working Group on Federal Education Programs states, "two or more languages should be promoted for all American students because bilingualism enhances cognitive and social growth, competitiveness in a global marketplace, national security and understanding of diverse peoples and cultures."

"An additive rather than a subtractive perspective is critical to academic success. When students view the acquisition of a second language positively, there will be fewer affective or psychological barriers to learning" (Cummins, 1989; Lambert & Tucker, 1972).

Collier (1992) concludes that the greater the amount of first language instructional support, combined with balanced second-language support, the higher the second language academic achievement in each succeeding academic year, when compared with matched groups schooled monolingually in the second language.

"High level literacy skills in the first language support high level literacy skills in the second language" (Cummins 1981) and (Krashen 1990).

The Krashen theory of second language acquisition suggests that, "a second language is most successfully acquired when the conditions are similar to those present in first language acquisition; that is, when there is sufficient opportunity to engage in meaningful use of that language in an anxiety-free environment."

HOW DOES THE PROGRAM WORK?

Our Two-Way Dual Language Immersion program is a rigorous academic program in which all children learn in two languages. Instructional activities are built around thematic units that integrate the curriculum, providing children with enough exposure to practice, use and extend his/her vocabulary. All children are expected to meet high standards for academic performance while learning English or Spanish as a second language.

Students are taught by certified teachers who are trained in first and second language acquisition. Our teachers engage students in hands-on learning activities, use a reciprocal-interactive approach, teacher directed instruction, peer tutoring and cooperative learning techniques to encourage students to interact with each other in their second language.

Children are immersed in their second language for at least half the time they are in school. All subjects are taught in Spanish half the time and in English the other half. For first and second grade students this means immersion in the second language is every other day. For students in grades three, four and five, this means all instruction is in English for a week followed by a week of instruction in Spanish.
It is important that children and their families make a minimum five-year commitment to the Two-Way Dual Language Immersion program because research shows that a child needs five to seven years in their second language to become fully academically bilingual. This duration of participation in the program, along with regular attendance and parental participation, ensures full development of both Spanish and English language skills.

PARENTAL PARTICIPATION:

Parental participation is an essential part of the Elementary School Two-Way Dual Language Immersion Program. Parents and community members are encouraged to volunteer in the classroom, participate in workshops, be a mentor, join Grant School’s Parent Club/L.S.A.C., attend “Lunch Bunch”, be a “Fantastic Friday” volunteer, come to “Family Literacy” night, and/or learn a second language by attending our parent “English As A Second Language” or “Spanish As A Second Language” classes. These are a few of many different ways parents and community members can invest in our future, our children.
DENTAL TREATMENT

WHAT: free treatment for dental pain or infection provided in neighborhoods by the Northwest Medical Teams mobile van.

WHO: anyone without dental insurance living in Marion or Polk County.

HOW: sign up with the appointment coordinator in the neighborhood.

BLANKETS

WHAT: annual winter GREAT BLANKET GIVEAWAY of new washable wool blankets.

WHO: cold or homeless children and adults in Marion County.

HOW: blankets are distributed by the Child Health Initiative and other local churches and social service agencies.

CASH GRANTS

WHAT: non-competitive cash grants for health promotion and other school needs.

DENTAL SEALANTS

WHAT: free dental screening and placing of sealants on chewing surfaces of molars. These thin coats of plastic prevent tooth decay.

WHO: second and third graders in Title I (low income) elementary schools in Marion County. Seven and eight year olds in the Migrant Education Program are also eligible.

HOW: information is sent home with students and screening is completed in the school setting. Sealants are placed by volunteer dental professionals using the Northwest Medical Teams van on-site at the schools.

LICE TREATMENT

WHAT: Nix medication provided at cost from the manufacturer. Vacuums, steamers, magnifying lights, lice combs, etc. on loan.

WHO: any school or non-profit agency can purchase the medication.
Begun in 1992, the CHILD HEALTH INITIATIVE is a collaborative partnership with the goal of helping children of low-income families get the health care they need.

PARTNERS include:

PARENTS
NEIGHBORHOOD ASSOCIATIONS
MARION COUNTY (Board of Commissioners, Health Department, Children and Families Commission, and Health Advisory Board)
CITY OF (Mayor’s Office)
SCHOOLS (Human Resources, Health, Mental Health, Child Protective Services, Welfare)
HOSPITAL and PHYSICIANS
VOLUNTEER and RELIGIOUS communities

Our VALUES are reflected in our service:

Strengthen families - don’t do for them.

Link families with existing community service providers.

De-centralize, operate in homes, schools and neighborhoods.

Cooperate: don’t compete or duplicate.

DESIRED OUTCOMES

HEALTH: increase immunizations, ‘medical homes,’ and prenatal care; decrease injuries.

EDUCATION: increase school attendance and stability (percent of children who remain in the same school each year), academic performance.

SOCIAL: reduce foster home placements, school disciplinary referrals and suspensions.

The CHILD HEALTH INITIATIVE has several key components:

CARE COORDINATION

WHAT: helps screen children and determine their needs. Links children up with needed health services in the community. Follows up to be sure children receive needed services.

WHO: students in the and attendance areas who are eligible for the free/reduced-price lunch program - and their younger and unborn siblings.

HOW: students attend the rodeos at school with their P.E. classmates. Care coordinators distribute bike helmets.

BICYCLE SAFETY

WHAT: annual bicycle safety rodeos and free bike helmets.

WHO: all students at Grant, Lake Labish, Highland, Richmond and Bush Elementary Schools. Students enrolled in the Child Health Initiative also receive free helmets.

HOW: students attend the rodeos at school with their P.E. classmates. Care coordinators distribute bike helmets.

FIRE SAFETY

WHAT: free smoke detectors. Free batteries every spring and fall to replace old batteries.

WHO: anyone in is recommended...
FANTASTIC FRIDAYS
April 14 – June 9, 2000

<table>
<thead>
<tr>
<th>CLASS/ACTIVITY</th>
<th>1ST HOUR</th>
<th>2ND HOUR</th>
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</thead>
<tbody>
<tr>
<td>Ballet Folklorico</td>
<td></td>
<td>Advanced Troupe</td>
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<tr>
<td>Leather Works</td>
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<tr>
<td>Wood Crafts</td>
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<tr>
<td>Let's Travel</td>
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<tr>
<td>Child Care (5th Grade only)</td>
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<tr>
<td>Computer Lab</td>
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<tr>
<td>Gym Sports</td>
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<tr>
<td>Cascade Surge Soccer</td>
<td></td>
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<tr>
<td>Mudworks</td>
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<tr>
<td>Theatre</td>
<td>Select Play Group</td>
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</tr>
<tr>
<td>Art Treasures and Life Pleasures</td>
<td></td>
<td></td>
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<tr>
<td>Puppets</td>
<td></td>
<td></td>
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<tr>
<td>Boys and Girls Club</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operation Smart (Grades 3,4,5)</td>
<td>Operation Smart</td>
<td>Operation Smart</td>
</tr>
<tr>
<td>You Are Fantastic! (4th and 5th grade only)</td>
<td>Operation Smart</td>
<td>Operation Smart</td>
</tr>
<tr>
<td>Sign Language</td>
<td>Beginning</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

Please mark your first and second choices by placing a "1" in the box to mark your first choice and a "2" in your box to mark your second choice for both hours. We will do our best to give you the classes you choose. Students who return their forms first get priority. Your form is due on Thursday, March 30.
Parents and students: Below is a description of each class. We will be in these same classes from April 14 until the end of the school year to give students a chance to maximize the skills they are learning and create some larger projects. Also, there will be no Fantastic Fridays on Friday, May 5. Thanks for helping to make Fridays at Grant so Fantastic!

Ballet Folklorico: Learn to do traditional Mexican folkloric dancing. This class celebrates music and dance from Latin America, Mexico, and around the world.

Leather Works: Designed for both beginner and advanced.
Beginner: Make a number of small projects primarily through leather stamping techniques.
Advanced: Design and create one or two projects such as belts, coin purses, or photo cases through tooling techniques. Also learn proper finishing techniques.

Wood Crafts: Designed for both beginner and advanced.
Create several small projects by sanding and gluing wood together.

Let's Travel: Make a passport and travel to other states and countries to learn about their animals, weather, land, food, songs, and games.

Child Care: For fifth graders only. Help take care of Fantastic Fridays volunteer's children and learn valuable baby-sitting skills.

Computer Lab: Enhance your computer skills while learning some fun computer games.

Gym Sports: Play challenging and exciting games in while working on your sports skills.

Cascade Surge Soccer: Play soccer and learn how to enhance your soccer skills from Cascade Surge players.

Mudworks: A creative, hands-on class where you can make things out of clay, play dough, etc.

Theatre: Test your dramatic talents by acting out skits and improvisations.

Art Treasures and Life Pleasures: Create great art projects that you are sure to treasure and learn more about life pleasures such as sports.

Puppets: Third, Fourth, and Fifth Grade only. Have a good time learning puppetry skills and putting on short sketches with different puppets.

Boys and Girls Club: Head over to the club to play fun and educational games with the Boys and Girls Club staff. (Both Hours)

You Are Fantastic: For fourth and fifth graders only. Explore the many wonderful ways you are human, unique, gifted and FANTASTIC. From friendships to imagination to the world around us. Discover how all people are special!

Sign Language:
Sign I: Learn basic sign including the alphabet, your name, and the days of the week along with the history of sign language.
Sign II: Continue where you left off, including learning more signs and what it might be like to be hearing impaired.
**Viernes Fantastico**  
14 de abril – 9 de junio

<table>
<thead>
<tr>
<th>Actividades</th>
<th>Primera hora</th>
<th>Segunda hora</th>
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</thead>
<tbody>
<tr>
<td>Ballet Folklórico</td>
<td></td>
<td>Adelantado Troupe</td>
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<tr>
<td>Proyectos Con Madera</td>
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<tr>
<td>Proyectos Con Cuero</td>
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<tr>
<td>Vamoas a Viajar!</td>
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<tr>
<td>Ciudad de Niños (Solamente grado 5)</td>
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<tr>
<td>Clase de Computadoras</td>
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<tr>
<td>Deportes en el Gimnasio</td>
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<tr>
<td>Cascade Surge Fútbol (Soccer)</td>
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<tr>
<td>Actividades con Lodo</td>
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<td></td>
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<tr>
<td>Teatro</td>
<td></td>
<td>Obra – grupo seleccionado por el maestro Kal.</td>
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<tr>
<td>Tesoros de arte y Gozos de la vida</td>
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<tr>
<td>Títeres</td>
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<tr>
<td>Club de niños y niñas</td>
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<tr>
<td>Operación S.m.a.r.t. (Para niñas de 3, 4, y 5 grado)</td>
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<tr>
<td><strong>Itu eres Fantástico!</strong> (Grados 4 y 5 solamente)</td>
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<tr>
<td>Lenguaje a señas usando las manos</td>
<td>Principiante</td>
<td>Adelantado</td>
</tr>
</tbody>
</table>

Por favor marque su primera y segunda selección para las dos horas. Tratarémos todo lo posible de darle las selecciones que usted escogió. Se les dará preferencia a los estudiantes que devuelvan sus fórmas primería. Debe regresar sus fórmas para el Jueves, 30 de marzo.
**Padres y alumnos:** Abajo hay descripciones de las clases que les ofrecemos durante Viernes Fantásticos. Estas clases se llevarán acabo abril 14 hasta el fin del año escolar para que puedan gozar lo que están aprendiendo. El 5 de mayo no habrá clases de Viernes Fantásticos. Gracias por toda su ayuda.

**Ballet Folklórico:** Bailes de México. Celebrando la música y baile de México, América Latina y alrededor del mundo.

**Actividades de Madera:** Hacen varias cosas de cuero, cinturones, bolsillos pequeños. Aprenden maneras de dibujar y usar el tipo de cuero.

**Actividades con Cuero:** hacen varios proyectos de madera, un carretón, un aparador pequeño.

**Vamos a viajar:** Hacen un pasaporte y viajan a otros estados y países para aprender acerca los animales, tiempo, comida, hogares, canciones y juegos acerca estos países.

**Cuidado de Niños:** Para grado 5 solamente. Cuidan niños de los voluntarios de Viernes Fantásticos. Aprenden buenas ideas acerca cuidado de niños/as.

**Clases de computadoras:** Buena practica de programas en la computadoras. Para grado 5 solamente. Cuidan niños de los voluntarios de Viernes Fantásticos.

**Deportes en el Gimnasio:** destrezas de juegos y deportes

**Cascade Surge:** Futbol (Soccer)

**Clases de Lodo:** Actividades con greda o lodo. (macetas pequeñas)

**Teatro:** Logren sus talentos artísticos.

**Placeres de Vida y Tesoros de Arte:** Proyectos de arte y descubriendo los placeres de la vida (deportes)

**Títeres:** Hacen sus títeres propios y ponen programas cortos.

**Club de niños/ninas:** Juegos y deportes con los empleados del club. (2 horas)

**Tu eres Fantástico:** Para grados 4 y 5 solamente. Descubriendo las maneras en que tu mismo eres fantástico. Que es importante, amistades, familias, todos somos iguales y al mismo tiempo diferente.

**Idiomas de Señas:** aprende el alfabeto, su nombre, los días de la semana y la historia de esta manera de comunicar. La segunda clases incluye como sería si tenías que comunicar con otros solamente con señas.
Hierarchy of Needs Theory

(Abraham Maslow, Personality and Motivation, 1954)