"¿QUÉ OPINAS TÚ, PARKER?": TEACHER PRACTICES THAT ENCOURAGE

ENGLISH-DOMINANT STUDENTS TO ENGAGE IN SPANISH EXPLORATORY TALK

IN A TWO-WAY IMMERSION PROGRAM

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A Capstone Project

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by

Rebecca Beeson, M.Ed., M.P.P.

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Abstract

This mixed methods study examines the development of native English speakers' Spanish oral language proficiency in an elementary school two-way immersion program in the southeast United States. I first collected Woodcock-Muñoz Language Survey data to determine the Spanish proficiency for 86 randomly chosen students, then used the oral language results to select eight focal students for continued classroom observation over the course of two months. Using Barnes' description of exploratory talk as a theoretical framework, I found that Morning Meeting, Turn-and-Talk with a Partner, pre-taught Sentence Stems, and Socratic Seminar supported students' discourse in Spanish in one fourth-grade classroom. These teacher practices have in common their promotion of language interaction between peers in unscripted, high social engagement activities and a safe classroom setting. Recommendations for practice include: 1) adopting teacher practices that support student interaction and engagement in exploratory talk in Spanish, especially targeted sentence stems and turn-and-talk with a partner; 2) building safe language classrooms, including the implementation of ground rules for discussion together with the class, small group preparation time for whole class discussion, and giving students ample wait time before correction; 3) establishing a Spanish-language assessment program; 4) working to build a culture of bilingualism schoolwide; and 5) engaging in further evaluation with a focus on the Spanish-speaking population.

Curriculum, Instruction, and Special Education
Curry School of Education
University of Virginia
Charlottesville, Virginia

Approval of the Capstone Project

This capstone project, *"¿Qué Opinas Tú, Parker?": Teacher Practices that Encourage English-Dominant Students to Engage in Spanish Exploratory Talk in a Two-Way Immersion Program*, has been approved by the Graduate Faculty of the Curry School of Education in partial fulfillment of the requirements for the degree of Doctor of Education.

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Dr. Catherine Brighton, chair

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Dr. Amanda Kibler

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Dr. April Salerno

July 27, 2021
Date

Dedication

This capstone has been a long time coming. It is dedicated to everyone who has served as my support system over the past four years. I would not be here without the support of my dedicated and brilliant committee. Amanda, April, and Catherine, I only got to the end because of your guidance and knowledge. I am so grateful to you all. Amanda, I learned everything I know about qualitative research thanks to you and the PIP project. I would also like to thank Susan for believing in me and accepting my transfer into the Curriculum and Instruction program in the first place. To my Teach For America colleagues, thank you for being my cheerleaders every step of the way. Zach, I love you dearly and would not have survived without your encouragement and care. Finally, Mom and Dad, thank you for teaching me to never give up and to believe in myself. It took a long time, but I think I'm finally getting the hang of it.

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Chapter One: Problem of Practice

Introduction: Parkes's Two-Way Immersion Program

Parkes Elementary School (Parkes)[1] is located in the southeast United States, in a large county which has a blend of upper- and lower-income households. Parkes enrolls approximately 700 students from pre-kindergarten to fifth grade of whom 44.1 percent qualify for free-or-reduced-price lunch (Parkes, 2017). Housed within the same building as the traditional education students, Parkes has a strand dual language program that serves both Native English Speakers (NES) and Native Spanish Speakers (NSS), the terms used by Parkes' administration. NSS at Parkes generally come from low-income homes that qualify for free-or-reduced-price lunch (FRPL). Conversely, the majority of NES come from higher income families that are not FRPL-eligible. Parkes' two-way Spanish-English immersion program, described in more detail below, serves around 300 students of the 700 total. Founded in the fall of 2014, the program spanned from kindergarten to fourth grade at time of data collection and added a fifth grade in the 2017-2018 school year. The dual language program's overarching purpose is to create global citizens who can reap the academic and social benefits of speaking two languages (Parkes, 2017).

While many different kinds of dual language programs exist in the United States, Parkes's program has many typical characteristics of a 50/50 balanced two-way immersion (TWI) Spanish-English program (Lindholm-Leary, 2001; Howard, Sugarman, & Christian, 2003; Thomas & Collier, 2012). Around half of the students enrolled in the dual language program are NES and the other half are NSS, except for a few exceptions for whom Spanish is a third language. In order to label students as NES or NSS, the school currently does not test students' Spanish language ability at entry, but relies upon "Home Language Surveys" that parents fill out when registering their child for the first time. Starting in kindergarten, all students receive instruction in Spanish half of the time and in English the other half. The

school also tries to maintain a gender balance in the classroom with an equal number of boys

and girls and has over-recruited Spanish-speaking boys in previous years to meet this gender

balance goal. Parkes' Dual Language Learner students (DLLs) spend half of the day learning

in Spanish with one teacher, and the other half learning in English with a separate teacher.

They learn language and content in the Language of Instruction (LOI) for the classroom. For

example, Mrs. Smith teaches math and social studies in English in the morning to one set of

students and that same set of students learns reading and science in Spanish in the afternoon

from Mr. Yale. Every two weeks the teachers switch morning and afternoon sections so the

students do not become accustomed to speaking one language only at a certain time of day.

While the teachers have plenty of scripted curriculum for the English subjects, they are

limited in their Spanish resources. They use the *Maravillas* textbook series for reading and

language arts, but other Spanish curriculum is teacher-created (McGraw-Hill Education,

2017; L.D. Clare, personal communication, January 15, 2016).

Language and Terms Used in This Study

In this capstone, I use the terms "Native English Speaker" (NES) and "Native Spanish

Speaker" (NSS) to differentiate between students who speak English at home and students

who speak Spanish at home respectively. I would have preferred to use the term "emergent

bilingual" for both groups because it refers specifically to the potential of all students.

"Emergent bilingual" better describes all language learners because it integrates students

from different backgrounds instead of segregating them unnecessarily. Further, the use of the

term "native" when not referring to indigenous groups is problematic and can elicit

stereotypes about what constitutes a "nonnative" speaker, including accented speech and

other potentially racist connotations. "Nonnative speaker" also suggests a deficiency, no

matter how proficient a learner becomes in a language. As Dewaele (2018) artfully argues,

"the traditional dichotomy, 'native' versus 'nonnative speaker' has to be rejected because of

the inherent ideological assumptions about the superiority of the former and inferiority of the later" (p. 239). However, teachers and administrators need two terms to differentiate between the two groups of students, due to their diverse needs. Dewaele recommends the terms "L1 user" and "LX user," with "L1" denoting "first language" and "LX" denoting any foreign language acquired after the first language.

I chose nevertheless to stick with the school district's terminology to streamline communication with school and district officials. The school district uses the terms "Native English Speaker" and "Native Spanish Speaker" in their data. Teachers and administrators also use the terms colloquially when discussing the two groups. When selecting focal students, I also sought a term to clarify the distinction between those who had just started learning Spanish through Parkes' dual language program as opposed to those who spoke Spanish in the home. "NES" and "NSS" are imperfect markers that allowed me to narrow in on the language needs of specific groups of students in the program.

Program Goals and Assumptions

Parkes's TWI program seeks to accomplish the following goals (R. Garber, personal communication, February 19, 2016):

1. Students will become proficient in their first language. NES will develop high levels of listening, oral, reading, and writing skills in English, while NSS will develop the same abilities in Spanish.

2. Students will gain proficiency in their second language. NES will develop high levels of listening, speaking, reading, and writing skills in Spanish, and NSS will develop the same skills in English.

3. All students will reach mid-intermediate Spanish fluency (determined by ACTFL guidelines) and intermediate/advanced English fluency (measured by WIDA) by fifth grade (WIDA, 2014; ACTFL, 2012).

4.   Students in the Spanish Immersion program will achieve the same level of academic performance as other students in the school district.

5.   Students will gain understanding and appreciation of both Latin American and Anglo-American cultures. The program curriculum will expose students to cultures that are different from their own and thus will likely develop positive cross-cultural attitudes and behaviors in the students.

Together with the Femington Public Schools (FPS) English for Speakers of Other Languages (ESOL) Office, the Parkes administration team created and now operates the TWI program based on the following assumptions (R. Garber, personal communication, February 19, 2016; Parkes Elementary, 2016). These assumptions are interwoven into Parkes administrators' and educators' core beliefs and actions:

1.   Learning a second language will make students more competitive in today's interconnected world. People who can speak both English and Spanish can communicate with about 80 percent of the people in the world (approximately 5.7 billion people). Learning a new language will not only provide students with new language skills, but it will also broaden their understanding of the world.

2.   Learning a new language improves working memory, problem-solving, critical-thinking, and attention.

3.   Exposing children to a second language early in life helps students to maintain their acquired language skills.

4.   The dual language program will bring the Spanish and English speaking students together. More than 40 percent of Parkes's students are native Spanish speakers. With the increasing prevalence of Spanish in Femington County, there is a need for English classes for Spanish speakers as well as Spanish classes for English speakers.

Starting the Program Evaluation

In the fall of 2015, Robert Garber, the director of the ESOL office, reached out to my university for help with evaluation of the Spanish-side of their relatively new dual language program. Garber felt concern that the program had no way of assessing the progress of their students' Spanish acquisition. While they had WIDA and MAP results for English, the only Spanish data currently available was from teacher-created resources. They had no way of comparing progress across classes or grade levels. Our conversations resulted in the design and implementation of a program evaluation for the Spanish side of Parkes's TWI. As a part of Nancy Deutsch's Program Evaluation class at the University of Virginia, Angela Skeeles-Worley, Irina Timchenko, Vonna Hemmler, and I wrote a program evaluation plan for the TWI program. The plan included an analysis of all grade levels and both Spanish and English instruction. We also developed a logic model (Table 1.1 below) to provide a clear overview of how the program works (Kellogg, 2004).

Table 1.1: Logic Model

Assumptions	Resources	Activities	Outputs	Outcomes	Impacts
Learning a new language improves memory, problem-solving, critical thinking Early exposure to a SL improves language maintenance The learning needs of English and Spanish speakers are the same	Approx. 230 students (1/2 NES, 1/2 NSS) Aligned Spanish & English curricula Certified English- and Spanish-speaking teachers FPS ESOL Office Parents	50/50 Spanish and English instruction Teacher pair collaboration and co-planning Events celebrating Latin American and Spanish culture	Engagement in dual language instruction Exposure to Latino and Anglo cultures Exposure to 2nd language early in life	Increased Spanish and English fluency Parent satisfaction Appreciation for other cultures Expansion of dual language program Positive attention on school district	Increased bilingualism in Femington County Improved academic performance for ELs Increased school community cohesiveness Increased parent satisfaction

Principal Debbie Clare and ESOL Office administrator Robert Garber planned for the

Parkes TWI program to be a pilot for potential future dual language programs in Femington

Public Schools (FPS). Clare and Garber hoped to present evidence to the FPS School Board

that showed their students had met the goals of the program, including demonstrated success

in English and Spanish. For this reason, the long-term intended impacts of "improved

academic performance for ELs," "increased school community cohesiveness," and "increased

parent satisfaction" have bigger implications than for Parkes's program alone. Anecdotally,

initial parent satisfaction had been high, resulting in a waitlist for NES at kindergarten

entrance. However, Principal Clare and Director Garber wanted specific data to present to the

School Board on the program's progress; both expressed a preference for hard evidence over

anecdotes (R. Garber, personal communication, February 19, 2016; D. Clare, personal

communication, March 23, 2017). Unfortunately, they did not plan for how they were going

to measure any of the desired outcomes at program inception. While they had English

proficiency data from the state mandated end of year reading tests, they needed to think

through both how they wanted to measure other desired outcomes and how to gather the

specific data required. Therefore, as part of my doctoral internship for the Curry School of

Education's Education Doctorate Program, I began work with the ESOL Office in the spring

of 2016 on beginning data collection for the planned evaluation.

Initial Program Evaluation Plan for Parkes Dual Language Program

In the spring of 2016, I began implementation of the program evaluation plan that

Skeeles-Worley, Timchenko, Hemmler, and I devised (Beeson, Hemmler, Skeeles-Worley, &

Timchenko, 2016). In order to meet time limit and personnel requirements, I had to select

certain aspects of the evaluation to prioritize over others. I initially wanted to analyze parent

satisfaction with the program and discussed holding focus groups or sending out surveys.

However, the program leads wanted to be able to share Spanish outcomes data with families

first. Principal Clare and Director Garber indicated that a key outcome for the program was

its increased Spanish fluency for students. From their conversations with parents, they knew it mattered a lot to them, especially NES parents who chose Parkes specifically so their child could learn Spanish. Further, the program currently had no evaluation method for its students' Spanish proficiency. Because Director Garber's chief concern involved a lack of Spanish proficiency outcomes, I pursued the collection of Woodcock-Muñoz Language Survey (WMLS) data first.

The WMLS is a test of Spanish fluency and a nationally-normed reference instrument that reflects the United States' population as of 2010 (Barrueco, López, Ong, & Lozano, 2012). Director Garber and the ESOL Office use the WMLS with students who indicate that Spanish is their home language at initial school registration, but had never used it with students who speak English at home. Because the district already had purchased multiple WMLS kits and were familiar with its administration, I used the WMLS test for the evaluation of Spanish fluency. The WMLS is a comprehensive exam that includes seven sections to test for Spanish proficiency: picture vocabulary, verbal analogies, letter-word identification, dictation, understanding directions, story recall, and passage comprehension. Because of its norm-referenced nature and development by leading experts in the field, the WMLS has high construct validity. The test-retest reliability for the Woodcock Johnson III, its sister test in English, is also very strong. For these reasons, the district and parents would be able to trust WMLS data. Clusters of the subtests have medium to high internal consistency, however, individual subtests vary in consistency (Barrueco, López, Ong, & Lozano, 2012). This fact meant that I needed to administer the full battery of tests for the scores to have higher reliability and consistency, leading to additional time constraints.

The complete WMLS test takes between 45 and 90 minutes to administer. The administrator is one-on-one with the testing student. Because the WMLS is a test of Spanish proficiency, the test administrator must speak Spanish fluently. As I was the only testing

administrator available who met the qualifications, I knew it would be impossible to test all

230 TWI students. I decided to draw a stratified random sample of students to test in first and

third grades (as of spring 2016). I chose these grades upon Director Garber's

recommendation. When the program began in 2014, one cohort started in kindergarten,

another started in first, and a third in second grade. Director Garber wished to compare the

differences between students who started learning in Spanish and English from the onset of

school with those students who switched from English-only to dual Spanish and English

later. Director Garber also required at least an 80 percent confidence interval when reporting

on the results to the FPS School Board. Using these parameters, I calculated that I needed to

test 56 first graders (the larger cohort consisted of 75 total) and 30 third graders (40 total). I

randomly selected the 86 total students using a random number generator found online.

I began WMLS testing in February of 2016. I completed all 86 in early June of 2016.

Since I was working as an employee of the FPS ESOL Office at the time, I did not need to

obtain the parents' consent. The principal, however, did send a notice informing them that

testing would be occurring. Despite limiting my sample to 86 students instead of 230, testing

still required approximately 150 hours to complete. Each test involves a one-on-one session

between test administrator and student; the test lasts from 30 to 90 minutes depending the

student's proficiency. For example, if John were at a pre-kindergarten level of fluency on

average, I would stop each sub-test after six errors and the entire battery could last as few as

30 minutes. On the other hand, Jamie may be at a fifth grade reading level and have a large

vocabulary; she may take as long as 90 minutes to make six errors in each sub-test and

complete the battery. In May, I realized that I could not complete all tests by myself before

the end of the school year. I trained two Curry Spanish teacher candidates, Kyle Reitz and

Marvin Nogueda, in how to administer the WMLS. Together with an additional ESOL Office

employee, they tested 25 students while I tested 61. With this data collection, part one of the

evaluation—collecting baseline data for the Spanish side of the program—was complete. I then had the opportunity to analyze the baseline data for trends and averages among the cohorts.

WMLS Findings & Analysis

I completed basic descriptive analyses of the WMLS for first and third grades. Because we randomly selected students, these findings are descriptive of the whole grade with an 80 percent confidence interval. I saw that NSS, on average, performed about the same in Spanish reading as NES in third grade. NSS in first performed marginally *worse* on the reading sections in first grade than NES. On the other hand, NSS vastly outperformed NES in oral expression in both first and third grades. In first grade, NES scored 63.3 points on average on the oral language sections of the WMLS compared to NSS who scored 87.1 points, a highly statistically significant ($p < 0.00$) 23.8 point discrepancy. See Graph 1.1 below for visual representation of the first grade data.
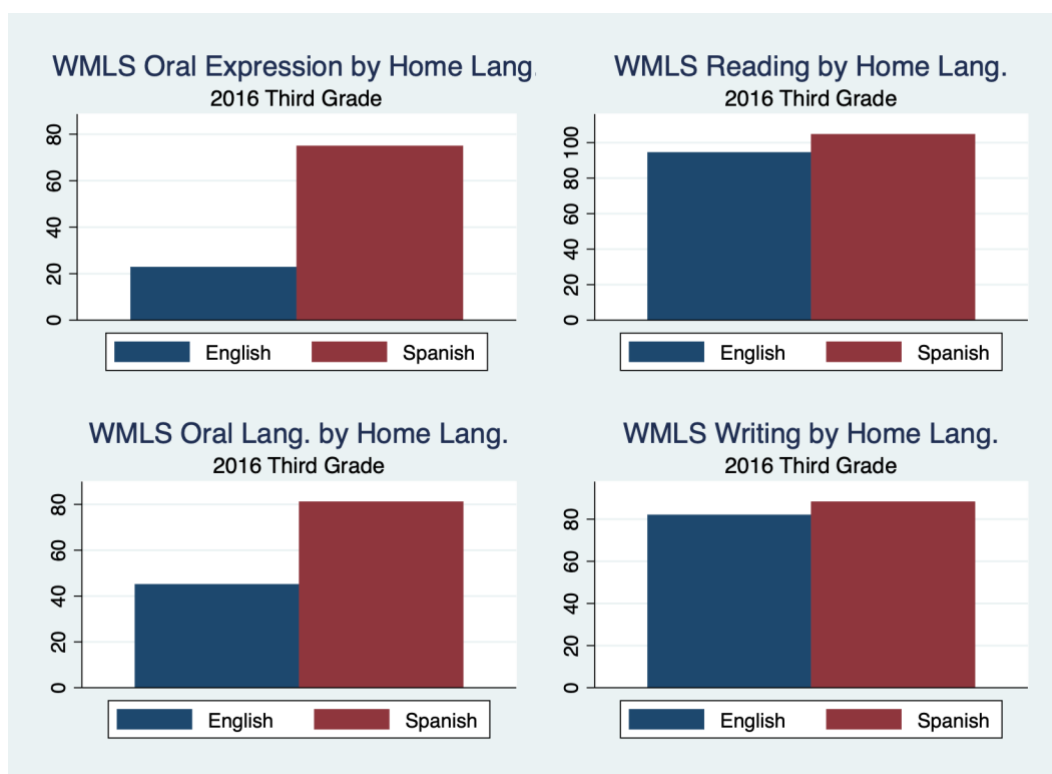
Graph 1.1: WMLS Results for 2016 First Grade
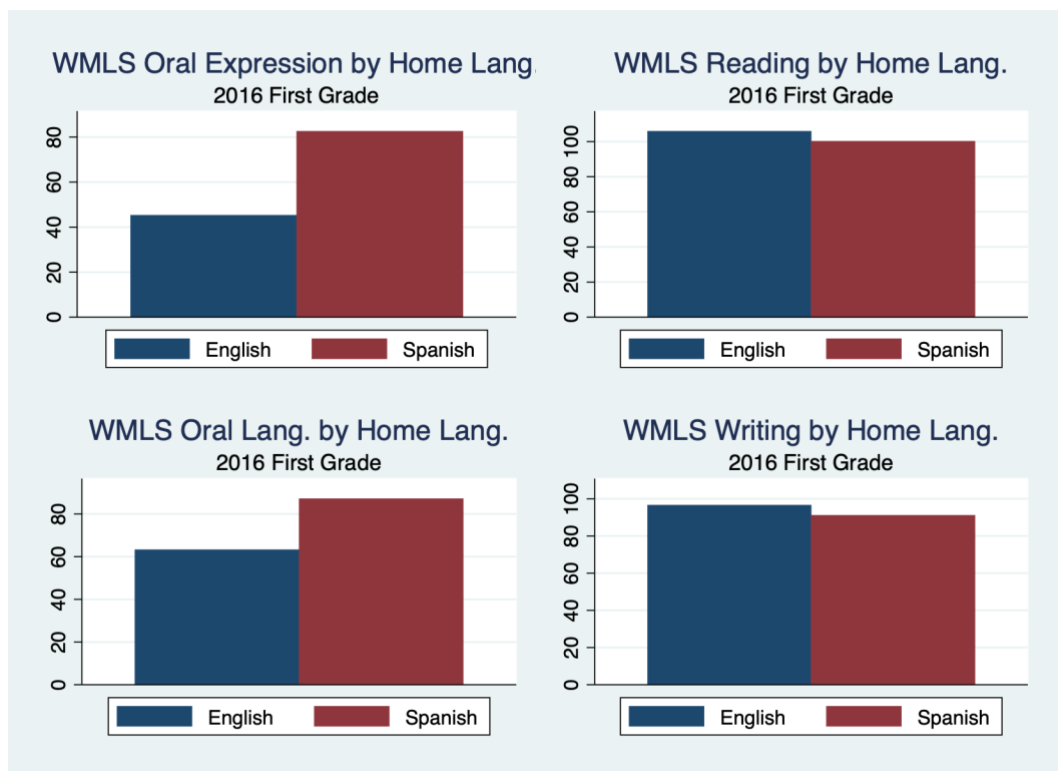
In third grade, NES scored on average 45.1 points on the oral language sections of the WMLS, compared to 81.1 points on average for NSS. This difference of 36 points is highly statistically significant ($p < 0.00$). See Graph 1.2 below for visual representation of the third grade data.

Graph 1.2: *WMLS Results for 2016 Third Grade*

The data shows a large gap between NES and NSS in oral language acquisition. Clearly, Spanish is NES' second language, so one would expect a discrepancy after less than two years of second language instruction. However, the reading data shows no statistically significant difference in reading scores between NES and NSS in first grade ($p = 0.31$), and only a marginally significant difference in third grade ($p = 0.084$). The WMLS assessments suggest that Parkes's teachers are experiencing success in second language Spanish reading instruction, but not in Spanish oral language acquisition for NES.

Problem Statement

Ideally, the ESOL office would have continued the program evaluation after I

completed my internship hours and left their employ. However, they had many other

responsibilities that took precedence as well as budget limitations and the evaluation stopped.

They also experienced a staffing change when Director Garber returned to the classroom and

Amy James assumed leadership of the ESOL office. Despite these challenges, Principal Clare

and new ESOL Director James still expressed a desire to complete the program evaluation for

their own internal purposes and for the external community's benefit. Without a systematic

evaluation, Parkes cannot know if their TWI program is meeting its stated goals. This

research study continued the evaluation of Parkes' dual language program by gathering

qualitative data from a subset of the students in Parkes's TWI program. Specifically, this

study analyzed Parkes' second and third TWI program goals to see what teacher practices

supported Spanish oral language production.[1,2] With this information, Parkes's administrators

and teachers can modify their instruction as necessary in future years.

Initial WMLS data analysis suggested that Parkes's NES were catching up to and

sometimes surpassing NSS in reading, but still far behind in Spanish oral language ability.

Oral language proficiency matters for a number of reasons, as discussed in more detail in the

next chapter. Generally, oral language and reading ability interact and support each other to

build fluency. Further, without reaching an implicit level of oral language proficiency, NES

cannot interact meaningfully with NSS in Spanish conversation. NES need to achieve a

reasonable level of oral language ability in Spanish in order to meet Parkes's TWI program's

stated goals. According to the WMLS data collected in spring 2016, Parkes's NES are not

meeting these goals.

This capstone project sought to uncover what one more year in the program with an

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[1] TWI Program Goal Two: "Students will gain proficiency in their second language. NES will develop high levels of listening, speaking, reading, and writing skills in Spanish, and NSS will develop the same skills in English."

[2] TWI Program Goal Three: All students will reach mid-intermediate Spanish fluency (determined by ACTFL guidelines) and intermediate/advanced English fluency (measured by WIDA) by fifth grade (WIDA, 2014; ACTFL, 2012).

experienced dual language teacher meant for the NES's oral language acquisition. It also

sought to determine what teacher practices supported Spanish oral language use. I collected

qualitative data on classroom practices to inform the quantitative data already collected.

Additionally, I administered follow-up Woodcock Muñoz tests for the selected focal students,

one year after the original administration. This explanatory mixed methods approach allows

Parkes's TWI teachers to understand more clearly what oral language instructional progress,

if any, occurred this year, as measured by the second administration of the Woodcock Muñoz

exam, and how they should adjust their practice in future years (Teddlie & Tashakkori,

2009).

Chapter Two: Review of the Literature

Introduction

English Learners

English Learners (ELs) come from many different backgrounds and circumstances. In the United States today, the majority of ELs speak Spanish at home, approximately 76 percent (National Center for Education Statistics [NCES], 2016). Fewer than half of ELs are immigrants to the country; many are second and third generation children of immigrants. The number of ELs has grown sharply over time, increasing by 53.2 percent from 1997 to 2007 and continuing to increase today (Batalova & McHugh, 2010). ELs now represent about 9.3 percent of all public school students (NCES, 2016). Despite their growing population, controversy and debate continues to exist over the most effective way to instruct ELs. ELs have diverse educational needs from those of monolingual speakers, including linguistically and culturally responsive instruction that supports their English language development and content learning.

Spanish Learners

Spanish Learners (SLs) are less common in the research literature. The term generally refers to students that are learning Spanish as a foreign language in the secondary or collegiate setting. More recently, SL also refers to students learning Spanish as a dual language to English. This population includes both English-dominant students and heritage Spanish speakers who may hear Spanish spoken at home but not be fluent themselves. Statistics on the number of Spanish learners in the US in dual language programs are not formally kept by the US Department of Education. A formal joint report from the American Institutes of Research and the USDOE in 2015 found that 39 states and the District of Chad Spanish-English dual language programs already established and the number of programs was actively growing (Boyle et al., 2015). While the data is anecdotal, recent news reports

suggests the rise in dual language programs is due to higher income parents advocating for enrichment opportunities for their children (e.g., Lam & Richards, 2020; Stein, 2018). These reports suggest that many SL come from a higher socioeconomic status background than ELs.

Dual Language Learners

The terms English Language Learner (ELL) and EL are the standard terms used by school districts and legislation (e.g., No Child Left Behind, 2001; Every Student Succeeds Act, 2015) for students who do not speak English as a first language. However, "ELL" and "EL" take a deficit view of this population of students. Another way to conceptualize ELs is as "emergent bilinguals" or "dual language learners" (DLL). Using the term "emergent bilingual" or "DLL" recognizes the cultural capital and language skills that speakers of other languages bring to the classroom as assets (Reyes, 2012). This literature review of oral language use in two-way immersion (TWI) programs uses the term "DLL" to refer to students who are learning a second language in a dual language program, whether native English speakers (NES) or native Spanish speakers (NSS). It defines "dual language program" as any program where students receive daily content instruction in two languages. The review specifically focuses on elementary DLLs because they are learning to read for the first time, unlike secondary DLLs who generally know how to read in their first language (L2) and can transfer this knowledge to English, their second language (L2). Further, dual language programs are more common in elementary settings, making elementary TWI literature more relevant and transferable to a larger context (Lindholm-Leary, 2001).

Literature Review Guiding Questions

This literature review will seek to answer the following questions:

1) What do TWI programs in the U.S. look like currently?

2) Why is oral language instruction important in a TWI classroom?

3) What interventions can TWI teachers use with their DLLs to increase their oral language production in a meaningful manner?

Literature Review Procedures

In order to conduct this literature review, I consulted a number of sources. I primarily relied on Google Scholar and the EbscoHost education databases, as the University of Virginia Virgo catalog is often incomplete. I used the search terms "oral language ELL", "oral language bilingual," "oral language immersion," "oral language two-way immersion," "oral language intervention in two-way immersion setting," and "teacher oral feedback dual language" among others. As I found relevant articles, I combed through their bibliographies to find other pertinent studies. When I found certain authors who published on the subject more than once, I included their names in search terms to see their additional works. For example, I searched "Deborah Palmer dual language" and "Stein two-way immersion." I focused on empirical, qualitative articles, but did encounter some mixed methods studies. To ensure that I found the most recent scholarly work, I also used Google Scholar's "cited by" feature for seminal pieces, including Palmer (2009) and Potowski (2007). These steps allowed for a comprehensive literature review that seeks to answer the above guiding questions.

Theoretical Framework: Sociocultural Theory and Exploratory Talk

The Sociocultural View of Second Language Acquisition

If elementary TWI programs want to support second language acquisition for both native English speakers and native Spanish speakers (the focus of this study), they must consider the research findings on how young children acquire their L1 and L2. SLA is a relatively young field compared to other social science disciplines and includes work from linguistics, psychology, and sociology (Ellis, 2015). In general, the field of SLA has two primary branches: cognitive theory and sociocultural theory. Cognitivists generally see

language acquisition as the process of learning concrete skills, such as appropriate syntax use. Sociocultural theorists believe that language acquisition stems from a learner's interaction with the world around him. Instead of taking a deficit view about what a second language learner is lacking in his language skills, socioculturalists argue that researchers and educators should instead consider how ELs and other language learners become users of their L2 (e.g., Valdés, Capitelli, & Alvarez, 2010; Gánem-Gutierrez, 2013; Lantolf, 2012; Hawkins, 2004). This line of research generally stems from Vygotsky's (1978) theory of the zone of proximal development, where learners develop based on their interactions with slightly advanced peers or with the assistance from adults. Socioculturalists believe that learning, especially language learning, occurs when there is meaningful interaction between two or more people. When language learners attempt to communicate, a negotiation occurs as they try to make themselves understood. These mediations lead to learning and development in the target language. In addition to Vygotsky, some SLA researchers from the sociocultural background have also applied Bakhtin's essays on literary theory to language learning in context (Bakhtin, 1935, cited in Garcia & Wei, 2014). According to Bakhtin, no conversation occurs without the influence of the speakers' beliefs and ideologies. Socioculturalists like Firth and Wagner (1997) and Garcia and Wei (2014) contend that language instruction without considering the context of the situation is meaningless for students (Ellis, 2015).

Students do not learn a language in a vacuum, but instead many factors in the world around them affect their language learning. The circumstances affecting second language acquisition at the classroom level include motivation, comfort, self-esteem, and feelings towards peers, among others. The national climate surrounding immigration and the learning of other languages also plays a role (Douglas Fir Group, 2016). In order to meet the goal of bilingualism for their dual language learners, including both native English speakers and native Spanish speakers, SLA educators and researchers must take into account these

contextual concerns by addressing issues head on and not letting them stay under the surface.

Teachers in two-way immersion programs like Parkes' should encourage interaction amongst

their students to promote second language development. Interaction between NSS and NES

encourages them to produce their L2 in a meaningful way, either academically or socially.

Instead of passively taking in language learning from a teacher, interaction encourages DLLs

to become second language *users.* But how does a teacher best encourage the kinds of

interactions that promote language learning?

Exploratory Talk

Although Douglas Barnes originally developed the idea of "exploratory talk" in the

1970s through his research with monolingual speakers, teachers of emergent bilinguals can

also benefit from his theories on improving classroom talk. Barnes posits that students' oral

language use in the classroom can be of two kinds: presentational talk or exploratory talk.

Presentational talk occurs when a speaker gives a rehearsed speech of some kind and is

generally more focused on the audience. Conversely, exploratory talk is hesitant and the

speaker is focused on himself more than the audience. With exploratory talk, the speaker is

thinking out loud and figuring out what he believes as he says it (Barnes, 2008). While

presentational talk might be what one expects to hear in a classroom, such as an oral book

report or a practiced response to a teacher question, exploratory talk is just as, if not more,

important. Exploratory talk allows students to struggle with their thoughts and develop

deeper understandings of topics. For language learning, it can lead to the kind of meaningful

interactions that sociocultural theory requires for second language acquisition. But

exploratory talk can only happen in a classroom where students feel safe enough to converse

freely: "…learners are unlikely to embark on [exploratory talk] unless they feel relatively at

ease, free from the danger of being aggressively contradicted or made fun of" (Barnes, 2008,

p. 5). Students also need to learn how to engage in exploratory talk, since it may feel foreign

to the usual IRF (initiation-response-feedback) interaction that students have with their teachers. Certain teacher practices can create classroom environments that promote exploratory talk, while other practices can detract from it. The first necessary practice is creating a safe environment where students feel a sense of trust. Another important practice is the establishment of explicit ground rules for conversation that support exploratory talk.

Ground rules for discussion can help students navigate how to engage in exploratory talk. Neil Mercer and Lyn Dawes' have conducted further research on exploratory talk in classrooms and have found that most classrooms have implicit norms regarding student talk. Examples include "only a teacher can nominate who should speak" or "pupils should try to provide answers to teachers' questions which are as relevant and brief as possible" (Mercer & Dawes, 2008, p. 58). Teachers who want their students to engage in more meaningful interactions with each other should instead establish explicit ground rules that promote exploratory talk. These ground rules can include "everyone participates," "tentative ideas are treated with respect," and "ideas offered for joint consideration may be challenged," among others (Mercer & Dawes, 2008, p. 66). Teachers then need to practice these rules with the class and model how to use them repeatedly. Over time, students and teachers can learn by thinking together.

This capstone focuses on how Parkes Elementary can develop their DLLs' oral language use through interaction. As its theoretical framework, I analyze teacher practices that support second language acquisition through the lens of sociocultural theory as well as exploratory talk.

The "Translanguaging" View of Bilingualism

While some researchers like Lindholm-Leary (2001) argue for a strict separation of languages so that children can distinguish between them, others make a case for a more dynamic form of bilingualism. May (2014) contends that much SLA research has a

monolingual bias and sees monolingualism as the ideal to which language speakers should strive. Instead, SLA research should change its subtractive bilingual orientation and move towards an appreciation of bilingualism in its own right. Garcia and Wei (2013) take a similar stance to May (2014) by advancing the theory of translanguaging as part of dynamic bilingualism. They define dynamic bilingualism as: "one linguistic system that has features that are most often practiced according to societally constructed and 'controlled' languages, but other times producing new practices" (Garcia & Wei, 2013, p. 14). As part of dynamic bilingualism, DLLs can slip in and out of their L1 and L2 seamlessly because they have one underlying linguistic system. Garcia and Wei (2013) refer to this switching in and out as "translanguaging." This study includes references to the use of students' translanguaging in the Spanish immersion classroom.

Dual Language Education in the United States

The Bilingual Education Act (BEA) in 1968 and the *Lau v. Nichols* Supreme Court decision in 1974 gave all ELs the right, including additional resources necessary, "to effectively participate in the educational system" (Bilingual Education Act, U.S. Department of Education, 1968). However, neither the BEA nor *Lau* offered specifics on how school systems should instruct ELs or how to define "effectively." States have reacted to the law (and its reauthorizations) in remarkably different ways, including English-only immersion classes, transitional bilingual education programs that last less than three years, and maintenance bilingual education programs that last for all of K-12.

The bilingual education debate has become heated and political over the years, especially with the passage of Proposition 227 in California in 1998 and Proposition 203 in 2000 in Arizona (Wiley, 2002). Proposition 227 originally did away with all bilingual education in California under the guise of "English for the Children." The bilingual education debate has recently intensified with the repeal of Proposition 227 in 2016 and the divisive

anti-immigrant speech of President Trump (California General Election Results, 2016;

Trump, 2016). While the repeal of Proposition 227 would suggest that some communities are

more supportive of bilingual education than they were in the past, President Trump's election

would otherwise indicate a burgeoning nationalism that would oppose bicultural and

bilingual programs like Parkes. This division is typical of the American public today as states

separate into "Red" and "Blue" in the hyper-partisan landscape. Rather than focusing strictly

on the research behind second language acquisition (SLA), most language policy for ELs has

dealt in political overtones related to immigrants and the speaking of other languages.

Nevertheless, current quantitative research has generally shown dual language programs lead

to the greatest long-term positive effects for ELs (e.g, Genesee, 1985; Thomas & Collier,

2002; Barnett, Yarosz, Thomas, Jung, & Blanco, 2007; Valentino & Reardon, 2014; Bibler,

2015; Steele et al., 2015). While the causal evidence remains far from conclusive, that has not

stopped the proliferation of dual language programs in the past two decades, especially two-

way immersion programs (Lindholm-Leary, 2001; Howard, Christian, & Genesee, 2004;

Harris, 2015).

     In addition to the benefits of dual language education for ELs' language acquisition,

psychological research has found many benefits of being bilingual for children's cognitive

development. These findings help to underscore the benefits of the dual immersion program

for NES, as they have been touted in popular media like *The New York Times* (Bhattacharjee,

2012; Kinzler, 2016). For example, Barac, Bialystok, Castro, and Sanchez (2014) published a

synthesis of the literature on cognitive development for young dual language learners. They

found that bilingual children showed more nonverbal executive function and control than

monolingual speakers, which was thought to be due in part to their ability to code switch

between languages (Barac, et al., 2014). The authors also found that bilingual speakers

outperformed monolingual speakers on working memory tasks, though carefully pointing out

that memory benefits varied based on the children's level of proficiency in their L2 (Barac, et al., 2014). Anecdotal evidence from informal conversations with English-speaking Parkes parents suggests that they are aware of the benefits of being bilingual. This reason is likely one of the reasons why Parkes has a waiting list for NES students, whose parents tend to be upper middle class and highly educated, and not NSS students.

Becoming bilingual as a child has other benefits. Additional studies have shown that young bilingual children have stronger conflict resolution and inhibitory control skills than monolingual children (Martin-Rhee & Bialystok, 2008; Bialystok, 2009; Crivello, et al., 2016). Research suggests that young students have a better capacity to develop a native accent in their L2 if they gain fluency prior to age ten (Lindholm, 1981 in Lindholm-Leary, 2001). While the research on whether children can acquire language proficiency in general more easily than adults is anecdotal and not conclusive, the literature overall suggests myriad advantages for NES and NSS children in a dual language program (Lindholm-Leary, 2001). Crucially, the research also shows that dual language learners only cull these benefits if they participate long-term, at a minimum of five to seven years.

Two-Way Immersion Programs

Two-way immersion (TWI) programs are a type of maintenance bilingual education. While variation exists in implementation styles, the most common 50:50 model involves fifty percent of instructional time in one language and fifty percent in the other with half of students from one language background and one from another (Howard & Sugarman, 2001). For example, half of the students in the two-way program at one elementary school are native English speakers and the other half are native Spanish speakers. These students are in class together all day; in the morning they learn in Spanish with one teacher and in the afternoon they learn in English with another teacher. Other programs have one bilingual teacher who teaches in English part of the day and in Spanish the other part. Overall, most TWI dual

language programs proclaim that languages are kept separate and exclusive (Lindholm-Leary, 2001).

In actuality, many programs mix the languages more in practice than they do on paper. English serves as the dominant, majority language and Spanish as the minority. In one study of a fifth-grade TWI classroom, Potowski (2004) found that students spoke Spanish 82 percent of the time with their Spanish teacher, but only 32 percent of the time with their peers. Other programs may be more or less strict about language separation and the percentage of time spent learning in each language. McCollum (1994) found that the Hispanic students at the TWI at one middle school engaged almost entirely in English conversation during academic learning time, even when Spanish was the official language of instruction (LOI). She theorized that they perceived English as the language of power due to informal school practices. While the school professed to support bilingualism, actions like scheduling less time for Spanish language testing, always starting morning announcements in English, and assigning a daily English vocabulary word but not Spanish suggested an English bias. This unequal focus subliminally taught students that English mattered more.

The number of TWI programs has grown exponentially since the early 1990s (Freeman, 2004). On the surface, the increase in two-way dual language programs seems to stem from the desire to increase diversity and multiculturalism as well as bilingualism in all children. Yet Valdés (1997) theorizes that school districts have added TWI programs because they can overcome the negative political climate towards bilingual education by enlisting the political and social power of upper- and middle-class white parents. The proliferation in dual language is not due to an altruistic need to serve minority children better, but because middle class parents have started to advocate for their children to become bilingual. Valdés (1997) asks who two-way programs primarily serve: is it the ELs with demonstrated need to learn the primary language of this country or the native English speakers learning a foreign

language? She argues that if schools do not maintain a conscious focus on the rights of the minority language students, TWI programs can benefit native English speakers at the cost of ELs' education.

Palmer (2010) in her study of one two-way immersion program in California found that half of the available slots for ELs disappeared when the school switched from a transitional bilingual education program to TWI. In an earlier article, Palmer (2008) further notes that because English remains the language of power of the nation, "students learn to strongly value English, and in some ways devalue Spanish" (p. 656). She argues that many TWI programs may hurt native Spanish speakers' Spanish language development (compared to one-way dual language programs) due to the dominating effects of the native English speakers in the classroom. However, this potential negative effect does not mean that school systems should do away with TWI programs altogether. Instead, they should be purposeful in their implementation and pay special attention to the issues of race and power that TWI programs provoke. Like many TWIs, Parkes must deal with the tension between providing services to ELs and keeping middle class, predominantly white English-speaking parents satisfied. One way that schools can show that they value a language is by teachers, administrators, and students speaking it aloud.

Patterns of Oral Language Use in Dual Language Programs

As part of the focus on interactions between peers when learning a second language, oral language is essential. However, educators often overlook spoken interaction in their instruction (August & Shanahan, 2006). van Lier (2014) argues that conversational interactions among peers of roughly the same language ability (or one slightly higher, like in Vygotsky's ZPD) is particularly beneficial. Children's oral language skills interact with their reading, writing, and listening skills in an inextricable manner. Various literacy research has shown this interaction between modalities in monolingual, English-speaking children (e.g.,

Snow, 1991; Vellutino, Tunmer, Jaccard, & Chen, 2007). At the time of publication of the

National Literacy Panel Report on Language Minority Children and Youth, a dearth of

methodologically sound research existed that concerned the interaction among bilinguals

when learning their L2 (August & Shanahan, 2006). Since the publication of that seminal

report, a number of researchers have taken up the call to answer the question: what are the

implications of L2 oral language use for DLLs?

      Castro, Paez, Dickinson, and Frede (2011) suggest that oral language practice benefits

L2 reading comprehension since it gives students the opportunity to use new vocabulary

words in practice and acquire deeper understandings. They argue that dual language

educators should stress the development of both oral language and literacy skills together.

While they cite Brisk and Harrington (2007) to show an interaction between DLLs' reading,

writing, and oral language production, Brisk and Harrington is a handbook for teachers and

not an empirical source. Castro, Paez, Dickinson, and Frede's (2011) empirical sources come

from monolingual populations. They note the lack of empirical research on oral language use

for DLLs. The following paragraphs detail some of the limited studies available.

      Alanis's (2000) quantitative study of a two-way dual language program in two Texas

elementary schools found that the oral language skills of NES in Spanish were not as highly

developed as the oral language skills of NSS in English after five years in the program. The

majority of students were developing strong English language skills, but many were not

developing equal proficiency in Spanish, including some of the native Spanish speakers.

Eighty-five percent of NSS demonstrated English language proficiency on the IPT exam

compared to only 53 percent of NES who demonstrated Spanish language proficiency. The

author, however, did not have the data to control for the incoming English and Spanish

language skills of both groups, which limits the validity of her findings. While the strict

separation of languages in the classroom may have occurred, she theorizes that native English

speakers were more prone to speak in English during social recreational time and had fewer opportunities to practice their oral Spanish. The native Spanish speakers practiced their oral English skills more but stopped developing their Spanish oral and written skills.

The NSS developed their Spanish language skills at a different rate due to a number of factors. Alanis (2000) suggests that the data shows that the NES did not have equal amounts of Spanish instruction and opportunities to develop their Spanish skills, which also limited the Spanish language development of NSS. From her observations and interviews in the qualitative part of her study, she determined that teachers were not using the school-professed 50:50 model and tended towards English much more. Further, the school lacked many important resources in Spanish (e.g., textbooks and library books), which forced teachers to conduct instruction in English. Like Palmer (2009), she theorizes that students' internalized the greater cultural capital of English from an early age, which led to their preference for communication in English. While this fact helped their English language development, it did not support the program's primary goal of bilingualism for its NES or its NSS.

Ballinger and Lyster (2011) likewise found an overall student preference for English in their study of a K-8 two-way immersion program in an US city on the East Coast. They conducted a qualitative study of a K-8 TWI school on the East Coast. They observed that many of the first grade teachers in the study, both NES and NSS themselves, switched into English when they observed their NES getting frustrated during Spanish instruction. They also were more likely to use English when conducting behavior management. The authors did not observe them pushing NES to speak Spanish with their NSS peers, though sometimes teachers would require a Spanish response to their own Spanish question during whole group instruction. The third grade teachers were stricter about the separation of languages during times of Spanish instruction versus English instruction, but they still did not require students

to speak to each other in Spanish during Spanish time. This act led to students often following the NES' example and engaging in peer conversations in English. In sum, the atmosphere was similar to that which Palmer (2009) describes, in that English was inadvertently valued much more than Spanish and students received significantly less time to engage in oral interactions in Spanish. Ballinger and Lyster (2011) suggest that TWI teachers need to consider the peer interactions just as much as teacher-student interactions in regard to oral language use because they occur much more frequently.

Martin-Beltran (2010) conducted an empirical study of Spanish and English fifth-grade DLLs in a TWI program. In this example, the classroom was more of a 70:30 split between native Spanish speakers (NSS) and native English speakers (NES). Martin-Beltran found that interactions between NSS and NES benefited from the ability to use two languages in the dialogue. Otherwise, both the NES and NSS students quickly grew frustrated with their lack of ability in their L2 and quickly gave up participation in the oral interaction. This finding suggests that TWI classrooms that insist on a strict separation of languages may lead to a segregation of students by home language. Martin-Beltran asserts that her bilingual discourse analysis of two girls' interaction in English and Spanish allows for an understanding the bidirectional language learning occurring. By interacting in two languages, the girls were simultaneously able to learn more vocabulary in their L2 from each other. She recommends that TWI teachers encourage this kind of bidirectional oral exchange among their students.

Unlike Martin-Beltran's experience, Palmer's (2009) study of a second-grade TWI classroom found a lack of balance between the two languages. In her observations, she found that the English-speaking students dominated classroom conversation and also prompted the teacher to switch into English much more than Spanish. She attributes this imbalance to English being the language of power of the nation and the higher socioeconomic status of the

NES in the school. Palmer's findings likely contrast with those of Martin-Beltran's because, in Martin-Beltran's classroom, the teacher played a proactive role in stimulating conversations between NES and NSS. Martin-Beltran also found that the teacher took steps to create a balanced atmosphere between the two languages in the classroom and encouraged students to ask questions about the differences between the two languages. Conversely, in Palmer's study, she argues that the teacher of the second-grade classroom unconsciously promoted English with higher status than Spanish. Such actions as allowing NES to slip into English during Spanish time while more actively patrolling the use of Spanish during English time suggested a bias towards English. Other unavoidable aspects of the school, such as having their specials (music, art, etc.) teachers only speak English, continued to promote this power imbalance. Palmer expresses deep concerns about the presence of middle-class NES in the TWI due to their dominance of the learning time.

Like Palmer, Lindholm-Leary (2001) also documents issues with the promotion of English as the preferred oral language in TWI programs. She contends that the reaction that language minority students receive about their oral language skills in their L2 from English native speakers has a significant effect on their willingness or reluctance to speak in the L2. Further, TWI students often have few opportunities in practice to interact in an extended discourse with native speakers in their L2. She has found that students interact in their L1 if TWI teachers do not regulate students' language use or implement strategic grouping strategies during group work. Based on her study of teacher talk and utterances, she also found that TWI teachers are much more likely to engage in lower-order questioning, similar to monolingual teachers. Lower-order questions, such as yes:no and factual recall, require a much less advanced use of the language than higher-order. In turn, DLLs interact with the language passively by listening but do not have the opportunity to engage with the language in an active manner by producing speech. Like Palmer (2009) and Martin-Beltran (2010),

Lindholm-Leary's work suggests that the teacher-created classroom environment plays an important role in students' engagement in oral interactions in their L2.

In her study of a high-performing TWI program in California, Quintanar-Sarellana's (2004) findings supported a classroom-environment-focused view of SLA. Teachers at Monteverde Elementary School created an "additive bilingual environment" by promoting the benefits of being bilingual through role models and strict adherence to teacher use of the instructional language. While Garcia and Wei (2014) and other dynamic bilingualism proponents may argue that their strict separation of languages is not necessary and could even hurt bilingual students' development, Quintanar-Sarellana's work suggests the school has created an overall supportive environment for its NES and NSS, which plays an important role in its success.

Oral Language Interventions

In order to promote the development of speaking skills in both languages, research suggests that TWI teachers need to create an environment that supports the two languages equally and encourages interaction between NES and NSS. Certain studies have attempted interventions to meet one or both of these goals, though many questions remain given the current state of the research. Stein (1997) conducted an intervention using the Focus-on-Form instructional method at a two-way immersion elementary school. It looked at oral feedback recasts from teachers on students' spoken Spanish noun-verb agreement and subject-verb agreement. It was an experimental study with a treatment group and a control group. After six weeks, she found no significant differences between the treatment and control groups between their noun-verb and subject-adjective agreements. She theorized that the feedback was too implicit and students' needed to repeat back the correction. She also questioned if the teacher's implementation of the intervention met fidelity requirements. While Stein's study represents an attempt to investigate teacher oral feedback, her small sample size and short

time frame limit the transferability of its findings. Further, it looked at a very small subset of oral language, teacher recasts, and did not consider peer interaction.

      Montague and Meza-Zaragosa (1999) conducted a different oral language intervention in a pre-kindergarten TWI setting. They instructed the teacher in how to use an elicited response approach in Spanish during the Language Experience Approach classroom time. At this time, the teacher wrote down exactly what students said on chart paper while they were speaking, in English or Spanish. During the pre-intervention period, the teacher did not prompt the students. During the intervention period, the teacher would prompt students who volunteered a response in English using a phrase such as, "¿Cómo se dice eso en español?" ("How do you say this in Spanish?") The intervention lasted two months. The teacher noted that some of the NES became less likely to volunteer, though many of the NSS became more involved in the activity when the teacher was eliciting Spanish responses. After the intervention, the teacher stopped explicitly eliciting responses. Montague and Meta-Zaragosa (1999) found that some of the NES students started to prompt each other to speak in Spanish during the post-intervention phase, often taking on the role of the teacher. Some students did switch back to English and seemed to "relax" more when they could participate without teacher elicitation. The authors concluded that the intervention raised the young children's meta-linguistic awareness of English and Spanish, but did not necessarily increase NES' Spanish language production. They theorize, however, that the NSS benefited from seeing the NES struggle with Spanish because it validated their own struggles as ELs.

      Gonzalez-Edfelt (1990) conducted another oral language intervention, this time with a computer program and an older population of TWI students. Unlike Montague and Meza-Zaragosa's (1999) intervention, Gonzalez-Edfelt sought to increase oral language production in English. Her study participants included 16 male Hispanic students from a fifth-grade bilingual program in the US. Half were native Spanish speakers and the other half were

native English speakers. They came from four different language proficiency levels, non-English proficient to monolingual English speaker, according to the Language Assessment Scales test. The author seems to use the term "monolingual English speaker" to signify "native English speaker." The intervention involved the students participating in the Learning Together approach (Johnson & Johnson, 1975, cited in Gonzalez-Edfelt, 1990) by playing Oregon Trail together on computers. Gonzalez-Edfelt paired students according to their tested English language proficiency level so that the study would cover all possible partnership configurations. For example, non-English proficient students were paired with with limited English proficient, fluent English proficient with monolingual English speaker, and all the combinations between. The author videotaped and observed the sessions. The intervention lasted two consecutive days with each student participating in only one dyad. After data collection, the author transcribed the videotapes and analyzed the discourse both quantitatively and qualitatively.

Gonzalez-Edfelt (1990) found that the more proficient English partner tended to try to collaborate more than the less proficient partner. Students of beginning or no English proficiency feigned comprehension when working with monolingual speakers, likely to avoid embarrassment. Instead, bilingual speakers tended to collaborate more when they were at approximately the same level of English ability as their partner and often switched into Spanish. Nevertheless, low English proficiency students engaged in spoken English much more with monolingual English speakers than with their bilingual peers. For a TWI classroom, this finding suggests that teachers should pair NES with NSS to encourage them to communicate in the target language, while being mindful of the fact that NSS may wish to communicate in English over Spanish. Gonzalez-Edfelt concludes that the computer program, an historical simulation and game, was a good resource for the students, since they had a common goal to work towards. How teachers pair their students should change based

on their goal for the activity, such as collaboration and content knowledge versus second

language spoken practice. While the students in this intervention are older than in Stein

(1997) and Montague and Meza-Zaragosa (1999), Gonzalez-Edfelt's findings along with the

others' suggest that elementary students of all ages benefit from teacher-created pairs of NES

and NSS students.

Conclusion

The sociocultural theory of language acquisition suggests that TWI elementary

students would benefit from peer interaction and a teacher focus on oral language use.

However, the current empirical research in the field is limited. Questions remain such as,

what kinds of teacher practices promote oral language practice? How much teacher

intervention is needed within student interactions to result in the effects theorized by

sociocultural scholars like Vygotsky (1978)? Some beginning work on oral language

interventions suggests that teachers can affect student oral language production for both NES

and NSS DLLs, but has relied primarily on specific programs that are not classroom-teacher-

created. This gap leaves open a need for empirical research in a practical school setting,

especially for older elementary students.

Chapter Three: Methodology

Introduction

As described in the first chapter, this research project began as part of a process

evaluation requested by the FPS ESOL Office for the district's only dual language program.

While the district initially sought an outcomes evaluation, an outcomes evaluation would

have been inappropriate since the program is only in its third year of existence; existing

literature suggests that students need at least five to seven years to develop second language

proficiency (Cummins, 2008). Further, Parkes had not collected any baseline data for the

Spanish side of its program, which made a true outcome evaluation impossible. Unlike an

outcomes evaluation which looks at a program's impact, a process evaluation determines if a

program's intentions are in line with its day-to-day operation (Rossi, Lipsey, & Freeman,

2004). A process evaluation can answer the question, "are necessary program functions being

performed adequately?" (Rossi, Lipsey, & Freeman, 2004, p. 172). A process evaluation of

Parkes's TWI program would prove useful to the FPS School Board as they move forward

with their expansion of the TWI program to more schools (Shea, 2014). Understanding more

about how the program operates ensures fidelity of implementation as the district expands its

offering of TWI programs, and highlights potential areas of strength and areas of

improvement.

This capstone project continues the process evaluation that began last spring by

narrowing in on one area of concern that the first phase identified: Spanish oral language

proficiency. Third grade NES in 2016 demonstrated a highly significant gap in their oral

language ability on the WMLS as compared to their NSS peers. Parkes's TWI program's

second goal states that "NES will develop high levels of listening, speaking, reading, and

writing skills in Spanish." Currently, their students are not meeting this goal, according to last

year's WMLS data. Conversations with the Parkes' principal as well as informal

conversations with two Parkes parents suggest that parents want to see evidence that their

children are becoming Spanish-speakers. Producing spoken Spanish is one of the most

obvious ways that children can show their new language proficiency. This continuing

evaluation sought to illuminate how Parkes's TWI teachers were developing Spanish-

speaking skills in their NES and how they encouraged interaction between NES and NSS in

their classrooms.

      Sociocultural theory suggests that interaction between peers is essential for second

language acquisition to occur and for DLLs to become true users of their L2. Because

English is the dominant language in the United States, it is likely that Parkes's NES have less

exposure to Spanish in their daily lives than its NSS have to their L2 (English). The literature

has found that Spanish is not spoken as often even in balanced dual language program's like

Parkes's. In one study of an established TWI program in the Midwest, Potowski (2004) found

that students spoke Spanish only 32 percent of the time with their peers. In another study of a

dual language program in Texas, Alanis (2000) discovered that NES had less developed oral

language skills in Spanish than their NSS peers had in English. She speculates that the DLLs

were more prone to speak English during recreational time and outside of school, giving the

NES few opportunities to practice their oral Spanish. NSS, on the other hand, had plenty of

opportunities in their daily lives to practice their oral English in and out of the classroom. The

initial WMLS findings from the spring of 2016 suggest that a similar phenomenon may be

occurring at Parkes. This study will continue the process evaluation by examining oral

language instruction in detail and determining what, if any, progress the then third grade

(now fourth grade) students have made.

Research Questions

The study sought to answer the following research questions:

1. What teacher practices does one Parkes dual language teacher use to develop Spanish oral language proficiency in NES? What language scaffolds does he use to support students' Spanish oral language development?

2. How do NES respond to one Parkes teacher's attempts to develop their Spanish oral proficiency? What types of participation do these strategies elicit?

3. What growth, if any, did focal students show in oral language on the Woodcock Muñoz assessment between year one and year two of the evaluation?

Researcher Reflexivity Statement

I am a white woman from an educated middle-class background who grew up in a community near Parkes Elementary in the southeastern United States. I am influenced by my background and current occupation. I am currently a doctoral candidate at the University of Virginia and a research director at Teach For America. I am also a former fourth and fifth grade bilingual teacher who is fluent in English and Spanish and comes from a largely bilingual family. While my mother is fluent in Spanish, I did not learn Spanish as my second language until I studied the language in high school and college. I believe that children should learn more than one language to expand their cultural horizons and gain additional economic opportunities. I entered Parkes with both practical educator and academic research knowledge related to dual language programs. I also entered with my own assumptions about what works and what does not work in a Spanish immersion classroom. My experience as a dual language educator helped keep me focused on the practical nature of the research and what the program providers would need to know at the end of the study.

Possible Ethical Concerns

Any time children are involved in a research study, it is prudent to consider possible

ethical issues that could arise. In this case, I observed the already occurring practices of Mr.

Yale's classroom. His students were subjected to minimal risk. Finally, I followed Internal

Review Board (IRB) protocol and maintained confidentiality for the students by using

pseudonyms in this publication. I only shared their individual scores with their parents and

Mr. Yale.

Participants and Sampling

For this study, I purposefully selected Kurt Yale's fourth grade TWI classes for

further qualitative data collection (approximately 40 students total). Three factors led me to

this decision. First, I employed a parallel mixed methods design (quan —> QUAL + quan),

as described by Teddlie and Tashakkori (2009), for the overall evaluation. The quantitative

WMLS data collected in the first phase of the program evaluation informed my selection of a

smaller population of students for more in-depth qualitative study. Yale's current fourth

grade students are the 2016 third grade students who showed a large gap in oral language

ability between NES and NSS. Their gap of 36 points was larger than that of the first graders

(23.8 points) and highly significant.

The Teacher

Mr. Yale is an experienced bilingual teacher with specific training in dual language

education. He has a undergraduate degree in bilingual and bicultural studies and a master's

degree in administration. He has taught in Spanish in two different states and a South

American country (Yale, personal communication, 2017). Principal Clare also identified Mr.

Yale as a strong Spanish teacher with innovative teaching methods. Yale's dedication to dual

language education combined with his strong teaching made him a perfect candidate for a

case study. He readily agreed to participate.

The Focal Students

Given the data collection plan (outlined in the following section), it was impossible to

focus on all 40 students equally. Mr. Yale saw 20 students in the morning and 20 students in

the afternoon, which was not a manageable number to focus on all students equally. Instead, I

selected four focal students from each section (eight total) to observe. From each classroom, I

looked at the WMLS data from last year and select the two highest-scoring NES in oral

language ability and the two lowest-scoring when taking field notes. This selection of focal

students allowed me to focus my running record during classroom observation on oral

interactions between these eight students, their teacher, and their peers. Choosing to focus on

Native English Speakers only was a difficult decision given my background with English

Learners and Native Spanish Speakers. However, the ESOL Program Director and Principal's

desire to understand their NES' Spanish acquisition and the disparate WMLS oral language

test results for NES led to this decision.

Table 3.1

Focal Student	Home Language	Gender	Age at Observation	High or Low WMLS Scorer
Toby R.	English	Male	11 years old	Low
Maya*	English	Female	10.5 years old	Low
Jade	English	Female	9.75 years old	Low
Bert	English	Male	10.75 years old	Low
Jack	English	Male	10 years old	Med-Low
Sawyer	English	Male	10.5 years old	Med-High
Darryl	English	Male	10 years old	High
Vivian	English	Female	10 years old	High
Locke	English	Male	10.5 years old	High

Note that Maya was removed as a focal student when her parents opted out of WMLS testing and Jack was added in since he already featured prominently in the field notes.

Data Collection Methods

In order to answer the research questions set forth above, I employed four data

collection methods: running record field notes, a semi-structured teacher interview, artifact

collection, and WMLS testing. These methods are in line with a quan —> QUAL + quan mixed methods design. I used the initial quantitative results to select a purposeful sample for further qualitative study. I also collected additional WMLS data (the "+ quan" portion of the study) to test oral language progress made by the focal students.

Classroom Observations

Observations are central to qualitative research to provide detailed, non-judgmental records of events (Marshall & Rossman, 2011). Formal classroom observations allowed me to answer the first and second research questions. During the observations, I took careful field notes that provide a running record of classroom activity. I focused particularly on the oral interactions between the four focal students in each classroom with their NES and NSS peers. I also directed my attention to Mr. Yale's interactions with the focal students and how he encouraged oral language development. Based on preliminary discussions with him, I knew prior to data collection that he used a differentiated reading and writing strategy where he formed mixed ability groups and had them say a sentence together aloud before writing it. This strategy allowed NES and NSS to work together to create more coherent Spanish sentences orally before writing them down. He also used turn-and-talk with a partner to give students a chance to speak aloud their thoughts. Classroom observation allowed me to see what these activities looked like in practice and how students reacted to them. In addition to writing field notes while observing, I also used audio recorders around the classroom to pick up peer conversations that I did not hear in the moment. When I typed up my handwritten field notes, I added in analysis and transcription as necessary to create a more nuanced portrait of the observation period. I also used the audio recordings to answer whether a teacher practice elicited oral Spanish production from the focal students if not originally indicated in my field notes. As I was coding the field notes during the analysis stage, I transcribed specific interactions between teacher and students or between focal students and

added them to the field notes. I translated all transcriptions myself immediately after transcribing.

Semi-Structured Interviews

Qualitative researchers use interviews to get their interviewees' perspectives on a variety of topics. For this study, my in-depth semi-structured interview with Mr. Yale added to my understanding of what teacher practices and language scaffolds he used in his classroom. Semi-structured interviews, as opposed to informal or structured, allowed me to have starting questions prepared for him. While my overarching research questions framed the interview, I used more of an inductive approach when creating the questions. I interviewed Mr. Yale after completion of all classroom observations so that I could develop specific questions based on preliminary analysis of his classroom. As I wrote my field notes, I engaged in analytic sense-making of the social phenomena I was witnessing (Coffey & Atkinson, 1996). By crafting the interview questions after this step, they more directly related to the emergent themes and findings. I enlisted the services of a professional transcriber for the teacher interview so I would have a transcription of the full forty-minute interview. I transcribed all other audio myself. I did not know how to locate another bilingual transcriber, nor did I trust another transcriber to listen to the cacophony of classroom voices in an audio recording and ascertain what was germane to the analysis.

Artifact Collection

Documents from the classroom included teacher-distributed materials to students and student-produced assignments. Analysis of these documents helped to answer both the first and second research questions by supplementing classroom observation data. Collected artifacts also added necessary detail that the field notes lacked. Since document collection is an unobtrusive data collection method, its benefits far outweigh any potential costs. It did not disturb the classroom setting, and added explanatory detail (Marshall & Rossman, 2011).

From Mr. Yale's classroom, I collected student handouts, student work samples, and photographs of classroom work products, including teacher writing on the whiteboard. Because my study focused on oral language, document analysis ultimately proved a small part of the study.

Data Collection Procedures

I conducted classroom observations over four weeks in the spring of 2017. Mr. Yale had one morning class and one afternoon class; I observed each class three days a week for two hours at a time, for a combined 12 hours per week or 48 hours total. I sought to be an observer in the classroom and did not participate in instruction, but I also wanted students and the teacher to feel comfortable with my presence so that they did not greatly change their behavior from a normal classroom day. Mr. Yale introduced me to the class and students greeted me when I entered. As a former teacher, sometimes they asked me for help and I would answer a quick question or refer to Mr. Yale for an extended interaction. During all classroom observations, I kept a running record on a yellow pad of paper so as not to become distracted behind I computer. I then used an adaptation of a previously created observation protocol (Kibler, et al., 2019), available in appendix B, to type up the running record field notes in greater detail. The protocol involved keeping a running record of teacher practices, teacher-student interactions, and student-student interactions for the eight focal students. I collected artifacts from instruction including worksheets, presentations, and photographs. I also retested seven of the eight focal students using the full battery of WMLS tests, and an additional two NES students who I oversampled. (The original eighth focal student's parents did not give permission for testing.) Finally, I conducted a semi-structured interview with Mr. Yale after the observations and testing were finished. Data analysis, as described in the section below, occurred in the fall of 2019 and winter of 2020.

Data Analysis

Data analysis occurred throughout the data collection process by way of informal memos and notes in the margin. I also translated all field notes from Spanish into English as I was transferring the running record from paper to computer.[3] After data collection ended, I decided to code my field notes and interview transcription in order to organize my data further. Coding also allowed me to find themes that I had previously overlooked or underestimated. I developed the codebook using a mix of a priori and inductive coding (Miles & Huberman, 1994). For a priori codes, I used the literature on second language acquisition and oral language use in the classroom to inform code creation. I developed additional codes (see Appendix C) after interpreting initial qualitative findings using the constant comparative method, so that the analysis was an inductive process (Lincoln & Guba, 1985, in Teddlie & Tashakkori, 2009). I coded my field notes in the online qualitative research software program Dedoose to aid in the interpretation and organization of data and to find overarching themes (Coffey & Atkinson, 1996). During the coding process, I simultaneously wrote analytic memos to detail the findings and their supporting evidence (Marshall & Rossman, 2011). When coding was complete, I analyzed the code co-occurrence numbers to see which teacher practices produced Spanish and/ or English oral language use. With support from my capstone committee, I narrowed in on four teacher practices in particular that supported oral language practice. I then listened to the audio recordings of four specific sessions and re-analyzed my field notes of those sessions in order to add detail and nuance to the findings. Finally, I compiled the findings into the final two chapters of the capstone report; chapter four has the findings from this study and chapter five has recommendations for the future.

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[3] I am a certified Spanish dual language classroom teacher in two states. I acquired Spanish as my second language over years of study, including a semester-long "No English Spoken Here" full immersion experience in Spain and another in Peru. See Researcher Reflexivity Statement for further discussion.

Chapter Four: Findings

This chapter describes the mixed methods findings from an analysis of the data collection described in chapter three.

Quantitative Findings: Focal Students' WMLS Oral Language Progress

I used the "B" version of the Woodcock Muñoz Language Survey to retest seven of the eight NES focal students in May of 2017, approximately one year after their initial test dates.[4] I oversampled two other NES students that featured prominently in my field notes, resulting in WMLS results for nine students overall from 2017. One lower-scoring student, Jack, scored 9.4% higher in year two and another lower-scoring student, Hannah, scored 16% higher. (See table 4.1 below.) Unfortunately, the WMLS was not a fine-grained enough instrument to detect oral language progress for two of the lowest-scoring students since their scale scores fell below 40 (the lowest score available) both years. The oral language scores for the four highest-scoring students in 2016 went down in 2017.

None of the test score differences were statistically significant ($p < 0.572$) due in part to the small sample size and small changes in scores. (See Table 4.2 below.) Because they are not statistically significant, these findings are inconclusive in regards to Parkes' and Mr. Yale's Spanish oral language instruction. I discuss in Chapter Five possible reasons for these inconclusive results and proposed next steps for Spanish language testing at Parkes Elementary.

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[4] One student's parents opted out of the retesting.

Table 4.1 WMLS Oral Language Test Results

Students	Oral Language 2016	Oral Language 2017	% Change
Toby R.	<40	<40	0%
Maya	<40	N/A	N/A
Jade	<40	<40	0%
Bert	43	45	+4.70%
Hannah	50	58	+16%
Sawyer	50	43	-14%
Jack	53	58	+9.40%
Darryl	63	59	-6.30%
Vivian	64	49	-23.40%
Locke	76	75	-1.30%

Table 4.2 T-Test of 2016 vs. 2017 WMLS Oral Language Scores

	obs	Mean1	Mean2	dif	St_Err	t_value	p_value
2016 - 2017	9	44.556	43.222	1.333	2.261	.6	.572

Qualitative Findings: Teacher Practices that Build Oral Spanish Fluency

The following patterns emerged from observation of Mr. Yale's classroom as teacher practices that he used to develop oral language proficiency: Morning Meeting: Student Share, Turn-and-Talk with a Partner, Socratic Seminar, and Sentence Stems.

Morning Meeting: Student Share

Morning Meeting was one teacher practice that Mr. Yale used to develop his students' Spanish oral language proficiency. One component of his morning meeting in particular, the student share, gave students the opportunity to engage in exploratory talk in Spanish. All Parkes students participated in morning meeting on a daily basis. Morning Meeting generally included a greeting, student share, a group activity, and a shared reading of a morning message as part of the Responsive Classroom program. Responsive Classroom (RC) is a classroom management program that emphasizes building students' social and emotional skills to create safe and welcoming classrooms (Responsive Classroom, 2020). Mr. Yale's morning meeting was similar to that described in the RC manual, but he did not implement the intervention with complete fidelity. Sometimes "Morning Meeting" occurred in the afternoon when they had finished with their activity for the day. Morning Meeting in Mr. Yale's classroom lasted 15 minutes on average, as opposed to the prescribed 20 to 30 minutes by the RC program.

In line with Mercer & Dawes' (2008) recommendations for exploratory talk, Morning Meeting had a number of explicit ground rules for interaction, including participation from everyone and respect for classmates' ideas. Although I did not observe the class at the beginning of the year when the expectations were first taught, Mr. Yale reminded the class of the expectations often. He frequently emphasized the need for more than once to show respect to their classmates. In one instance, he announced: "Yo creo que todo el mundo merece respeto. Cuando tú estás compartiendo, yo te voy a escuchar con respeto. [I believe

that all the world deserves respect. When you are sharing, I am going to listen with respect.]"

He then had students demonstrate for him what it looked like to listen with respect including

mouths closed and eyes on the speaker.

Morning Meeting allowed for all of Mr. Yale's students to speak Spanish aloud at

least once during each school day. The whole class sat in a circle on the carpet when they

entered the classroom, first thing in the morning or after switching from their English teacher

Mrs. Smith's classroom next door. As students gathered in the circle, they chatted excitedly

with their friends, then got quiet when Mr. Yale sat down with them. Mr. Yale or one of the

students started the greeting by going around the circle, shaking the hand of the person on

their right, and greeting each other by name. For example, Toby R. began the Morning

Meeting Greeting one day by saying, "Hola, buenos días, Brandon. [Hi, good morning,

Brandon]." Students then continued around circle, greeting each other in Spanish. Students

almost always said "Hola, buenos dias, *Name*" during the greeting unless it was afternoon

when they will say "buenas tardes" [good afternoon]. Students' ease and comfort with the

routine were clear due to the fact that the Greeting only took a minute in total as students

seamlessly turned from one classmate to another. They seemed genuinely to enjoy the

Greeting, as witnessed by all students' participation with smiles on their faces. During my

observations, they even loudly exclaimed, "Hola buenos días, Ms. Beeson!" to include me in

their community.

After students engaged in the Morning Meeting Greeting with their classmates, they

moved on to the Student Share. During Student Share, students had the opportunity to tell a

short story about their lives. Mr. Yale provided the Spanish prompt, such as what they did the

weekend before, and students had considerable leeway in their responses. Students knew the

expectation was to share their story in Spanish, the language of Mr. Yale's classroom. After

each student shared, they could then call on two or three other students for "preguntas y

comentarios" or "questions and comments" about their story. Two or three students shared each meeting due to time constraints—student shares could take up to five minutes each including time for peer questions. In order to ensure that all students participated, Mr. Yale kept a running list of students who shared so that everyone had an equal opportunity to talk. Students were allowed to pass for their turn if they did not feel comfortable sharing that day. Mr. Yale would then come back to them at a later date.[5] Mr. Yale tried to remind students the day before they were going to share, but he did not always do so.

Student Share presented an opportunity for students to participate in exploratory talk aloud in Spanish regarding a top of social interest to them. Students were able to think out loud as they shared their stories and practice forming their thoughts in Spanish. Sharers also received feedback in the form of questions and comments from their peers, which encouraged them to add detail to their stories or cast them in a clearer light (Mercer & Dawes, 2008). The practice was largely student-led with relatively little interruption from Mr. Yale, though he would sometimes interject to move the time along or to ask a question so no student felt excluded. This expectation generated student-student interaction that allowed students to engage in exploratory talk in a low-pressure setting. Mr. Yale's students demonstrated comfort with the routine and showed significant engagement during the time by raising their hands and asking many follow-up questions. In the 13 "Student Share" excerpts, focal students spoke Spanish in all 13 of them (100%). Students engaged in Spanish exploratory talk, as opposed to presentational talk, in 11 of the 13 excerpts. In the two excerpts without the presence of exploratory talk, the NES student engaged in English exploratory talk, only speaking Spanish with the phrase "gracias por sus preguntas y comentarios [thank you for your questions and comments]."

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[5] In the one example I witnessed of a student passing his turn, Chris did not feel comfortable going first during share time. However, the student asked Mr. Yale after the other two sharers for the day participated if he could go. Other than this one instance, students generally seemed to look forward to share time and did not take the option to pass.

Student Share's explicit ground rules that all students needed to participate and respect other students' contributions helped to minimize students' potential fears or embarrassment. Students often made grammatical mistakes in their spoken Spanish and interjected English vocabulary as necessary, but they were comfortable enough to continue despite not having planned out their speech ahead of time. For example, Maya was one of the low-scoring NES focal students who rarely spoke in Spanish. During one Student Share, Maya's friend Hannah shared a story about her weekend. Maya raised her hand and attempted to produce spoken Spanish so that she could ask Hannah a question about her story:

> **Hannah:** En sábado … nosotros hermanos estaba… jugar… un baseball game y…Ella hermanas…¿Josh? [On Saturday…we brothers were…to play…a baseball game and…she brother…Josh?] (*Note that Hannah was speaking more quietly than normal and the recorder did not pick up some of her words.*)
>
> **Josh:** Um, ¿dónde was the…um…juego? [Um, where was the…um…game?]
>
> **Hannah:** Houston.
>
> *Hannah calls on Maya.*
>
> **Maya:** equipo…wait…qué equipo…uh…¿qué es el nombre de equipo…? [what team…wait…what team…what is the name of team…?]
>
> **Hannah:** Astros. ¿Cristian?

Maya's attempts at producing a question in Spanish were hesitant and full of self-corrections. She stopped and started multiple times as she tried to think of the correct vocabulary word and figure out what she wanted to ask. This excerpt represents a strong example of exploratory talk because Maya was exploring a tentative idea with a peer. Saying the English word "wait" even shows that Maya was thinking aloud as she was asking her question and needed more time to process aloud. She persisted despite her struggle with the oral language because she was interested in the subject matter, a story from her friend. Ideally, she would have had even more time to ask her question before Hannah called on

Cristian. The interaction nevertheless was still valuable for Maya's learning as she was able to use unique vocabulary in context and practice forming a question in Spanish. Maya even raised her hand to participate again when Hannah moved on to another student. Her continued participation despite her mistakes demonstrated her engagement with the activity.

Higher-scoring NES focal students also benefitted from engaging in exploratory talk during Student Share. They were able to practice more advanced Spanish vocabulary in a relaxed setting, including conjugating verbs in the past tense when telling stories. In one example, higher-scoring focal student Darryl shared a story about going to bike club the day before. It was his turn to share according to Mr. Yale's list, but he seemed surprised when Mr. Yale called his name.

Darryl: Yo tiene bike club ayer. [I have bike club yesterday.]

Mr. Yale: Yo…[I]. (*He is subtly pointing out Darryl's verb mistake.*)

Darryl: Yo tenía bike club ayer. [I had bike club yesterday.]

Mr. Yale gives him the thumbs up sign as affirmation. Darryl finishes his story, then three students ask him questions in Spanish about his story.

Adrian: ¿Cuál color es tu bicicleta? [What color is your bicycle?]

Darryl: Azul y…anaranjado [Blue and…orange]

Whole class *(in unison)*: Gracias, Darryl [Thank you, Darryl]

Darryl had to produce oral language in his L2 on the spot about what he did the day before. To many students in language classes, this type of cold call would be intimidating. Mr. Yale, however, established a classroom culture with ground rules for talk where students could feel comfortable sharing unrehearsed speech, complete with mistakes and hesitations. In this example, Mr. Yale knew that Darryl was capable of speaking in the past tense in Spanish so he gently pointed out his mistake. Darryl corrected himself then continued telling his story without shutting down. When it came time to answer questions, he was able to add details to his story about the color of his bike. His hesitation to produce the word

"anaranjado" [orange] demonstrated that he was having to pull the Spanish word for orange

from his memory, since it was not a vocabulary word he used every day. Student Share gave

Darryl the opportunity to practice his Spanish out loud and with his peers while talking about

a highly relevant topic to him (bike club). This example shows that the higher-scoring focal

students also benefited from Morning Meeting: Student Share.

Socratic Seminar

Another teacher practice that promoted exploratory talk in Mr. Yale's classroom was

his use of the Socratic Seminar. The Socratic Seminar is an advanced model of instruction

involving a student-led discussion of a text (Estes & Mintz, 2016). According to Mr. Yale, he

chose to use Socratic Seminar "because typically it gets the kids to a different level, a deeper

level of critical thinking about the topic or the book or the story or the characters or

whatever" (K. Yale, teacher interview, June 2017). The purpose of the Socratic Seminar

activity was not for students to arrive at one correct answer, but instead for them to engage in

a higher-level discussion about difficult ideas. This purpose aligns well with Barnes' (2008)

definition of exploratory talk: "Exploratory talk is hesitant and incomplete because it enables

the speaker to try out ideas, to hear how they sound, to see what others make of them, to

arrange information and ideas into different patterns" (p. 4). Similarly, in Mr. Yale's Socratic

Seminars, students had the opportunity to think aloud about complicated ideas in a safe and

secure setting. This opportunity enabled them to explore their ideas in ways they would not

have been able to without the seminar.

For Socratic Seminar, students read a shared text multiple times. They first read the

text as a whole class, then in shoulder partners (NES/NSS pairings), and then on their own

before the actual seminar discussion. Students worked with their shoulder partners to plan a

number of questions about the text to bring to their classmates. They pre-wrote their

questions on sticky notes to share during the discussion. Students also practiced finding

textual evidence to support their claims by finding passages in their books and marking them with sticky notes. In his teacher interview, Mr. Yale indicated that he conducted the Socratic Seminars as often as he could, but it was still only about once every six weeks due to the number of other objectives he was expected to cover.

I observed four different Socratic Seminar discussions, two from each class. They were all based on a story from their Spanish reader called "*La tejedora de sueños* [*The Dream Weaver*]." On the day of each seminar, students got into a circle with their chairs on the carpet. Bringing their chairs showed them the activity was different from a regular carpet gathering. They sat next to their "compañeros de hombro" [shoulder partners], meaning that NES and NSS sat next to each other. He reviewed expectations for active participation with the class before each Seminar. In the first discussion I observed in class two, Mr. Yale used students to demonstrate the rules, including how to show respect to the speaker.

> **Mr. Yale**: Quiero que todos participen. Si tú ves que alguien esta hablando mucho, si tú por ejemplo estás hablando mucho, que quiero que haga? Deja que otros hablen…¿Cuándo alguien esta hablando, qué tienes que hacer? [I want everyone to participate. If you see that someone is talking a lot, if for example you are talking a lot, what do I want you do? Let others talk…When someone is speaking, what do you have to do?]
>
> **Jack** (*shouting out in English*): Look at them?
>
> **Mr. Yale** (*responding to him in Spanish*): ¿A quién? ¿A Parker? [At who? At Parker?]
>
> **Jack**: Sí. [Yes.]

In this excerpt, Mr. Yale explicitly encouraged students to let others talk instead of one or two dominating the conversation. This step was important to ensure oral language practice for all students in the Socratic Seminar, especially those lower-scoring focal students who were not as likely to speak out loud on their own. He repeated the expectations throughout the seminar, especially the need to demonstrate respect for the speaker. This step helped to create a comfortable and safe atmosphere for all students.

To start the discussion, Mr. Yale invited one student raising their hand to volunteer. The student then read their pre-written question and called on fellow students to answer it. Mr. Yale carried a clipboard to check off the number of times that students spoke and limited participation to two times per student until everyone had had the chance to speak. Students' participation levels demonstrated their comfort with the situation. Students in all four discussions started off quiet and hesitant to speak but ended the discussion with heated debate, including some of the lower-scoring focal students. Once each Seminar started and students moved past their initial timidity, multiple students had their hands raised to share throughout. In one Seminar, described in further detail below, lower-scoring student Jack asked the first question so timidly that my audio recorder did not pick up his voice. Likewise, when Jack called on Jade to respond to his question, she was so quiet that I could not hear in the moment despite sitting behind her in the circle. Yet by the end of that day's Seminar, both Jack and Jade were sharing their responses so loudly that Mr. Yale asked them to quiet down.

Although the Socratic Seminar had many benefits for students, including engaging in Spanish exploratory talk, its implementation did not completely match expectations. Mr. Yale originally intended for students to ask their own questions and for his role to be that of bystander. However, in practice, he took a much more active role. At first, Mr. Yale told the class that he would only watch and let the students direct the discussion: "Yo quiero que Uds. participen. Yo no. No quiero hablar. [I want you all to participate. Me no. I don't want to speak.]" However, he spoke often once the discussions were started in order to guide students to consider higher-level order questions.

On their own, students created basic comprehension questions that would be classified as the "remember" or "understand" level on Bloom's Revised Taxonomy (Krathwohl, 2002). Their lower-level comprehension questions from students like "¿Rogelia tiene padre? [Does Rogelia have a father?]" generally did not allow for extended exploratory

talk since they required only one- or two-word answers. As such, Mr. Yale asserted that he

then needed him to guide them to more open-ended discussion to achieve the objectives of

the seminar. In one seminar with Mr. Yale's afternoon class, lower-scoring focal student Jack

raised his hand to start the discussion and asked, "¿dónde viva…vivimos? [Where she

lives…we live?]," referring to the main character. Jack demonstrated his motivation to

engage with the material, but his question only needed a one-word answer from his

classmates. Mr. Yale wrote Jack's question on the board and recast it as "¿Dónde vive

Rogelia? [Where does Rogelia live?]" This question was a lower-level comprehension

question with one correct answer, instead of an open-ended question as Mr. Yale originally

desired for the seminar. Students nevertheless engaged in debate about where the story was

set.

> *Jack calls on Jade to answer, who is raising her hand to participate.*
>
> **Jade:** (*inaudible)*
>
> **Mr. Yale:** ¿Este era tu pregunta, Jack? [This was your question, Jack?]
>
> **Jack**: In like Mexico or something.
>
> **Mr. Yale**: Oh tu pregunta es, '¿en cuál país vive Rogelia?' [Oh your question is, in what country does Rogelia live?] *He starts to write the question on the board but he is running out of space because of the kids who are sitting there so he stops.*
>
> **Ashley**: Colorado
>
> **Hannah**: New Jersey
>
> **Mr. Yale**: Son estados, no países. No sabemos, tenemos que adivinar. Quiero una pregunta complicada con muchas respuestas. [They are states, not countries. We don't know, we have to guess. I want a complicated question with many answers.]

While the students here did not engage in higher-level discussion, they were clarifying their

misunderstandings from the text. Hannah and Ashley's answers suggest that they did not

understand where the story was set. Before they reach "analyze level" questions or above,

they need to comprehend the story. In all four discussions, no student offered an open-ended

question for discussion, suggesting that they needed more time to process the story for

comprehension as well as instruction on how to create higher-order questions prior to the

actual discussion if that was the teacher intent.

Figures 4.2 & 4.3 Images of Student and Teacher Produced Discussion Questions from

Previous Socratic Seminars
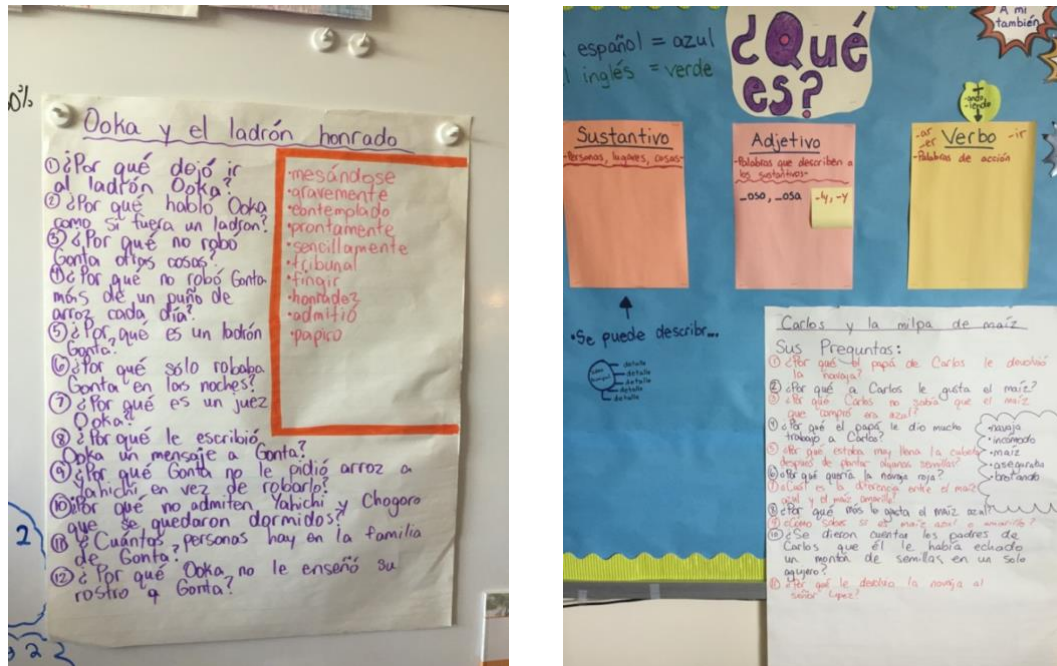
Since student questions did not align with his vision, Mr. Yale produced all of the

open-ended questions for discussion in the moment. In this same seminar, when no one

responded to his request for a "pregunta complicada que no tiene sólo una respuesta"

[complicated question that doesn't have only one answer] with a question that he deemed

open-ended, he provided one for the class to discuss: "Yo tengo una. Por qué necesitamos

una tejedora de sueños? ¿Sería buena tenerla en la vida real? Habla con tu compañero." [I

have one. Why do we need a dream weaver? Would it be good to have one in real life? Talk

with your partner.] While this open-ended, higher-order question gave students more ideas to

explore, it took ownership of the discussion away from the students. Mr. Yale's dominance

over the discussion also limited students' active discussion time. Despite this misalignment,

students were still able to engage in exploratory talk thanks to turn-and-talk opportunities with their partners.

After asking his higher-level questions, Mr. Yale often gave students the opportunity to turn-and-talk with their partners about the new idea before asking for individual contributions. These turn-and-talks supported students by giving them more time to engage in exploratory talk on the subject in partners and small groups before speaking out in front of the whole class. (I discuss the teacher practice of turn-and-talks in greater detail later in this chapter.) In the following excerpt, which occurred as the Socratic Seminar was ending, focal students demonstrated engagement in the question posed by continuing to discuss the topic as Mr. Yale began the turn-and-talk.

> **Mr. Yale**: Yo veo que Uds. están muy interesados en esa pregunta. Tienen un minuto para hablar con su pareja. [I see that you all are very interested in this question. You have one minute to speak with your partner.]
>
> **Chris** (*translating Mr. Yale's directions*): We have one minute to talk.
>
> **Mr. Yale** (*admonishing Chris*): En español [in Spanish]
>
> *Bert moves over to talk to Locke, Toby R., Brandon, and Darryl.*
>
> **Bert:** She's a normal old lady.
>
> **Locke:** Yo pienso que ella no es una bruja. [I think that she is not a witch.]
>
> **Bert:** ¿Por qué? [Why]
>
> *Locke follows Bert to his seat. They continue to argue in in English. Toby R., Darryl, Brandon, and Toby C. are also debating in English if she is a witch.*

Bert, Toby R., Toby C., Brandon, Darryl, and Locke were on task because they were discussing if Rogelia, the dream weaver in the assigned story, was a witch. Locke, a higher-scoring focal student, was stronger in his Spanish oral language and chose to speak in Spanish as instructed because he had access to the vocabulary. However, the other NES, including lower-scoring focal student Bert, seemed to use English as their language of discussion so they could easily and quickly express themselves. Bert's use of "¿Por qué?

[Why?]" in addition to his English statement, "She's a normal old lady," shows that he knew

he was supposed to be speaking in Spanish but, in the moment, was only able to produce a

memorized phrase that they used in class daily. In this case, turn-and-talk with student-

chosen partners led to exploratory talk and active student engagement with the content, but

not explicitly Spanish oral language practice.

       Towards the end of the Socratic Seminar, other NES who were previously reticent to

participate produced exploratory talk in Spanish. I theorize that the opportunity to hear their

other classmates' exploratory talk, including half-formed thoughts and oral language

mistakes, motivated them to contribute. At the beginning of both of her class's discussions,

lower-scoring focal student Jade was quiet and reluctant to participate. By the end, however,

she was actively raising her hand and interjecting her ideas. In this example, Jade has been

raising her hand to ask the class a question for more than a few minutes when Mr. Yale

finally calls on her:

> **Mr. Yale:** Creo que tenemos tiempo para una persona más. ¿Jade? Jade, hiciste trabajo excelente hoy. [I believe we have time for one more person. Jade? Jade, you did excellent work today.]
>
> **Jade:** Ello puede a…y…la otra…la casa de las siete chimineras...ella es…está… la siete chimineras está aquí…ello oh ella es…la owner of the house? [He can…and… the other… the house of the seven chimneys…she is…is…the seven chimneys are there…he oh she is…the owner of the house?]⁶

Here, Jade struggled to produce her question out loud. Clearly, she thought of her question

during the discussion instead of writing it on a post-it ahead of time. Nevertheless, she

persisted. This excerpt represents a strong example of exploratory talk for this reason—her

speech was tentative as she tried out her ideas and practiced forming Spanish interrogatives

aloud. Her use of translanguaging at the end, "ella es…la owner of the house?" demonstrates

that she has thought of the question in her first language and is actively working to produce it

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⁶ Note that the translations here best approximate the Spanish that Jade was searching for since "chimineras" does not translate directly to "chimney." Also the ellipses represent pauses in her speech.

in her second. These are exactly the kind of opportunities for Spanish exploratory talk that will help Parkes meet its goal of intermediate Spanish fluency for its students.

Socratic Seminar in Mr. Yale's classroom presented a unique opportunity for student discussion. By moving beyond presentational talk into exploratory talk together, students could expand their comprehension of a literary text. They cleared up misunderstandings and moved on to an analysis-level discussion of themes from the text. At the end of one Seminar, higher-scoring focal student Sawyer explained, "los niños chiquititos [small children] [*have sweet dreams because*] they haven't seen the world a lot so they can't comprehend it." This inference was incredibly astute for a 10-year-old and showed that the Seminar supported him in deepening his understanding. He needed to use a mix of English and Spanish in his answer, also known as translanguaging, because he was furthering his own thinking as he spoke. By the end of the same Seminar, lower-scoring focal student Jack also demonstrated more profound thinking in his response to Mr. Yale's question, "¿por qué necesita una tejedora de sueños? [why does one need a dream weaver?]" when he said, "to keep away malos sueños [bad dreams]." No one correct answer existed for this question; instead Jack considered why a dream weaver could be helpful from his own perspective. By exploring these ideas out loud and in front of their peers, they not only progressed their own thinking but that of their classmates as well.

Overall, Socratic Seminars in Mr. Yale's classroom resulted in ample opportunities for exploratory talk for both lower-scoring and higher-scoring students. Most exploratory talk from NES involved translanguaging, a mix of English and Spanish as they worked through their thoughts organically. Students did engage in Spanish oral language practice as they strung together Spanish syntax, using English nouns as necessary when they lacked the Spanish vocabulary. All students participated in the Seminar to some extent, since Mr. Yale required all students to speak two times before he let others speak again. Most also

demonstrated enthusiasm and active engagement in their participation.

Sentence Stems

Mr. Yale also employed sentence stems in his classroom to facilitate oral language practice among his students. Sentence stems are a common teacher practice often used as scaffolding for language learners to participate in the curriculum. Sentence stems include sentence starters at the beginning of sentences, such as "Yo creo que…[I believe that…]" Sentence stems can also refer to sentence frames that set up the learner to use more advanced syntax, such as "Yo creo que _____ porque… [I believe that_____because…]." In theory, sentence stems can be useful for students because they reduce the cognitive load of having to think of a specific vocabulary word or phrase in their L2 (Rodriguez-Mojica & Briceno, 2018). However, Rodriguez-Mojica's (2019) recent work, along with other related work from Daniel, Martin-Beltran, Peercy, and Silverman (2015) and Athanases and de Oliveira (2014), have shown that sentence stems often become routine supports instead of as-needed scaffolds when used with English Learners. In one fourth grade English-only classroom, Rodriguez-Mojica found that the teacher's provision of sentence stems often resulted in the teacher doing most of the work and the EL doing very little. I found this same concern in some instances in Mr. Yale's Spanish immersion classroom, but not all.

For Mr. Yale's NES students, the use of sentence stems both facilitated and constrained their engagement in exploratory talk depending on the circumstances. Specifically, sentence stems that the teacher provided ahead of time and pre-taught for a specific purpose, such as a Socratic Seminar, helped lower-scoring NES participate in Spanish classroom discussion. Sentence stems that Mr. Yale provided verbally in the moment as a part of ad hoc scaffolding did not produce exploratory talk and instead led to confusion and disengagement from the discussion. In the 24 excerpts where sentence stems were present, NES students spoke Spanish or a mixture of Spanish and English 14 times (58%). In

the other ten excerpts, sentence stems were present with no student talk (e.g., written on the

board or the teacher used them). In only seven of the 24 excerpts (29%) did sentence stems

provide a bridge for students to participate in Spanish exploratory talk. All seven were

sentence stems provided for a class discussion ahead of time. None of the ad hoc sentence

stems offered by Mr. Yale resulted in exploratory talk from lower-scoring NES. The

following section discusses Mr. Yale's planned use of sentence stems with Socratic Seminar

in particular.

Planned Sentence Stems with Socratic Seminar

Mr. Yale used sentence stems in conjunction with Socratic Seminars with his students

to facilitate their participation in the discussions. Most of the time he planned ahead for their

use. He wrote sentence stems on the board or printed them on a handout before students

engaged in any activity. For example, he wrote this relatively long list of sentence stems on

the board before one Socratic Seminar:

> Mi pregunta es _____. [My question is _____.]
> Me pregunto si _____. [I wonder if_____.]
> ¿Cómo? Por qué? [How? Why?]
> ¿Qué? ¿Dónde? [What? Where?]
> ¿Cuál? [Which?]
> ¡Me parece muy buena idea! [That seems like a really good idea to me!]
> Esta pregunta me hace pensar en _____. [This question makes me think of
> _____.]
> ¿Qué opinas tú _____? [What do you think about _____?]
> (No) Estoy de acuerdo. [I (don't) agree.]
> Yo también. [Me too.]
> Yo pienso que. [I think that.][7]

In these posted sentence stems, Mr. Yale provided students with statements in

Spanish to help them actively participate in the discussion by expressing their opinion (e.g.,

"(No) estoy de acuerdo"), asking for clarification (e.g., "¿Cómo? ¿Por qué?"), and

acknowledging ideas (e.g., "¡Me parece muy buena idea!"). They are similar to the sentence

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[7] Note that translations provided are mine. Mr. Yale did not have English translations written on the board. He also added "yo pienso que" later than the other sentence stems, after a student used it organically.

stems that textbooks for teachers of English Learners recommend for use with group

discussions (e.g., Walter, 2004, p. 96). The purpose of Mr. Yale's sentence stems was for

language learners, both NES and NSS, to learn the academic vocabulary of debate in Spanish.

Academic vocabulary in this case refers to words and phrases used in schools that are not

necessarily used in the home. Many students from Spanish-speaking homes also needed

support learning the unique register of the language used at school. In practice, despite

putting so many sentence stems on the board, students only used "yo pienso que" or "¿qué

opinas tú?" This finding suggests that Mr. Yale did not do enough to preview and rehearse

the other sentence stems or socialize them into discussion.

In addition to writing sentence stems on the board the day of Socratic Seminars, Mr.

Yale reviewed the sentence stems with the class before the discussion by having students

repeat them out loud in unison. He did not translate the stems into English or use them in a

sentence. In this particular example, Mr. Yale explained that the students were "los

profesores [the teachers]" for the discussion and would need to know these phrases to lead

the discussion on their own. He then demonstrated how to participate in the seminar by

supporting Parker as he asked the first question:

> **Parker:** A que…que…¿la casa de Rosalinda tenía siete chimeneas? [At what…what…Rogelia's house had seven chimneys?]
>
> **Mr. Yale** (*reminding Parker to use the sentence stem*): Después, Parker, ¿Qué opinas…? [After, Parker, What do you think…?]
>
> **Parker**: ¿Qué opinas tú? [What do you think?]
>
> **Jack**: Yo pienso que es siete también. [I think it is seven too.]
>
> *Mr. Yale writes the sentence stem "yo pienso que _____" [I think that _____] on the board.*
>
> **Mr. Yale** (*to the whole class*): También se puede decir 'yo pienso que.' [You can also say 'I think that.']
>
> Here, Mr. Yale demonstrated for the class with Parker how to use the "¿Qué opinas

tú? [What do you think?]" sentence stem. Then when Jack (a lower-scoring focal student)

proffered his response, Mr. Yale took Jack's sentence starter, "yo pienso que," and added it to

his posted list of sentence stems. By showing support for student input in this manner, he set

the tone for the discussion that he valued student speech. He also demonstrated that his list of

sentence stems was not exhaustive and students should feel free to use their own language

when responding if they did not need to use the stems posted to access the conversation.

Despite being a sentence stem offered in the moment, "yo pienso que" supported

exploratory talk for lower-scoring NES as well as higher-scoring because students were

familiar with the phrase from regular classroom use. Jack's proffering of the "yo pienso que"

stem shows that it was useful and important to him, a lower-scoring focal student. By then

taking the time to write it on the board for all to see, adding another modality, Mr. Yale made

its use more accessible to those students who could read Spanish semi-proficiently but

struggled with their Spanish listening skills. Not coincidentally, since they were the only two

stems that students heard used in practice at the onset, I observed NES students using only

"¿Qué opinas tú?" and "yo pienso que" from the posted list in the Socratic Seminars.

Notably, the lower-scoring NES focal students relied on these two posted sentence

stems to participate in the Socratic Seminar class discussions in Spanish. In the same seminar

that Jack and Parker started above, Mr. Yale posed this open-ended question to the class:

"¿Por qué necesitamos una tejedora de sueños? ¿Sería buena tenerla en la vida real? Habla

con tu compañero." [Why do we need a dream weaver? Would it be good to have one in real

life? Talk with your partner.] He then used the turn-and-talk strategy to give students a

minute to discuss the posed question before having to discuss in front of the whole class. In

this case, the turn-and-talk strategy combined with sentence stems empowered lower-scoring

NES students to participate in the discussion and engage in exploratory talk. For example,

Jade used one of the sentence stems the class practiced before the discussion when providing

her answer:

> **Mr. Yale:** ¿Y qué opinas tú, Jade? [And what do you think, Jade?]
>
> **Jade:** Yo pienso que…it wakes me up y yo…have bad dreams… [I think that…it wakes me up and I…have bad dreams…]

Jade's answer shows that she relied on sentence stems to participate in the discussion. She knew that she needed to use Spanish to share her answer, but her oral language was limited. Her use of the sentence starter, "yo pienso que [I think that]…" allowed her entrance into the conversation. She could then engage in exploratory talk aloud, hesitantly forming her thoughts about the need for a dream weaver as she spoke. She mixed English and Spanish together with correct syntax: "y yo have bad dreams." This use of translanguaging demonstrates that she was making meaning of Mr. Yale's question while using vocabulary from both of her languages. The sentence stem at the beginning was not an example of exploratory talk on its own, but it gave Jade the tool she needed to enter the discussion and produce exploratory talk. In another example, Jade tried to adapt "¿Qué opinas tú?" from a question to a sentence starter: "Yo opina que las 7 chimneas son porque…es muy… cocina… [I am of the opinion that the seven chimneys are because…it is very… cooking…]." Jade showed that she had become more comfortable as the discussion continued with stringing Spanish words together into phrases. She did not conjugate "opina" correctly, but more importantly, she used the tools at her disposable to explore her answer. She was not worried about coming up with the one correct answer or making mistakes in front of her classmates. The sentence stems in conjunction with the Socratic Seminar provided this access.

Other lower-scoring focal students also used the sentence stems "¿qué opinas tú? [what do you think?]" and "yo pienso [I think]" in the Socratic Seminar, though their ability to produce exploratory talk varied. In the morning class's discussion, Toby C. began the Socratic Seminar the first day. Toby C. was a lower-scoring NES who entered Parkes the year before with no Spanish background. He read his question in Spanish directly from his

post-it and finished with "¿Qué opinas tú, Locke?" This use of the sentence stem did not result in exploratory talk since he was reading a question he had previously written. Nevertheless, the sentence stem gave him the ability to participate in the discussion further by calling on other students to answer his question. It also allowed him to practice forms of language commonly used in Spanish debate that may not emerge naturally in social conversation. In another instance in Jade's afternoon class, Maya, one of the lowest-scoring focal students, shared: "yo pienso [I think] the man doesn't want Rogelia to…so he asks Rogelia (*inaudible*)." Her answer was primarily in English, but demonstrated her comprehension of the Spanish story. In this case, Maya used a Spanish sentence stem, then produced exploratory talk in English that allowed her to explore her understanding of the story. While not ideal, it represents a good starting point for a student who rarely participates in Spanish class due to her low oral language proficiency. The stem "Yo pienso" helped Maya to enter the conversation and engage in language mediation as a Spanish user.

The following excerpt is another example of pre-planned sentence stems as an access to a Socratic Seminar conversation for lower-scoring NES students. It also underscores the need for teachers not to fixate too closely on grammar during Socratic Seminars. In Mr. Yale's morning class, Toby R. was a low-scoring focal student who spoke socially in English often with the other boys in the class, but rarely spoke in Spanish or participated in academic discussions on his own. Here, Mr. Yale asked an open-ended question about the story. He then specifically called on Toby R. since he had not participated in the discussion yet.

> **Mr. Yale:** Mi pregunta es por qué necesitan sueños blancos los niños chiquititos? ¿Qué opinas tú, Toby R.? [My question is why do small children need sweet dreams? What do you think, Toby R.?]
>
> **Toby R.:** Yo…yo pienso…yo no sé. [I…I think…I don't know.]
>
> *There's a long pause. Mr. Yale repeats the question but Toby R. stops talking. Everyone waits for him to respond. Mr. Yale asks the question again.*
>
> **Mr. Yale:** Toby, ¿qué piensas tú? [Toby, what do you think?]

Toby R.: Yo piensas… [I you think…]

Mr. Yale: Yo pienso… [I think]. (*He is correcting Toby's conjugation.*)

Toby R. Yo pienso que los niños…es para…imagine like whatever. [I think that children…is for…imagine like whatever.]

Mr. Yale: Habla con tu compañero. [Talk to your partner.]

Toby stops talking. He does not turn and talk with his partner. Mr. Yale calls the class back to attention and asks the question again to gather other responses.

Toby exerted effort to produce spoken Spanish but froze when he could not think of a Spanish response. The sentence stem allowed him to enter the conversation and start exploring his answer, but Mr. Yale's interruption to correct his conjugation stunted Toby's response and resulted in confusion. Mr. Yale's subsequent instruction to encourage Toby to turn and talk with his partner for ideas could have produced exploratory talk, but Toby needed clearer expectations to know what to talk about. Especially since Toby seemed to be having trouble following the whole group discussion, conversation with his partner in a turn-and-talk in this instance could have supported his understanding. However, Mr. Yale did not hold Toby accountable to the ground rule that everyone must participate when he moved on to other students without coming back to Toby. The teacher became too focused on the student's correct use of a sentence stem and lost sight of the broader purpose of having a student engage in exploratory talk to deepen their understanding of a literary text. Planned sentence stems prove useful in classroom discussion, but it is important that a teacher let students use them only as a resource and not a requirement for participation.

Ad Hoc Verbal Sentence Stems

Mr. Yale also used sentence stems in an ad hoc nature when he saw that students were struggling during oral discourse. In the following example, the whole class was sitting on the carpet at the beginning of class. Mr. Yale started to introduce the language objective for the day that was written on the board: "¿Qué es la diferencia entre 'cual' y 'qué'? [What is the

difference between which and what?]" Mr. Yale seemed to notice that students' attention was

starting to drift during his monologue based on their fidgeting and chatter. In the moment, he

adapted and used a verbal sentence stem combined with a turn-and-talk strategy:

> **Mr. Yale:** Rapidito, habla con tu pareja a tu lado—¿qué es la diferencia entre 'cual' y 'qué'? O también puedes dar un ejemplo. Dile, 'háblame, la diferencia es…' ¿Listos? La diferencia entre 'cuál' y 'qué. [Quickly, talk with your partner—what is the difference between 'which' and 'what'? Or you can also give an example. 'Tell him, talk to me, the difference is…'Ready? The difference between 'which' and 'what.']

Students turned their bodies and started to talk to a person sitting near them. The

majority seemed to discuss the intended topic. Mr. Yale walked around and listened to the

different groups. Vivian, a high-scoring NES focal student, used the sentence stem and said

to her partner: "la diferencia es… [The difference is…]" Joslyn, a NSS, also used the stem

when speaking with her partner. However, Jack, a lower-scoring NES focal student, shouted

out, "I have no idea what we're doing." Mr. Yale spoke with Jack's partner group to try to

explain again the prompt. After approximately 45 seconds, Mr. Yale clapped to get their

attention and moved on to having the whole class repeat different "cuál" and "qué" questions,

using examples to help them parse the difference between the two words.

Mr. Yale's provision of a sentence stem in the moment worked for Vivian and Joslyn

because they understood his oral Spanish well enough to incorporate it. For lower-scoring

NES like Jack, however, Mr. Yale's verbal sentence stem did not provide enough support for

them to access the discussion. Mr. Yale also did not allow them enough time to process the

purpose of the sentence stem before moving on to the next part of the activity. If he had

written the stem on the board as he spoke it out loud and given students the opportunity to

practice its use whole group before starting the turn-and-talk, he may have had a different

outcome. Providing an ad hoc verbal sentence stem did not work for other lower-scoring

focal student, Bert. In this example, Mr. Yale provided a sentence stem in the moment for

Bert to use when it was his turn to participate:

Bert: She's a normal old lady.

Mr. Yale: Bert, es tu pregunta, dile: ¿qué piensas tú? [Bert, it's your question, tell him: what do you think?]

After a quiet minute, Bert points to Javier to answer. He does not repeat Mr. Yale's question.

The stem "yo pienso que [I think that]" was on the board and the class had practiced it often. Despite its similarity, "¿qué piensas tú? [what do you think?]" was not the same stem. In this case, the different conjugation of the stem, especially when produced in one modality (verbal) by the teacher only, prevented Bert from using it successfully. Instead, he disengaged from the oral discussion and pointed to Javier to call on him. Like Jack before him, a verbal ad hoc sentence stem did not benefit Bert's participation.

Since Mr. Yale was more likely to provide written sentence stems for students ahead of time, I observed fewer ad hoc sentence stem moments. However, this pattern of lower-scoring focal students disengaging from oral language use also emerged when Mr. Yale asked students to repeat after him verbal phrases in the moment. For example, at the beginning of the first Socratic Seminar with the afternoon class, Mr. Yale asked specific students to repeat after him, "yo voy a participar [I am going to participate]". When he approached Jade, however, she struggled to comply:

Mr. Yale: Dime, "voy a participar." Jade, dime "voy a participar." [Tell me, "I am going to participate." Jade, tell me, "I am going to participate."]

Jade tries to repeat what Mr. Yale has said but struggles through the words.

Mr. Yale (*repeating*): Dime, "voy a participar." [Tell me, "I am going to participate."]

The entire class repeats the phrase except Jade. Jade walks away.

Just like the other lower-scoring students' response to the ad hoc sentence stems, Jade struggled to repeat a verbal phrase from Mr. Yale. This pattern suggests that instead of

supporting them, asking lower ability NES students verbally to repeat a phrase shuts them out of the conversation.

Overall, sentence stems in Mr. Yale's classroom proved helpful to students, with limitations. Sentence stems that he provided prior to a specific activity that were already familiar to students, such as the Socratic Seminar, and in multiple modalities (e.g., written on the board, spoken out loud), supported students' language the most. Additionally, rehearsing sentence stems with students and giving examples of their use made them more accessible to students. Writing a long list of sentence stems on the board did not result in their use by students. Giving students a verbal ad hoc sentence stem to use in the moment worked for higher-scoring focal students, but not lower-scoring students.

Turn & Talk with a Partner

"Turn-and-talk" is a common teacher practice recommended by many teacher preparation programs for oral language development (Alanis, 2013). Similar to the "think-pair-share" strategy, the teacher asks students to turn to the person sitting next to them to share their ideas about a posed question or topic. In Mr. Yale's class, turn-and-talk usually was not a planned teacher practice, but one he employed in the moment when he saw that students were especially interested in a topic or confused about next steps. He would often tell students, "habla con tu compañero [talk to your partner]" if he saw confusion or interest during a teacher lecture or whole class discussion. Mr. Yale also used turn-and-talk as a check for understanding for students to repeat directions to their partners before beginning a task. He usually gave students one to two minutes to talk, but no longer. Mr. Yale tried to listen to all the partner conversations occurring to hear different viewpoints in a short amount of time. The practice produced some benefits, including giving students the opportunity to engage in exploratory talk with their partners in a low-pressure setting.

Students were equally likely to speak in Spanish than English. In the 22 observed

excerpts of turn-and-talk, students spoke in English only with their partners four out of 20

times (18%) and Spanish only four out of 20 times (18%). In another four out of 22 times

(18%) I observed a mix of languages with turn-and-talk: some focal students spoke Spanish

and others spoke English with their partners. In nine cases, the response was not heard or the

language was not recorded. In two instances (9%), students withdrew from participation and

did not speak at all during the turn-and-talk. Switching into English did not necessarily mean

that students were off task. I observed students on task for 15 out of 22 of the excerpts (68%).

During content turn-and-talks (as opposed to checks for understanding), students were able to

work through their ideas verbally to figure out what they were thinking and how they wanted

to respond. In theory, all students should have been able to participate in turn-and-talks

instead of just those who get called on, limiting disengagement and "zoning out." However,

in practice, quick turn-and-talks benefited higher-scoring focal students more than lower-

scoring focal students. This finding suggests that turn-and-talk is a useful strategy for

students to engage with the content, but not the preferred strategy for Spanish oral language

practice.

       Mr. Yale used turn-and-talk for both basic checks for understanding and deeper

discussions. In a typical check for understanding, Mr. Yale would give students an instruction

and then ask them to turn and talk with their partner to make sure they understood his

directions before beginning an activity. For example, Mr. Yale asked the class, "¿Cuáles son

los tres objetivos? Dile a tu pareja. [What are the three objectives? Tell them to your

partner.]" He then gave students one minute to turn and talk. He used the word "pareja"

[partner] instead of "compañero de hombro" [shoulder partner] to indicate that students could

talk with any other student of their choosing who was physically close to them. These checks

for understanding were a quick practice that helped ensure that students received any

clarification before starting an activity. They were not intended for extended conversation

and did not result in exploratory talk. I observed ten instances of these turn-and-talk checks

for understanding. None lasted longer than sixty seconds. Higher-scoring focal students often

repeated the words that Mr. Yale used when originally giving the directions. For example,

> **Mr. Yale:** Yo quiero saber qué es 'el fútbol.' Quiero saber quién es Messi si yo no sé nada. Yo voy a poner dos diccionarios en cada mesa. Van a tener dos minutos para jugar con el diccionario. Dile a tu compañero, 'échele un vistazo al diccionario.' [I want to know what is 'soccer.' I want to know who is Messi if I don't know anything. I am going to put two dictionaries on each table. You all are going to have two minutes to play with the dictionary. Tell your partner, 'take a look at the dictionary'.]

> **Darryl:** Eche un vistazo el dictionary. [Take a look the dictionary.]

> **Mr. Yale** (*repeats himself to the class, indicating that they should repeat too*): Échele un vistazo al diccionario. [Take a look at the dictionary.] *Many in the class repeat the phrase, but Darryl does not repeat the directions to his partner.*

In this example, higher-scoring focal student Darryl did not attempt to produce his

own version of the directions. Instead, he repeated the exact words that Mr. Yale used, or

close to exact. It is not clear that he knew what he was saying since he did not repeat them a

second time. His use of "el" instead of "al" also indicates that he did not realize he needed to

tell his partner to look *at* the dictionary instead of just saying "the dictionary." He did not

produce exploratory talk. The lack of exploratory talk does not mean, however, that turn-and-

talk checks for understanding of this nature are not worthwhile. This practice may have been

helpful for those needed help processing auditory Spanish or needed to hear the directions

more than once to understand the activity, especially lower-scoring NES students. Given the

lower-scoring focal students' difficulty with repeating the teacher's verbal Spanish phrases

and ad hoc sentence stems, they likely benefited from these checks for understanding by

hearing their peers repeat the instructions. Unfortunately, I was not able to witness the

counterfactual, that is, to observe how students would have done without the check for

understanding.

Turn-and-talks for deeper understanding also occurred during whole class instruction

and discussions like the Socratic Seminar. They provided students the opportunity to engage quickly with the material one-on-one. In twelve instances of turn-and-talks about content, higher-scoring focal students engaged in on-task exploratory talk in seven of them (58%). In three instances, lower-scoring focal students did not speak or engaged in off-task discussions (25%). Only in one instance did a lower-scoring focal student engage in on-task exploratory talk during a turn-and-talk; this was an English conversation with a higher-scoring focal student. This finding would seem to suggest that lower-scoring students do not benefit from turn-and-talks. However, that may not be the case. Given the supports they need to participate, such as writing the prompt on the board or giving clear expectations about what to discuss during the turn-and-talk time, lower-scoring students may be able to access the same benefits of turn-and-talk as their higher-scoring peers.

Depending on the circumstances, Mr. Yale used two different grouping strategies for turn-and-talk: students could speak with any other student of their choosing (student-created partners) or students had to speak with their assigned shoulder partners (Mr. Yale's "compañeros de hombro"). When making his seating chart, Mr. Yale paired NES and NSS together so they could interact. The use of turn-and-talk with "compañeros de hombro" [shoulder partners] supported Mr. Yale's "meaningful interaction" language learning philosophy: "So I think [people learn languages] just through experiences and through meaningful experiences, meaningful interactions with different things in the world…the idea is to get them grouped so that they're learning from their peers. So typically, I'll have a native Spanish and a native English paired up if we're doing partner work, or a couple of native Spanish and a couple of native English in a group if they're doing group cooperative learning." His language learning philosophy is in line with the sociocultural theory of second language acquisition, especially the theory that language learning comes from interpersonal interaction (Douglas Fir Group, 2016). His frequent use of turn-and-talk with the NES-NSS

"compañeros de hombro" is also related to Vygotsky's (1978) Zone of Proximal

Development (ZPD). According to Vygotsky's ZPD, students learn from interactions with

more advanced experts such as their parents or teachers. A NSS can serve as an "expert" in

the conversation and support the NES in their use of spoken Spanish. In Mr. Yale's

classroom, turn-and-talk resulted in content discussion in the target language more often with

NES/ NSS language partners. With the three turn-and-talk excerpts with NES/ NSS partners,

students attempted Spanish even if they did not always stay in the language for the whole

exchange.

In one example, Jose, a NSS, asked higher-scoring focal student Sawyer to partner up

with him in English. Jose and Sawyer sat together at the cycling table in the back of the

room. They started to quiz each other about the parts of the dictionary. Sawyer seemed to be

trying to speak in Spanish and repeated the parts of the dictionary in Spanish as Jose quizzes

him. Despite Jose starting the interaction in English, Sawyer continued the conversation with

him in Spanish. His pairing with a NSS encouraged Sawyer to speak in the language of the

instruction. In another exchange, Sawyer turned and talked with his "compañero de hombro,"

NSS Diego:

> **Mr. Yale:** ¿Por qué necesitan sueños de diferentes colores? Dile a tu compañero.
> [Why do they need different color dreams? Tell your partner.]
> **Sawyer** (*to Diego*): porque los azules y rosados…y los blancos…los niños chiquititos
> [Because the blues and pinks…and the whites…tiny children…]
> *Sawyer switches to English.*

Again, in this example, Sawyer spoke in Spanish for the first part of his turn-and-talk

conversation with his NSS partner. Conversely, Sawyer spoke only in English in his three

other turn-and-talk excerpts where he picked his own NES partner. Although Diego was

perfectly capable of speaking in English, Diego's Spanish proficiency prompted Sawyer to

want to attempt to speak Spanish himself.

Overall, turn-and-talk presents a useful teacher practice for checks for understanding

and exploratory talk, but it requires certain parameters for successful implementation. Specifically, students need to know what to discuss before they turn and talk to their partner for exploratory talk to occur. They are also more likely to engage in Spanish exploratory talk if a NES is paired with a NSS, such as by using "compañeros de hombro."

Findings: Summary

This findings chapter presented four different teacher practices that supported exploratory talk in Spanish. To varying extents, Morning Meeting: Student Share, Socratic Seminar, Sentence Stems, and Turn-and-Talk with a Partner all encouraged students to engage in Spanish oral language practice and deepen their understanding of content. Morning Meeting: Student Share time gave students a safe setting to discuss social topics of personal interest to them. The Socratic Seminar offered students a setting to debate a literary text, deepening their understanding of the text in the process. When pre-taught and relevant, sentence stems allowed students to access Spanish discussion. Finally, turn-and-talks with a partner gave students an extended opportunity to discuss content one-on-one or to check their understanding of directions. Taken together, these teacher practices support and/ or create meaningful interactions in a safe environment. NES successfully became Spanish users when they had opportunities to discuss content and issues that mattered to them without the pressure of having to perform. Teacher practices varied based on the oral language ability of focal students, as determined beforehand by the WMLS. The next chapter offers recommendations for Parkes to implement schoolwide based on these findings.

CHAPTER 5: DISCUSSION & RECOMMENDATIONS

Parkes Elementary's dual language program is one-of-a-kind in its community. Their innovative program offers many benefits to its students with the promise of even more to come as their program matures. In order to improve, continual evaluation of current structures and adaptations are necessary for any program. By engaging in evaluation, Parkes demonstrated their commitment to learning and improvement. This capstone project conducted a process evaluation by analyzing Parkes Elementary's progress towards meeting their goal of intermediate Spanish fluency for students by 5th grade. Using mixed qualitative and quantitative research methods, I sought to answer these questions:

1. What teacher practices does one Parkes dual language teacher use to develop Spanish oral language proficiency in NES? What language scaffolds does he use to support students' Spanish oral language development?

2. How do NES respond to one Parkes teacher's attempts to develop their Spanish oral proficiency? What types of participation do these strategies elicit?

3. What growth, if any, did focal students show in oral language on the Woodcock Muñoz assessment between year one and year two of the evaluation?

Based on an analysis of the qualitative data described within this capstone, including classroom observations, audio recordings, and interviews, the following teacher practices supported oral Spanish-language use among English-dominant students in one fourth grade classroom: Morning Meeting, Turn-and-Talk with a Partner, and Socratic Seminar. These teacher practices have in common their promotion of language interaction between peers in unscripted, high social engagement activities and a safe classroom setting. Furthermore, the use of common sentence stems taught and practiced prior to these activities supported student language production. An analysis of Woodcock-Muñoz Language Survey (WMLS) data shows that the WMLS is not an appropriate instrument for Parkes' needs to measure progress

from year to year. This chapter discusses the implications of these findings for Parkes and makes recommendations for the school and district administrators to consider. I first discuss changes that individual teachers can make in their classrooms and then discuss how Parkes can implement small changes schoolwide to promote Spanish oral language use.

Recommendations for Classroom Practice

   I recommend Parkes undertake the following changes to further their goals. Classroom teachers should: 1) engage in teacher practices that promote peer interaction and exploratory talk including turn-and-talks with a partner and targeted sentence stems (Barnes, 2008); and, 2) work to support students' sense of safety in the language-learning classroom, such as setting ground rules for discussion together with the class and giving students ample time to engage in exploratory talk before corrective feedback (Mercer & Dawes, 2008; Philp & Duchesne, 2016). Further, to support their goal to create a culture of bilingualism, Parkes Elementary should review its Spanish language assessment strategy and adopt a different progress monitoring system.

Turn-and-Talk with a Partner

        The use of turn-and-talk with a partner is a common teacher practice in many schools because it encourages students to engage actively in dialogue with new material instead of passively taking content in. In turn-and-talk, teachers ask students to turn and quickly talk with a peer, usually about a teacher-posed question. Based on my observations of Mr. Yale's classroom, students engaged in on-task exploratory talk with their partners 58% of the time. I recommend that Parkes teachers continue to use turn-and-talk with certain parameters in place to support language learners. First, teachers need to set clear expectations for what students are to discuss during their turn-and-talk time. These instructions could also include a targeted sentence stem to support language learners' entry into the material. Students need to know what to discuss before they turn-and-talk to their partner for on-task exploratory talk to

occur. In Mr. Yale's classroom, instruction to quickly turn and talk to a partner often resulted in social conversation if he did not clearly set a question or objective. Second, students are more likely to engage in Spanish exploratory talk if the teacher pairs a NES with a NSS, such Mr. Yale's use of "compañeros de hombro [shoulder partners]" or bilingual pairs. NES may not have the full Spanish vocabulary to engage in a complete Spanish discussion, but they are more likely to start in Spanish and use their translanguaging skills when paired with a NSS.

Using Sentence Stems

Traditionally, teacher preparation programs have taught the use of sentence stems with language learners. Sentence stems can help reduce the cognitive load for language learners and help them to focus on content instead of producing correct syntax. Recent research, however, has found that sentence stems can become routine supports in classrooms instead of targeted interventions (Rodriguez-Mojica, 2019; Daniel, Martin-Beltran, Peercy, & Silverman, 2015; Athanases & de Oliveira, 2014). Teachers should introduce sentence stems with a clear purpose for a specific task, such as Mr. Yale teaching students to use the phrase "yo pienso que [I think that]" before sharing their opinion with peers in the group Socratic Seminar. When sentence stems are used without a clear purpose, they can hinder language learners' language acquisition and content learning, as the teacher ends up doing the majority of the work. In this study, I found that sentence stems both supported and impeded NES' oral language use in Mr. Yale's classroom. Planned sentence stems that the teacher taught ahead of time (versus offering in the moment) provided lower-scoring NES focal students an entry into the conversation. Sentence stems also helped higher-scoring NES students to explore their Spanish conjugations and tenses. On the other hand, ad hoc verbal sentence stems that the teacher supplied in the moment sometimes confused lower-scoring students and caused them to shut down the interaction. To reduce this cognitive overload, I recommend that Parkes Spanish immersion teachers continue to use sentence stems, but with the following

conditions in place to support their NES: 1) target to students' needs; and, 2) pre-teach and rehearse sentence stems with students.

1. **Target Sentence Stems to Students' Needs.**

According to Rodriguez-Mojica and Briceno's research (2018), the goal of sentence stems should be for students to absorb the language and use it independently. Instead of posting a long list of sentence stems at the beginning of the year and keeping the list on the wall all year, Parkes teachers should introduce one or two sentence stems as needed for a specific activity. For example, Mr. Yale taught his students the sentence stem "yo pienso que [I think that]" for classroom discussions and it quickly became a common phrase in their repertoire. Once students have mastered the language objective and absorbed the stem into their vocabulary, teachers no longer need to provide it to students and can take it down. Further, teachers should only provide two or three stems at a time, and these should address essential discussion topics. Prior to Mr. Yale's Socratic Seminar, he wrote eleven sentence stems on the board. Altogether, NES and NSS only used three of the eleven in their conversation. In the case of sentence stems, less is more as it allows for repetitive use of the sentence with different students' responses.

2. **Pre-Teach and Rehearse Sentence Stems with Students.**

Additionally, teachers should plan to pre-teach and rehearse sentence stems with students as much as possible. Students will benefit more from the use of sentence stems if they learn them prior to an activity instead of in the middle. For example, Mr. Yale tried to teach students to use the sentence frame, "háblame, la diferencia es… [talk to me, the difference is…]," during a Socratic Seminar. However, lower-scoring NES students had difficulty repeating the phrase in the moment without seeing it written down and explained ahead of time. One student even shouted out, "I have no idea what we're doing." In comparison, NES focal students exclusively used the two sentence stems that Mr. Yale

practiced with his students at the beginning of the discussion.

To maximize the potential for this strategy to increase Spanish language use, teachers need to review sentence stems with students in multiple modalities prior to engaging with new material. Multiple modalities may include writing the sentence stem down for students to read, recording the teacher speaking it aloud for students to hear, or even having students practice recording, speaking and writing the stem on their own. The examples of "yo pienso que" and "¿qué piensas tú?" in Mr. Yale's classroom demonstrate the usefulness of pre-teaching sentence stems to students. Sometimes pre-teaching will not be possible if misunderstandings or needs emerge during the lesson. In these cases, teachers should be sure to provide the sentence stem in multiple modalities even in the moment. In the example above, Mr. Yale could have written the sentence frame, "háblame, la diferencia es… [talk to me, the difference is…]," on the board in addition to speaking it aloud.

Building a Safe Language Classroom

In order for students to feel comfortable producing their second language, especially orally, certain conditions must be in place. Research suggests that learners are more likely to be effective in language learning when they are socially and emotionally engaged (Philp & Duchesne, 2016). Students need to feel safe enough with their teachers and classmates to engage socially, including listening to one another, learning from each other's ideas, and sharing feedback with each other. Feeling safe in class is a primary tenet of Barnes' exploratory talk, which is necessary for students to make meaning of new material. As discussed in the literature review, at its heart exploratory talk can be thought of as students thinking aloud to create their own new meaning. The majority of student talk in classrooms is presentational talk, where students present already formed ideas on a topic. While presentational talk has value, engaging in exploratory talk leads students towards deeper understandings of a topic. As Barnes (2008) argues, teachers can provide new material, but

students must do the work through self-talk and social interaction to make meaning of it. Importantly, students will not engage in true exploratory talk with their peers if they fear they will be made fun or belittled. This is one of the many reasons why establishing and ensuring a safe language classroom is paramount.

Mr. Yale demonstrated his ability to create a safe classroom for language learning in many ways. His use of Morning Meeting, already happening in all of Parkes' classrooms thanks to the Responsive Classroom (RC) program, reflected his desire to create a welcoming community for all. Research has indicated that teachers' use of RC practices in their classroom has been associated with greater closeness between teachers and students, better social skills, less fearfulness, and more assertiveness, all important factors in creating a safe language-learning classroom (Rimm-Kaufmann & Chiu, 2007). Morning Meeting also helps to reduce social anxiety and fearfulness. It is a comforting routine for students to begin the day, important for second language learners who may feel high anxiety in their L2 classroom (MacIntyre, 1995; Stroud & Wee, 2006). In particular, the time that Mr. Yale extended to students to share their personal stories with their classmates in Spanish promoted a sense of community and social engagement, especially since he included time for students to ask each other questions afterwards. For example, focal student Maya was a reluctant Spanish speaker who scored very low on the oral language assessment. However, when her best friend Hannah shared her story during Morning Meeting, Maya felt motivated enough to produce a question for Hannah in Spanish: "equipo…wait…qué equipo…uh…¿qué es el nombre de equipo…? [what team…wait…what team…what is the name of team…?]". In this instance, Maya overcame her hesitation because it was a topic that mattered a lot to her and that she felt brave and comfortable enough to speak about it. She also did not have to worry about anyone belittling her for taking time to produce a question because she knew that Mr. Yale would never allow that to happen.

Ground rules are an essential component of Morning Meeting implementation because they help students to feel safe with expressing themselves in ways different from what they may expect in the traditional classroom. For example, setting the ground rule that "every student talks once before any student talks twice" through the use of a teacher checklist or student talking chips is a change from a traditional classroom where only the talkative students participate in discussion. Exploratory talk during Morning Meeting is also useful because students can learn from their peers' half-formed thoughts and mistakes. Their peers' feedback can push the speaker to form their thoughts more fully. This structured morning meeting share time with set ground rules followed the recommendations set forth by researchers Mercer and Dawes (2008), including showing respect for the speaker and participation from everyone.

In addition to the expectations already established in Mr. Yale's and other Parkes teachers' classrooms, Mercer and Dawes recommend a few other ground rules from their Thinking Together approach to help create safe language classrooms that promote exploratory talk. Based on their research on exploratory talk in monolingual classrooms, Mercer and Dawes (2008) offer the following ground rules as a starting point:

1. Partners engage critically but constructively with each other's ideas.

2. Everyone participates.

3. Tentative ideas are treated with respect.

4. Ideas offered for joint consideration may be challenged.

5. Challenges are justified and alternative ideas or understandings are offered.

6. Opinions are sought and considered before decisions are jointly made.

7. Knowledge is made publicly accountable (and so reasoning is visible in the talk).

Teachers can work with their class and colleagues to tweak these suggested ground rules or develop others that would support exploratory talk in classroom discussion. Other

recommendations for Parkes' classrooms to implement in order to promote exploratory talk in the classroom include: 1) teachers should establish ground rules for classroom discussion in partnership with students; 2) teachers should model for students how to ask higher-order questions and give them time to practice prior to class discussions; and 3) teachers should give students ample time to explore their ideas before making corrections during discussions. Teachers should discuss these possible ground rules with the class and decide what works for them as a community. The following paragraphs discuss each recommendation and what they could look like in Parkes' classrooms.

1. **Teachers Should Establish Ground Rules for Classroom Discussion in Partnership with Students.**

Whole class discussions involving the teacher and students about ground rules for group talk have many benefits. They will help the classroom to feel ownership over their learning, and enhance children's learning by giving them all adequate time and space for exploratory talk. Mr. Yale often emphasized the need for classmates to show each other respect: "Yo creo que todo el mundo merece respeto. Cuando tú estás compartiendo, yo te voy a escuchar con respeto. [I believe that all the world deserves respect. When you are sharing, I am going to listen with respect.]" However, I did not observe Mr. Yale give the students an opportunity to talk about what went well and what they needed to improve upon in their discussion time. It was clear that Mr. Yale valued and expected that everyone treat their classmates with respect, but students' feelings on the matter were not revealed. In fact, the constant interruptions from some students may have even suggested that respect was not required. Presenting students with time to engage in meta-thinking about their discussion skills gives them responsibility and ownership over their classroom dynamic. Ownership of this kind not only promotes cognitive engagement in the classroom through exploratory talk but also emotional engagement and connection with the school, as defined by Yazzie-Mintz

(2009). Students who are emotionally and socially engaged are more likely to exert effort in their learning (Philp & Duchesne, 2016). Teachers should work with their classrooms to establish ground rules that everyone agrees on and then revise them together after each discussion or periodically after group projects.

2. **Prior to Class Discussions, Teachers Should Model for Students How to Ask Higher-Order Questions and Give Them Time to Practice.**

Barnes (2008), Mercer and Dawes (2008), as well as observations from Mr. Yale's classroom suggest that students struggle to ask higher-order questions without easy factual answers. One way that teachers can support students' ability to participate in exploratory talk is to prepare students for a whole-class discussion with small group sessions beforehand that support students' development of higher-order questions. Higher-order questions are those that ask students to engage in cognitive processes, such as applying their knowledge, analyzing and evaluating material, or engaging in metacognition (Krathwohl, 2002). In these small group sessions, teachers should model how they think about higher-order questions, such as engaging in think alouds for students to hear their thought processes. They should then give students time to explore their own deeper questions aloud, with teacher support and in a closer environment so they feel safer before moving to a whole group setting.

Implementing the practice of small group preparation with teacher modeling would have been especially useful for the Socratic Seminars that I observed in Mr. Yale's classroom. In Mr. Yale's class, for example, one lower-scoring focal student demonstrated significant interest in discussing the text in English, but shut down when pressed to use Spanish oral language in his response. Students like this one especially would benefit from preparing some of their answers ahead of time and practicing sentence stems that would let them join in the discussion. Mr. Yale instructed students to prepare questions with partners about the book they were going to discuss. However, the partners I observed were often

clueless about how to prepare questions, which resulted in many of the basic knowledge-level questions I observed, such as "¿dónde viva…vivimos? [Where she lives…we live?]" in reference to the main character of the story. Small group discussions should be scaffolded and structured, especially at the beginning.

In addition to think alouds, teachers could also offer these small groups "a set of alternative explanations, contentious statements, or ideas on a topic, and to ask them to decide which are true/ false, and why" (Mercer & Dawes, 2008, p. 64). For a Socratic Seminar about a Spanish story, teachers could also model how to ask higher-level questions without easy, factual answers. Teachers could provide small groups with a list of these types of questions and then encourage them to think of more to add, providing explicit expectations and instruction for how to do so. Following this recommendation will help students to feel more prepared and confident when they reach the whole group discussion. Building this confidence will support their active participation in the activity. Again, teachers must establish certain ground rules beforehand in order for this recommendation to have merit. Importantly, a sense of classroom community where cooperation between partners is valued over competition is essential.

3. **Teachers Should Give Students Ample Time to Explore Their Ideas Before Making Corrections During Discussions.**

Often teachers find it tempting to correct wrong or incomplete answers immediately, in order to provide feedback in the moment. During times of whole group discussion, however, immediate corrections or evaluations can disrupt the flow of conversation and impede students' engagement in exploratory talk. Corrective feedback can also provoke fear and anxiety among students about making mistakes in their oral language, depending on the needs of the individual learner (Rassaei, 2015). Mr. Yale set the expectation that the Socratic Seminars would be student-run but he interjected often when there was a pause. These

teacher interruptions sometimes impeded student exploratory talk, which is usually hesitant and incomplete but necessary for deeper understanding. Similar to the idea of teacher wait time after asking students a question, teachers should instead practice restraint when listening to student responses. As students struggle in the beginning, it may be incredibly hard for teachers to refrain from supporting the conversation along. However, the benefits will outweigh the cost. The additional time and space will allow students to work on their understanding aloud, trying out new and hesitant ideas through extended responses until they can construct new meaning from them. Students who do not feel fear about being corrected will be able to develop more confidence in their oral Spanish abilities over time.

Once teachers deem that students have had appropriate wait time, sociocultural language theorists Lyster (2004) and Ellis (2010) argue that teachers should first prompt students to self-correct and then provide the answer only if a student is unable to self-correct. Teachers should also only provide the correction if the error presents a significant "global error" which causes communication problems, versus "local errors" which do not (Hedge, 2000). How they provide the correction, e.g., through recasts or explicit correction, should also vary based on a learner's anxiety level and comfort with correction (Rassaei, 2015). Teachers should keep in mind that this ground rule will only work in conjunction with others that the teacher has already established with the class, especially "tentative ideas are treated with respect" (Mercer & Dawes, 2008, p. 66) so that students do not interject as soon as a peer pauses or becomes hesitant in their talk. It will also require substantial practice, since research has shown that the majority of classroom talk is presentational in nature (Barnes, 2008) and students will need to unlearn previously taught behaviors.

The three recommendations proposed for creating a safe language classroom include modeling higher-order thinking questions for students with preparation time in small groups;

creating ground rules for discussions together with the class; and allowing ample wait time before making corrections. Taken together, these three recommendations will help Parkes' NES to feel comfortable enough in their own classrooms as they transition from Spanish learners to Spanish users.

Recommendations for Administrative Changes at a Schoolwide Level

Establishing a Spanish Language Assessment Program

Currently, Parkes has no clear system for collecting data on its students' Spanish fluency. The Woodcock-Munoz Language Survey (WMLS) is administered to certain students in an ad hoc capacity, such as the quantitative data collection that I completed for this study. The ESOL Office also administers the WMLS to new students who enter the school district after kindergarten and indicate that they speak Spanish at home. As a whole, however, Parkes teachers have no systematic way to measure their students' Spanish language learning during the year or from year to year.

Grounded in the quantitative data analysis described in this study, I recommend Parkes Elementary adopt a regular testing program in Spanish to assess Spanish language proficiency. Due to the district's familiarity with WMLS, then-ESOL Director Garber thought that the WMLS would be appropriate for this goal. However, I recommend against widespread adoption of the WMLS. Instead, Parkes should adopt a different system for measuring student Spanish progress. The one-on-one test is too time intensive (one to one-and-a-half hours per child) for a classroom teacher to use on a regular basis or even a few times a year. It also requires special training for its administration. There are a few options available to Parkes, including Logramos. I recommend that Parkes administer the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) test to track Spanish proficiency over time to determine the degree to which Parkes' third program goal related to

mid-intermediate Spanish proficiency has been achieved.[8]

The AAPPL test is a computer test that measures Spanish proficiency in speaking, reading, writing, and listening. As a computer test, it would not require training for test administrators like the WMLS. Developed by the American Council of Teachers of Foreign Languages (ACTFL), it is already aligned to the ACTFL language standards that Parkes has set for its program goals (ACTFL, 2020). Similar to state standardized tests, it is only available beginning in third grade. It costs approximately $10 per student for reading and oral language tests or $20 per student for reading, oral language, and writing tests. This cost is much lower than the WMLS, especially given the high cost of teacher time. Given implementation of the AAPPL test, Parkes will be able to reliably measure their students' Spanish baseline in third grade and track their progress by the end of fifth grade (Cox & Malone, 2018). In their study testing the reliability and validity of the AAPPL, Cox and Malone (2018) found that the tests where students produced Spanish were reliable 93 percent of the time in speech and 90 percent of the time in writing. These findings more than meet the generally accepted requirement of 80 percent or greater reliability for summative assessments. The AAPPL will help Parkes collect additional data to evaluate the program's ability to meet their goal of Spanish fluency for students over time.

Unfortunately, Parkes is located in a state that only offers state tests in English. This reality can lead students to believe that English is more important than Spanish. In her ethnographic study of a two-way immersion program in Texas, McCollum (1994) found that the school's testing procedures subconsciously promoted English as the language of power among students, especially NSS. Teachers spent weeks preparing for the English language Iowa Test of Basic Skills (ITBS), administrators changed school schedules, and morning

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[8] All students will reach mid-intermediate Spanish fluency (determined by ACTFL guidelines) and intermediate/advanced English fluency (measured by WIDA) by fifth grade (WIDA, 2014; ACTFL, 2012).

announcements stressed attendance on test days. In contrast, the Spanish language test *La Prueba* "was given almost as an afterthought" (p. 4). Since only the bilingual teachers administered the test, school schedules remained unchanged. Teachers offered very little preparation if any for *La Prueba,* which implicitly suggested to students that the Spanish test mattered less than the English test. Parkes' teachers and administrators should be careful to avoid this misconception and show students that their results on the Spanish AAPPL tests are important to them so that they can see their growth over time.

It is also essential that Parkes' leadership develop a formative testing program to measure progress during the year. While the AAPPL could provide useful summative test data, however, teachers should also collect formative classroom assessment data in Spanish throughout the year. As the lack of significant results between testing year one and testing year two for the nine focal students in this study indicates, oral Spanish language growth can be difficult to measure with summative assessments. One reason that Spanish language growth is difficult to assess with summative assessments is because measures developed for Native Spanish Students are not always sensitive enough to show growth year over year for second language learners. Further, formative assessment is important so that teachers can not only measure growth at the end of the year but also use the qualitative and quantitative data throughout the school year to adapt their teaching to students' needs in the moment and ultimately improve student performance (Wiggins, 1998).

Specific suggestions for formative assessments focused on Spanish language use include the use of rubrics for teacher observation of students during tasks, teacher checklists for student talk, exit tickets, and curricular tests, among many others (Dixson & Worrell, 2016). Parkes' administrators can encourage teacher adoption of formative assessment by establishing it as a clear expectation for teachers, developing clearly identified criteria for the use of formative assessment, and then checking for its use during teacher observations.

Students can also engage in self-assessment of their Spanish language performance with rubrics written for student self-evaluation and other guidelines student self-reflections on their performance. An additional benefit of engaging students in their own formative assessment is that they feel ownership of their own learning. By measuring and assessing students' performance in Spanish more frequently, teachers will be able to provide targeted support and extensions during the year instead of waiting until end-of-year assessments.

Students, teachers, and parents can also use formative assessments as a tool for working together and setting learning goals for students. Teachers are likely already engaging in formative assessment in their English content areas. However, the lack of emphasis on Spanish assessment may mean that formative assessment is not occurring systematically in Spanish. For example, focal student Bert scored low in his Spanish oral language ability on the WMLS. Mr. Yale expressly stated this fact in his teacher interview. However, except for his informal judgment of day-to-day activities, Mr. Yale did not have much data collected to support this assessment. Using systematic data collection of his formative assessments, Mr. Yale and Bert could work together to set a learning goal for Bert's Spanish use and a plan for how to reach this goal. Then using their data to see changes over time, they could see if their plan were working and make adjustments as necessary. For example, they could consider that Bert would produce one complete sentence with a noun and a conjugated verb in two different modalities, oral and written. Mr. Yale could then systematically track Bert's progress towards this goal through the student's classroom speech and written work. Importantly, formative assessment does not always need to be graded. The explicit purpose should be helping students to see their growth over time to improve their Spanish ability.

Building a Culture of Bilingualism Schoolwide

At times, Mr. Yale struggled with encouraging students to speak Spanish in his classroom. English is the language of power in the United States, as the de facto official

language of the government (Palmer, 2009). Many students may see Spanish implicitly as inferior due to a history of discriminatory, "English-only" policies dating back decades. Since Parkes students heard English in the halls, in their special classes, at transition times, and even on the school announcements, they assumed speaking in English was the norm. To begin to address this challenge, I recommend that Parkes hire more Spanish-speaking adults, including teachers, teacher assistants, and support staff. One way to encourage Spanish speaking among students is for adults to model it (Palmer, 2007). If fluent, teachers should speak Spanish with each other and with students to promote its use. Teachers and administrators should encourage social conversation in Spanish at lunch time, in the halls, and in the office. Staffing bilingual teachers has notoriously been a challenge in dual language programs, but a concerted effort over time will pay off. Some school districts have found offering incentives such as bilingual stipends useful in this endeavor.

Parkes' staff should also give the morning announcements in English and Spanish, alternating the order of the two. For example, Spanish announcements could go first and followed by English announcements on Monday, Wednesday, and Friday. Then English announcements could go first followed by Spanish on Tuesday and Thursday. If staffing Spanish language speaking adults is a problem in the short term, Parkes can use student announcers for Spanish with the added benefit of giving the students extra oral language practice. These small steps will help students to see Spanish language use as a normal, accepted practice at Parkes and to mirror the adults' Spanish language practices with their peers.

Recommendations for Further Evaluation

Based on this project, future evaluation at Parkes could fall into two separate areas: 1) Native Spanish Speakers' participation in classroom discussion, including oral language use in English and Spanish; and, 2) Spanish assessment, both formative and summative.

Native Spanish Speakers' Use of Exploratory Talk in English and Spanish.

Based on the geographical neighborhoods in which they are located, the majority of NSS at Parkes come from more marginalized and underserved communities. Parents in these communities may not have the education or resources necessary to advocate on their children's behalf (Palmer, 2007). On the other hand, the parents of NES come primarily from middle-class neighborhoods, and are more likely to demonstrate assertiveness when advocating for their children at the school or district level (Palmer, 2010). This power dynamic often results in the needs of NSS children being underprioritized and/ or unmet. In the case of this project, they were not studied at all due to limited time and resources and the school's preeminent focus on how the NES were faring in the program. Now that this evaluation is complete, I highly recommend that Parkes further study how their NSS engage in exploratory talk and oral language use, in both English and Spanish. As members of the minority language group in the United States, they arguably have a greater need for targeted support than NES. At the very least, they should receive equal treatment, which starts with research on their behalf. How do NSS engage socially with their peers, including other NSS and NES? Are they comfortable producing exploratory talk in Spanish, English, or both? Do they feel safe and included in the classroom community or do they feel like outsiders? These are just a few of the questions that remain unanswered after this project that deserve further treatment to help Parkes meet its goals for all of its students.

Formative and Summative Assessment at Parkes.

Initially, district administrators hoped to answer the question, "How have students progressed at Parkes in their Spanish language ability?" However, since Parkes did not collect baseline data at entry from all students, there was no way to answer this question with integrity. Once Parkes implements a systematic Spanish language assessment system, including formative and summative assessments, they will be able to study this question

further. Like this project, further evaluation should be mixed methods in design, using both quantitative test results and qualitative classroom observation. If Parkes decides to use the AAPPL system, they can compare students' scores at the beginning, middle, and end of the year. With classroom observation of formative assessment, they can see how teachers set learning goals and measure progress frequently along the way. Taken together, they can see if their program is meeting the program goal of mid-intermediate Spanish fluency for all students by fifth grade and why that is the case.

Limitations of this Research

As with any research study, this capstone project has a number of limitations. This report presents findings from a mixed methods case study of one classroom and does not offer any causal claims. Because there was no baseline quantitative data to analyze or random control group to compare against, I am not able to determine a causal effect of Parkes's TWI program on its students' Spanish language acquisition. The findings are based on Mr. Yale's classroom, and may not apply to all Spanish immersion classrooms at Parkes or in other districts. Further, field notes collected during observations represent a snapshot in time, and not a longitudinal study.

At the request of the school's administration, this analysis focused solely on Native English Speakers (NES). While the literature on exploratory talk is relevant for both English- and Spanish-dominant students, the findings from Parkes' classrooms do not necessarily apply to Native Spanish Speakers (NSS) since they were not in the population studied. This decision made sense due to the lack of assessment system for Spanish at Parkes as compared to the long-established and often state-mandated English tests, though I encourage Parkes' administration to consider the needs of NSS while undertaking further evaluation. Since this study focused on NES, I cannot say that the same teacher practices produce the same results with NSS.

Another general limitation of classroom observation comes from the Hawthorne effect, or the reality that teachers may alter their instructional choices when they know they are being observed. This potential threat may give an inaccurate picture of typical curriculum implementation. However, classroom observations are the best way to gain insight into implementation of teacher practices. It is not possible to remove this possible threat as long as the observed party, in this case the teacher, is aware of the researcher's presence. Another possible limitation is that the adult interview subjects may not have been fully truthful when interviewing and may have given what they felt were socially desirable answers, such as ones their principal may have wanted to hear. It is not possible to know if this situation occurred with the interviews in this study.

Further limitations include the passage of time between data collection and analysis. Due to unforeseen personal circumstances, I was not able to analyze the data immediately after collection. This fact prevented me from collecting additional data, such as student and parent interviews, that could have helped triangulate or disconfirm my findings. Parkes' program has also evolved over time, including a change of leadership due to the founding principal's retirement. Despite these limitations, conversations with the original principal and district ESOL director suggested that the benefits to Parkes of completing this study outweighed any potential costs.

Discussion

Using quantitative methodologies, I began this study by showing significant gaps in the Spanish oral language ability between the NES and NSS at Parkes' two-way immersion program. I then used qualitative research methods to observe one Parkes classroom teacher with a strong dual language education background in order to discover what teacher practices and scaffolds elicited Spanish oral language practice through exploratory talk. The recommendations in this chapter align with the findings from this study. The

recommendations include: 1) adopting and/ or continuing teacher practices that support student interaction and engagement in exploratory talk in Spanish, especially targeted sentence stems and turn-and-talk with a partner; 2) building safe language classrooms, including the implementation of ground rules for discussion together with the class, small group preparation time for whole class discussion, and giving students ample wait time before correction; 3) establishing a Spanish-language assessment program; 4) working to build a culture of bilingualism schoolwide; and 5) engaging in further evaluation with a focus on the Spanish-speaking population. The chapter also discusses the limitations of this research, especially the fact that the study population did not include Spanish-dominant students and the data were archival upon analysis.

Dual language programs are growing in popularity and number across the United States (Boyle, et al., 2015; Fausset, 2019; Steele et al., 2017). Popular news media such as *The New York Times* and the *Washington Post* have featured the rise of dual language as upper-middle-class parents see the value of bilingualism for their children. Articles like Stein's "Are dual-language programs in urban schools a sign of gentrification?" (2019) have also suggested that this increase in numbers may be due to gentrification in neighborhoods, especially where white, upper middle class families have started to encroach in cities with a majority Spanish-speaking population. Deborah Palmer in her years of study of dual language programs has importantly called out the potential harm that schools may cause Spanish-speaking students when focusing on the needs of the English-speaking, generally higher-SES students over those of the Spanish speakers. As she points out, many English-speaking parents see dual language programs as a kind of enrichment that they want for their children, versus Spanish-speaking parents who need dual language programs for their children to participate successfully in American society (Palmer, 2009). Nevertheless, schools often rely on these higher-SES parents to help bring money and political clout to their programs. Parkes

is right to consider the needs of their English-dominant students and families, especially since

Spanish language fluency is one of the primary goals of their program. However, they should

be careful to also consider the needs of their Spanish-dominant students who come from

more economically disenfranchised communities. Ultimately, they need the support of

Parkes' teachers and administrators the most.

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Appendix A: Teacher Interview Protocol

<u>Framing:</u> Thank you so much for agreeing to talk with me! I really appreciate your time and am eager to hear what you have to say. There are no right or wrong answers – we just want to know what you think and feel. Before we begin, is it ok if I audio-record our conversation? This will help me be sure that I remember what you say accurately. [*If yes, press "record" on both recorders. If not, explain the situation and confidentiality/privacy precautions again. If students still does not agree, start taking notes and write them up immediately afterward.*] It's important for you to know that what you say is kept strictly confidential: that means that no one at the school be able to find out what you say to me. Only I will ever be able to connect what you say with your identity, and I will not share this information. The only time we would need to break confidentiality is if you say something that indicates you're being harmed or might harm yourself. This interview should take about 45 minutes, and I will do my best to watch the time so we're able to talk about all of the questions I have for you. Are you ready to begin?

Questions for Semi-Structured Teacher Interview:

1. What is your educational background? How long have you been teaching and in what types of programs?

2. How did you learn Spanish as a second language?

3. How do you plan your lessons?

4. How did you and Mrs. Wilson decide how to share instructional responsibilities? Do you teach all subjects in both languages? Why or why not?

5. What kind of grouping strategies do you use in your classroom?

6. What prompted you to use the Socratic Seminar? What benefits do you see it having on your students?

7. What are your rules and guidelines around code switching or using English in the
   Spanish classroom? Are there any consequences for students who do not use Spanish?
   If so, what are they?

8. What language(s) do you speak at school outside of your classroom? What language
   do your students speak outside your classroom—in the lunch room, the library,
   specials, etc.?

9. Do you think your school supports a bilingual culture? Why or why not?

10. Are there any of your NES students whose progress in Spanish has surprised you?
    Which students and why?

Appendix B: Field Note Running Record Template

General information:
Researcher name: Rebecca Beeson
Teacher: Kurt Yale
School: Parkes
Subject: Spanish Reading
Class: Morning (Class 1)
Month/day/year:
Time (beginning and ending):
Summary of Observation
(1 short paragraph, to be filled in after observation, summarizing key events):

Initial Observations (complete in first 2-3 minutes):

Resources: (number of teachers in the room, books and learning materials, description of physical environment/accommodations, etc.)

Detailed Class Session Observation
Running Record: (highly detailed account of the observation: see full template for tips):

End-of-Class Observations/Coding (last 5 minutes)
Types of Peer Interaction(s) observed (delete all that do NOT apply):
Partner
Small Group
Whole Group

Appendix C: Qualitative Codebook

Bucket Codes

Number	Bucket Name	Definition	Example	Non-Example
I	Language Scaffolding	Teacher or student provides support to help another student comprehend language	Teacher recasts Bert saying "can I go to the bathroom?" as "puedo ir al bano?"	Mr. Yale helps a student with their math (content).
II	Classroom Language Routine	An activity that teacher does often for students to practice their Spanish speaking	Morning meeting share time	Having students write their multiplication tables (this only happens once and doesn't focus on a language skill)
III	Student Engagement	Student engages in conversation in Spanish	Locke responds to Mr. Yale in Spanish, "porque cree que…"	Chris ignores the teacher and does not respond to the question
IV	Student Withdrawal	Student withdraws from conversation or switches to English	Bert is whispering with Brandon and not participating in the discussion.	Brandon searches for Spanish words and tries to respond in a mixture of English and Spanish.
V	Grouping Strategies	Teacher groups students for instruction	Mr. Yale partners Valeria and Vivian together to read in partners	N/A
VI	Language Choice	Language that a student chooses to speak in	Bert and Toby R. chat in English during work time	N/A
VII	Social Emotional Support			

I. Classroom Language Routines

Code Number	Code Name	Definition	Example	Non-Example
1	Morning Meeting: Student Share	Students share stories as prompted in morning meeting	Vivian shares with the class in morning meeting what she did the past weekend	Vivian tells her friend one-on-one what she did
2	Morning Meeting: Greeting	Students greet teachers and classmates in Spanish	Jimena says "buenos dias, Carlos" and then Carlos says "buenos dias, Adrian" in morning meeting	Darryl says hi to Mr. Yale when he walks in the classroom
3	Carpet Gathering	Gathering students on the carpet for teacher talk	The class moves to sit on the carpet when they enter	The class works at their tables in partners

			and Mr. Yale tells them "gracias por sentarse en el piso"	
4	Small Group at Teacher Table	Teacher pulls small group of 3-5 students to teacher table for instruction	Mr. Yale pulls a small group to his teacher table to read with him	Mr. Yale teaches the whole class on the carpet
5	Hands Up Activity	Students walk around with hands up to find a new partner and review material	Locke slaps hands with Darryl and they write the answers down on a blank multiplication table.	Students work in seats with assigned partners
6	Popsicle Sticks	Teacher draws popsicle sticks to select students randomly	Mr. Yale draws Bert's name from the cup and calls on him to speak	Locke raises his hand and Mr. Yale calls on him
7	Language Objective	Teacher shared language objective	Fix on the difference between 'which' and 'what.'	N/A
8	Reading with a Partner	Students read out loud with a partner.		
9	Turn & Talk with a Partner	Teacher tells students to turn and talk to their partner.		
10	School Announcements [English]	School announcements over the intercom in English	The announcements come on and start announcing buses for students.	
11	Teacher Read Aloud	Teacher reads aloud to class	Mr. Yale reads aloud from La Tejedora de Suenos to class	Bert reads to himself on the couch
12	Class Read Aloud	Class reads aloud in unison	Class reads morning meeting message on the board.	Teacher reads aloud to the class.
13	Socratic Seminar	Students engage in student-led discussion	Valeria asks the first question to the class. Vivian raises her hand to share.	

II. Student Engagement

Code Number	Code Name	Definition	Example	Non-Example
21	Active Engagement	"Student is actively engaged with instructional content via visual tracking of teacher or other person speaking during lecture, choral responding, raising hand, responding to	Locke raises his hand, puts it down, then puts it up again.	Brandon and Toby R. are talking in English about Star Wars while Mr. Yale is teaching.

		teacher instructions, writing, reading, or otherwise completing assigned task" (Scott, Hirn, & Alter, 2014)		

III. Student Withdrawal

Code Number	Code Name	Definition	Example	Non-Example
31	Student Refuses to Answer Question	When teacher asks a question directly, student withdraws from conversation	Teacher asks Zoe "que opinas tu?" and she doesn't respond	Darryl tries to answer in Spanish but gets frustrated and stops talking.
32	Student Off Task	Student not actively engaged (not looking at teacher, not participating in instruction)	Brandon and Toby R. are whispering when Mr. Yale is talking. It sounds like English.	

IV. Language Choice

Code Number	Code Name	Definition	Example	Non-Example
41	English	Choosing to speak or read in English		
41a.	Students Respond to Teacher in English	When teacher asks a question, student answers in English without attempting Spanish first	Chris tells Mr. Yale, "Isabella and I finished."	Locke says, "yo termina con imagining."
41b.	Students Speak in English with Other Students	Students speak in English to partners or the class	Bert and Toby R. chat in English during work time	River uses one English word when speaking to Carlos, but the rest of his conversation is in Spanish
41c.	Student Self-Talk (English)	Student speaks in English to self without prompting	Chris says to himself, "I hate that"	Chris responds to a teacher question in English
41d.	Student-Initiated Talk (English)	Student speaks to teacher first in English	Bert asks Mr. Yale if he can go to the bathroom in English	Mr. Yale says "Puedo ir al bano?" and Bert responds, "I forgot"
41e.	Students Read in English	Student reads an English text or book.	Jade picks "I Survived Hurricane Katrina" to read during IR time.	
41f.	Teacher Translates into English	Teacher Translates Spanish into English	Mr. Yale says "uds. me deben" and then "you all owe me."	
41g.	Student Translates into English	Student Translates Spanish into	The video says "¡sustantivo!"	

		English	[Noun!] Darryl whispers under his breath, "noun!"	
42	Spanish	Choosing to speak or read in Spanish		
42a.	Student Responds to Teacher in Spanish	When teacher asks a question, student answers in Spanish	Carlos says "estoy de acuerdo" to Mr. Yale	Carlos talks in English to Mr. Yale
42b.	Students Speak in Spanish with Other Students	Students speak in Spanish without teacher	Darryl says "yo pienso es un hombre" to Javier.	Javier says, "por que…" and Toby C. says "because I…".
42c.	Student Self-Talk (Spanish)	Student speaks in Spanish to self without prompting	Locke speaks to himself in Spanish	Locke responds to a teacher question in Spanish
42d.	Student-Initiated Talk (Spanish)	Student speaks to teacher first in Spanish	Locke asks Mr. Yale, "Que es…"	Mr. Yales asks a question and Locke responds in Spanish
42e.	Students Read in Spanish	Student reads a Spanish text or book.		

V. Grouping Strategies

Code Number	Code Name	Definition	Example	Non-Example
51	Partner Creation	The moment when partners are formed		
51a.	Teacher Created Partners	Teacher pairs two students together who hadn't been working together previously	Teacher splits up Jennifer and Stefani because they have been working together the whole time and pairs them with new partners	Teacher lets students pick own partners
51b.	Student Created Partners	Students pick own partners	Locke and Toby C. choose to work together because they are friends	Teacher tells Josh to work with Oziel
52	Whole Group	Teacher instructs students whole group	Mr. Yale delivers a slide presentation to the whole class	Students work in partners
53	Small Group	Students work in small groups of 3 to 5 students	Vivian, Chris, and Bert work on a group project	Students work independently
54	Independent Work	Students work on own	Daniel works on his multiplication tables alone.	Students work in partners
55	Language Partners	Students' language backgrounds for partner grouping		
55a.	NES/ NES Partners	Native English Speaker partners with Native English Speaker	Locke and Toby C. work together	Locke works with Javier
55b.	NSS/ NSS Partners	Native Spanish Speaker partners	Jimena and Elizabet work	Jimena works with Vivian

		with Native Spanish Speaker	together	
55c.	NES/ NSS Partners	Native English Speaker partners with Native Spanish Speaker	Locke works with Javier	Locke and Toby C. work together
56	Teacher 1:1	Teacher speaks with student one on one	Mr. Yale pulls aside Bert to talk at his table.	Mr. Yale speaks with Bert and Toby C.

VI. Language Scaffolding

Code Number	Code Name	Definition	Example	Non-Example
61	Teacher Planned Language Scaffolding	When teacher uses a pre-planned strategy to help students comprehend language		
61a.	Sentence Stems	Teacher gives sentence stems to students to use and/ or students use teacher-provided sentence stems	Writing Spanish sentence stems on the board before class begins	Reminding students to speak in Spanish in the moment by saying "hablando en espanol"
61b.	Vocabulary Definitions (Planned)	Teacher gives definition of word without student asking.		
61c.	Signaling Unknown Word	Teacher instructs students to underline or draw a question mark next to works they don't know.	Mr. Yale tells the class, "In your mind, I want you to read the page to know the steps. If you don't know something, underline it or write a question mark."	
61d.	Drawing	Teacher draws a picture of a vocabulary word or instructs students to draw a picture	Mr. Yale draws an artist palette next to the word "dibujar" [draw] and asks students to copy on their own papers.	
62	Teacher Ad Hoc Language Scaffolding	When teacher uses a strategy in the moment to help students comprehend language		
62a.	Teacher Recasting	Teacher repeats a student's incorrect statement back to him in correct grammar	Correcting a Spanish verb tense mistake a student has made by restating the sentence correctly ("recasting")	Writing Spanish sentence stems on the board before class begins

62b.	Teacher Repeating	Teacher repeats his own statement multiple times	Mr. Yale repeats the directions for the class more than once	Mr. Yale gives directions once and dismisses students to their desks
62c.	Teacher Responds to English with Spanish	Teacher responds to an English statement or question from a student with a Spanish answer	Brandon says, "I have nightmares." Mr. Yale tells him, "yo entiendo, Brandon. Cuando yo era niño, yo tenía pesadillas."	Mr. Yale speaks in Spanish to student
62d.	Teacher Says "En Espanol?"	Teacher reminds student to speak in Spanish by prompting "en espanol?"	Darryl shouts out, "you don't need dreams to live, you want them." Mr. Yale prompts him, "¿en español?"	
62e.	Vocabulary Definitions (Ad Hoc)	Teacher gives definition of word in response to student question or concern.		
62f.	Cognates	Teacher or student points out a cognate.	Mr. Yale says, "es un cognado."	
62g.	Student Repeating	Teacher asks students to repeat a word or phrase	He has the students repeat the title of the handout, "Los Pasos del Método Científico" out loud three times with focus on pronunciation for "método."	Brandon says, "gracias, gracias."
62h.	Teacher Check For Understanding	Teacher asks a student to repeat the directions he just said to check for understanding	Mr. Yale asks Aleena where she is supposed to put her science notebook right after giving the directions to put it away.	
63	Student Ad Hoc Language Scaffolding	Strategies that students use in the moment to help with language comprehension		
63a.	Student Self-Correction	Student corrects own language mistake	Locke changes "hermanos" to "hermanas"	Mr. Yale corrects Locke's Spanish
63b.	Student Supporting Other Student's Language	When a student uses a strategy in the moment to help another student comprehend language	Student translating to English for another student	Student telling another student "we are supposed to talk in Spanish" but not helping

VII. Social Emotional Support

Code Number	Code Name	Definition	Example	Non-Example
71	Teacher Compliments			
71a.	Teacher Compliment [Effort]	Teacher compliments a student on his/her effort level	Mr. Yale thanks Jade for her hard work today.	
71b.	Teacher Compliment [Language]	Teacher compliments a student on his/her language use	Mr. Yale compliments Maya for speaking in Spanish.	
71c.	Teacher Compliment [Behavior]	Teacher compliments a student on his/her behavior	Mr. Yale thanks Maya for following directions.	
72	Growth Mindset	Teacher shows a growth mindset when talking to students		
72a.	Okay to Make Mistakes	Teacher explains it's okay to make mistakes.		

Appendix D: Field Note Running Record Example

General information:
Researcher name: Rebecca Beeson
Teacher: Kurt Yale
School and room number: Parkes
Subject: Spanish Reading
Month/day/year: 5/18/17
Time (beginning and ending): 1:26

Summary of Observation
(1 short paragraph, to be filled in after observation, summarizing key events):

Students engage in a Socratic Seminar type discussion about a book they have been reading in class.

Initial Observations (complete in first 2-3 minutes):
Students switch classes and the afternoon class enters. They are chatting amongst themselves.

Resources: (number of teachers in the room, books and learning materials, description of physical environment/accommodations, etc.)

Very colorful classroom with tables, rugs, couch, and carpets. White board and Smart Board. Lots of cabinets with sink and cubbies for students' backpacks. There are 5 colorful bulletin boards with different phrases in Spanish. I also notice a lot of Spanish student dictionaries on the side table when you enter the classroom. The overall effect is a very cozy and comfortable classroom and the kids seem like they are at home.

Detailed Class Session Observation
Running Record: (highly detailed account of the observation)

BH1

1:26 The class starts to enter. Mr. Yale tells them, "En el piso por favor, en el piso." [On the floor please, on the floor.]

Locke comes in with a big smile on his face. He seems to be laughing quietly about something Chris and Brandon said.

Vivian says to me, "Buenas tardes, Ms. Beeson" [Good afternoon, Ms. Beeson] and others in the class copy her. Mr. Yale tells them, "Muy buena educación." [Very good manners.]

Focus on Locke

Locke is wearing a blue Kansas Royals t-shirt, orange athletic shorts, and blue sneakers. He is sitting between Vivian and Aleena near the teacher's rocking chair.

Mr. Yale says, "diez minutos solitos con tu cuento. ¿Cuál cuento? Mira no dije qué cuento pero cuál cuento." [Ten minutes alone with your story. Which story? Look that I didn't say

what story but which story.] (I notice that he points out the grammatical distinction between "cuál" [which] and "qué" [what] in an authentic way.)

Adrian starts to ask a question in Spanish, "después de diez minutos…" [after ten minutes]. Mr. Yale interrupts and says, "vamos a tener una conversación." [We are going to have a conversation.]

1:30 After the students have spread out to find a comfy spot to read their stories, Mr. Yale asks them, "¿listos, ok?" [Ready, okay?] (I notice that he uses the English word "okay." As a non-native Spanish speaker I have a bad habit of doing this too, but it's not actually a Spanish word.)

Locke grabs a pillow and his "Junior Great Books" book and spreads out on the carpet. He then moves to the bookshelf so he can sit up with his back to it.

Mr. Yale announces to the class, "Me gusta como Elizabet está leyendo y Locke." [I like how Elizabet is reading and Locke.] (He is using positive behavior narration to point out the positive behaviors he wants others to emulate.) Mr. Yale then goes to the sink to monitor Bert and Chris who are reading at the cycling desks.

Locke still seems to be reading quietly. I notice that he has a spinner toy too that he is playing with.

1:33 Mr. Yale talks with Bert about the conversation they are going to have. [INSERT AUDIO FROM RECORDER 16] Mr. Yale asks Bert, "¿tú sabes quien es Rogelia?" [Do you know who is Rogelia?] (He seems to be prepping Bert for the book conversation since he knows that Bert struggles with Spanish comprehension.) Mr. Yale interrupts his conversation with Bert to call out, "Toby R., a tu mesa." [Toby R., to your table.] Toby R. moves from the windows to the round table. Mr. Yale continues talking to Bert in Spanish about the story. When they finish their conversation, he gives Bert a thumbs up.

I notice that Toby R. isn't reading. He's looking at Carlos play with his spinner toy across from him.

Chris tries to talk to Bert and Mr. Yale in English. Mr. Yale tells him, "no estamos hablando." [We aren't talking.] (It's an interesting way to shut Chris down since the teacher clearly has been talking to Bert. Maybe an example of his bias against Chris?) Chris keeps talking so Mr. Yale moves to talk with him one-on-one. (It seems like a discipline talk, but I don't overhear it.)

Carlos and Toby R. still seem to be laughing and playing. Vivian is reading at her assigned seat (it's the table with recorder 11).

Mr. Yale announces, "no tienen que leer todo. Las partes que le interesan o no entienden…tienen dos minutos más." [You don't have to read everything. The parts that interest you or you don't understand…you have two more minutes.] (He seems to be encouraging the slow readers who are feeling overwhelmed trying to read everything.)

1:37 Mr. Yale announces to the class, "ya estamos listos. Andando como pingüinos, traigan las sillas al piso." [Now we are ready. Walking like penguins, bring your chairs to the floor.] The kids go to get their chairs and bring them to a circle on the carpet.

While the students are getting their chairs, Mr. Yale talks one-on-one with Chris, kneeling down to get to his height level. Chris seems to be listening to him, but does not respond.

Mr. Yale says to the whole class, "yo quiero que Uds. participen. Yo no. No quiero hablar." [I want you all to participate. Me no. I don't want to speak.] (He seems to be setting up the expectations for the Socratic Seminar. He mentioned to me before class that they've done one this year already but it had been a long time.)

1:40 Mr. Yale reviews the sentence stems with the students that are written on the board from the morning class.

Mr. Yale says to Toby R., "Toby, por favor, ¿puedes? ¿Puedes?" [Please, can you? Can you?] Toby R. responds, "Sí." [Yes.] (Mr. Yale seems to be admonishing him for not paying attention.) Mr. Yale addresses the whole class: "Si no están tomándolo en serio, pueden ir al salón de Ms. Wilson. Sentarse por veinte a veinticinco minutos es muy difícil por algunos, si quieres tomar un descanso." [If you are not taking this seriously, you can go to Ms. Wilson's classroom. Sitting for 20 to 25 minutes is very hard for some, if you want to take a break.] No one gets up to leave. (Like with the morning class, Mr. Yale takes an interesting tactic here by getting frustrated with the class' behavior and offering them a chance to leave the room. On the one hand, he's trying to understand the mindset of a ten-year-old but he is also giving them a chance to skip out on important practice.)

Mr. Yale returns to reviewing the sentence stems on the board: "Digan eso: ¿qué opinas tú?" [Say this: what do you think?] The class repeats, "¿qué opinas tú?" [What do you think?] Mr. Yale continues, "Estoy de acuerdo. No estoy de acuerdo." [I agree. I do not agree.] The class repeats the new phrases.

Mr. Yale tells the class, "yo puso estas cosas aquí para ayudarles." [I put these things here to help you all.] He is talking about the sentence stems on the board. (I'm not sure if I heard him wrong but I think he's frustrated and making a mistake with his Spanish when he said "puso" instead of "puse.")

Javier asks if he can sit in the teacher's chair. Mr. Yale tells him, "voy a quedarme aquí para ser justo." [I am going to stay here to be fair.] Some of the kids point to Bernadet who is sitting on the footstool instead of her desk chair, but Mr. Yale tells them not to worry about her. Vivian gets up to get her questions from her table, as do some others. I see Toby C. get his questions too.

Chris asks, "can I go first?" in English. Mr. Yale asks the whole class, "¿estamos listos?" He then lets Valeria go first in the discussion. (Is he purposefully ignoring Chris since he asked the question in English?

1:45 Valeria asks the first question in Spanish. Vivian raises her hand to share. Darryl goes first with his answer. Chris tries to translate to English what Valeria has asked: "she means are her parents dead?" Mr. Yale reminds Chris in Spanish that he can take a break if he

needs. Chris stays in the classroom. Valeria repeats her question more loudly: "¿Rogelia tiene padre?" [Does Rogelia have a father?]

1:46 Valeria calls on Toby C.: "¿qué opinas tú, Toby C.?" [What do you think, Toby C.?] Toby C. responds in Spanish with his answer. Valeria calls on Vivian: "¿qué opinas tú, Vivian?" [What do you think, Vivian?] (I notice that she is using the sentence stems that Mr. Yale taught them.) Vivian responds: "Yo pienso que al principio ella si tiene padre pero ahora…) [I think that in the beginning yes she has a dad but now…] [FINISH TRANSCRIBING FROM RECORDER 11.] (She is speaking at a very advanced level of Spanish for a non-native speaker!)

1:47 Alondra gives her answer in Spanish. (She is speaking clearly and fluently in Spanish even though she usually doesn't like to do so. Her mother is a Spanish speaker who works at the school.)

Focus on Vivian

Vivian is wearing a polka dot white tank top, pink running shorts, and Nike sneakers. Her hair is in a braid. She is sitting by Aleena and Darryl.

Mr. Yale moderates the discussion: "Y ahora Toby C. Todos van a tener un 'chance.' Si no hoy, el jueves." [And now Toby C. All will have a chance. If not today, Thursday.] He pronounces chance like "chan-say," how an English word would sound with a Spanish pronunciation. (Interesting that he uses this translanguaging technique for them when he usually sticks to Spanish.) Toby C. reads his question then says, "¿qué opinas tú, Locke?"

1:49 Locke responds in Spanish. Locke is sitting by the couch between Gabriela and Adrian. Locke raises his hand vehemently to share again but Toby C. calls on Valeria since it's supposed to be boy, girl, boy order. (Locke is getting animated with this discussion!)

1:51 Chris gives his answer in Spanish. Locke interjects, "pero dice que todas las personas…en la pagina treinta-uno dice…" [But it says that all the people…on page 31 it says…] He reads a quote in Spanish from the book. (I'm so impressed that a fourth grader is pointing to evidence from the text during a class discussion!)

Bert is sitting between Isabella and Carlos. He has not raised his hand yet.

Mr. Yale tells Brandon, "ya has hablado dos veces. Quiero que todas hablen. Kai Poole, escoge otra persona." [You have already spoken two times. I want everyone to talk. Kai Poole, pick another person.] (Mr. Yale is employing a management style so that everyone can participate and a few students do not dominate the conversation.)

1:53 Vivian shares her question in Spanish. She also reads a quote in Spanish. (Did Mr. Yale teach them how to use text evidence on a day when I was not here?) Chris responds to Vivian's question in Spanish.

Valeria responds, "en la pagina veinticinco dice que…" [On page 25, it says…]

Vivian has her hand up to share. (I think they've moved on to Aleena's question.) Mr. Yale gives Jimena and Bernadet a thumbs up (seemingly to encourage them to talk). Jimena raises

her hand. (So the nonverbal communication reminder worked!) Aleena calls on Bert to share but he passes. (They're allowed to pass? Interesting.)

Mr. Yale says, "es justo, Daniel no ha hablado. Daniel, ¿tienes una pregunta?" [It's fair, Daniel hasn't spoken. Daniel, do you have a question?] Daniel asks his question. Bert is looking at his story in his book. He is flipping pages fast and he seems to be looking at the pictures.

1:58 Daniel asks, "¿qué opinas tú, Vivian?" [What do you think, Vivian?] Vivian answers, "en el libro, las mujeres de casa están diciendo cosas malas y ella…yo pienso que ella…" [In the book, the women of the house are saying bad things and she…I think that she…" (I'm so impressed that her adjectives match her nouns! It took me years of learning Spanish to get that right.) Chris also shares in Spanish: "porque Rogelia quiere ser una bruja." [Because Rogelia wants to be a witch.]

1:59 Kai Archer shares his opinion in Spanish (but it is very hard to hear even though I am close to him and the recorder doesn't pick it up either). He is sitting between Kai Poole and Brandon.

Mr. Yale tells the class, "una persona más y después otra pregunta." [Another person more and after another question.] Daniel calls on Jimena, who has her hand raised. Jimena, however, doesn't say anything. (From the look on her face she seems really nervous.)

Mr. Yale says, "Bert, Bernadet, Elizabet, ¿si tienes una pregunta?" [Bert, Bernadet, Elizabet, if you have a question?] (He is calling on them because they haven't gone yet.) Bernadet shares her question. Locke audibly groans. (Is it because he wanted to share his question and he thought hers was bad?) Vivian is sitting with her legs crisscrossed in her chair. She has her eyes on each speaker (seems to be listening carefully).

Focus on Bert

Bert is wearing gray athletic pants with a lime green stripe, blue sneakers, and a navy blue t-shirt.

Mr. Yale asks, "Bert, Elizabet, Jimena, antes de seguir vamos a decirme tu parte favorito del cuento. ¿Jimena?" [Bert, Elizabet, Jimena, before continuing we are going to tell me your favorite part of the story. Jimena?] (Mr. Yale makes a Spanish mistake when he says "favorito" instead of "favorita."]

Bert is sitting silently but seems to be listening to Jimena respond.

2:03 Mr. Yale says, "Bert, ¿qué es tu parte favorita o una parte interesante?" [Bert, what is your favorite part o an interesting part?] (Here Mr. Yale corrects his "favorita" mistake. He is also forcing those who had not responded to participate.) There is a long pause. Bert does not respond to the question. Mr. Yale tells him, "dinos en ingles." [Tell us in English.] There is another long pause where Bert still does not respond. (I think Bert doesn't even know what Mr. Yale is telling him to say.) Mr. Yale prompts, "puedes decir que piensas sobre…" [You can say what you think about…] Bert quietly whispers in English, "…is a witch." Mr. Yale translates for him, "Es una bruja." [She is a witch.] Before Bert can repeat the phrase or respond, Chris shouts out, "Yes! Old ladies that live in the woods are witches!" Mr. Yale

ignores the call out and moves on to Elizabet: "Elizabet, ¿ qué piensas tú? ¿Es una bruja?" [Elizabet, what do you think? Is she a witch?] Elizabet does not respond.

Mr. Yale moves on by saying, "Bert, es tu pregunta." [Bert, it is your question.] Bert responds in English, "a witch doesn't necessarily have to be bad. It just means it's a female someone who…" Chris interjects, "uses magic!" Bert tells him, "yes!" Mr. Yale tells Bert, "hace una pregunta ahora: ¿qué piensas tú? ¿Es una bruja?" Bert gets quiet and does not repeat what Mr. Yale has told him to say. Mr. Yale moves on and calls on Darryl.

2:06 Toby R. answers the question: "Sí porque ella tiene animales para ayuda…" [Yes because she has animals to help…] He takes a long pause and does not finish. Isabella next gives her answer. Gabriela and some other students start shouting Bert's name. He has been pointing to students to call on them instead of him.

2:08 Bert calls on Locke. Locke says, "yo pienso que ella no es una bruja." [I think that she is not a witch.] Bert follows up, "¿por qué?" [Why?] (He asked a question in Spanish!!!) Locke gives his answer in Spanish and students start to argue with him, especially Chris. Bert gives his opinion quickly in English. Mr. Yale reminds him, "Bert, es tu pregunta, dile: ¿qué piensas tú?" [Bert, it's your question, tell him: what do you think?] After a quiet minute, Bert points to Javier to answer. He does not repeat Mr. Yale's question.

2:10 Bert then says something else in English: "She's a normal old lady." Locke responds in Spanish: "solo es una mujer who teje sueños…" [She's only a lady who weaves dreams.] (Note that he correctly uses the English who in place of 'quien'—translanguaging!] Mr. Yale tells Bert, "dos más." [Two more.] Bert points to Daniel. Daniel says, "sí es una bruja porque…" [Yes she is a witch because…] Mr. Yale interrupts, "una niña callada." [A quiet girl.] Bert says, "Isabella!" She is sitting right next to him. Isabella shares her opinion in Spanish. Mr. Yale tells her "gracias" [thank you] and Bert repeats "gracias."

Mr. Yale tells the class, "yo veo que Uds. están muy interesados en esa pregunta. Tienen un minuto para hablar con su pareja." [I see that you all are very interested in this question. You have one minute to speak with your partner.] Chris translates, "we have one minute to talk." Mr. Yale admonishes him, "en español" [in Spanish]. Bert moves over to talk to Toby R., Brandon, and Darryl. Then he talks to Locke in English. Locke follows Bert to his seat and is still arguing in English.

Toby R., Darryl, Brandon, and Toby C. are debating in English if she is a witch.

2:13 Mr. Yale claps to get the class' attention. He tells them, "Uds. van a buscar evidencia, hechos o opiniones, cinco minutos con sus compañeros de hombro." [You all are going to search for evidence, facts or opinions, five minutes with your shoulder partners.] (It's great that he jumps on this class interest in witch or no witch and encourages them to dig deeper.) Chris says, "seven words of evidence" in English. (I think he was trying to translate what Mr. Yale said but translated wrong.) Darryl starts counting words on his fingers (I think he's following Chris's translation even though it's wrong).

Focus on Toby R.

Toby R. is wearing a teal And 1 basketball shirt, blue basketball shorts, and gray sneakers.

Toby R. is walking around and standing on the carpet. He seems to be talking to Chris. Mr. Yale calls his name and Toby R. goes to sit with Adrian in chairs by the circle. Toby R. says in English, "she's a witch, right? How does she know when she just knocks on the door?" Adrian points to evidence in the book and shows Toby R. Adrian speaks in Spanish in response. [CHECK RECORDER 1]

Toby R. turns around and says to Alondra, "this picture is evidence—look at this rabbit…" He points to the book. (He's speaking in English, but he is on task and discussing the book.)

Locke has a Spanish and English dictionary and is asking Mr. Yale a question. Mr. Yale tells him, "es un cognado." [It is a cognate.]

2:19 Mr. Yale claps, "Regresan al piso. Vamos a hablar de eso rápidamente y después terminamos." [Return to the floor. We are going to speak about this quickly and then finish.]

Toby R. is chatting with the same boys as before. He sits between Brandon and Darryl. Locke walks over to look at Toby R.'s book, then sits down behind Adrian and Alondra by the couch.

Mr. Yale asks students about how to ask the "bruja" [witch] question. He shows them how to distinguish between "que" and "cual." Locke and Toby R. raise their hands to share. Mr. Yale writes, "¿____evidencia tienes?" [____ evidence do you have?] Mr. Yale says, "¿qué ponemos aqui?" [what do we put here?] and calls on Alondra to share. Alondra tells him, "qué." Mr. Yale tells her, "tú estas dándome la evidencia. ¿Cómo sabes es 'que'?" [You are giving me the evidence. How do you know it is 'que'?] Alondra responds, "porque 'cual' es una persona especifica." [Because 'cual' is a specific person.] Mr. Yale adds, "o una cosa especifica. Alondra tiene razon." [Or a specific thing. Alondra is right.]

2:22 Mr. Yale tells the class, "ya se acabo el tiempo." [Now the time has ended.] Alondra and some of the other students shout, "Nooooo!" (That's awesome that they want the conversation to go on longer.) Mr. Yale tells them, "el jueves van a seguir." [Thursday you all are going to continue.] Mr. Yale continues, "me gusta que Uds. comparten hoy…quiero que me ayuden limpiar el salón." [I like that you all share today…I want you to help me clean the classroom.] He continues, "Chris, Adrian, Javier, Carlos ven aquí por favor." [Chris, Adrian, Javier, Carlos come here please.] He talks to them in Spanish about their behavior during the class conversation. (It's the same way he dealt with off-task behavior after the morning class' conversation.)

2:24 Toby R. is at the teacher table looking at a note from the office. He goes to put the chairs back with Brandon. Brandon tells Toby R., "Darryl es muy loco" [Darryl is very crazy] and Toby R. laughs. (He's using Spanish in social conversation!)

2:25 Observation ends as kids pack up to go home.

End-of-Class Observations/Coding (last 5 minutes)
Types of Peer Interaction(s) observed (delete all that do NOT apply):
Whole Group

Appendix E: Teacher Informed Consent Agreement

Please read this consent agreement carefully before you decide to participate in the study.

Purpose of the research study: The purpose of the study is to better understand the oral language opportunities inherent in a well-planned, skillfully taught, dual language classroom.

What you will do in the study: You will engage in every day instruction in your classroom; the study will not require any deviation from normal practice. While you are teaching, the researcher will be observing and taking field notes. The researcher will audio record classroom interactions. You will also participate in one teacher interview that will last approximately one hour. Please note that you can skip any question that makes you uncomfortable and you can stop the interview at any time.

Time required: The study will require about one hour of your time for a teacher interview. The researcher will also observe your normal classroom practice for three days a week for four weeks.

Risks: There are no anticipated risks in this study.

Benefits: There are no direct benefits to you for participating in this research study. The study may help us understand effective oral instruction for students participating in this two-way immersion program and others like it.

Confidentiality: The information that you give in the study will be handled confidentially. Your information will be assigned a pseudonym. Your name will not be used in any report. After analysis has been completed and the final report has been written, all audio tapes will be destroyed.

Voluntary participation: Your participation in the study is completely voluntary.

Right to withdraw from the study: You have the right to withdraw from the study at any time without penalty. If you choose to withdraw, any audiotapes with your voice will be destroyed.

How to withdraw from the study: If you want to withdraw from the study, please ask the researcher to leave the room and stop audio recording. There is no penalty for withdrawing.

Payment: You will receive no payment for participating in the study.

If you have questions about the study, contact:
Rebecca Beeson, M.Ed., M.P.P.
Telephone: (434) 258-9294
Email address: rjb5yn@virginia.edu

Susan Mintz, Ph.D.
Curry School of Education, CISE
University of Virginia, Charlottesville, VA 22903
Telephone: (434) 924-3128
Email address: slm4r@virginia.edu

If you have questions about your rights in the study, contact:
Tonya R. Moon, Ph.D.
Chair, Institutional Review Board for the Social and Behavioral Sciences
One Morton Dr Suite 500
University of Virginia, P.O. Box 800392
Charlottesville, VA 22908-0392
Telephone: (434) 924-5999
Email: irbsbshelp@virginia.edu
Website: www.virginia.edu/vpr/irb/sbs

Agreement:
I agree to participate in the research study described above.

Signature: _____ **Date:** _____
You will receive a copy of this form for your records.

Appendix F: Parent Permission to Test Form

May 22, 2017

Dear Parent/Guardian of _____,

Your child has been selected for continued Woodcock-Muñoz testing. Last year the ESOL Office administered the Woodcock-Muñoz exam to 86 randomly selected immersion students at Parkes in order to gather baseline data on students' Spanish ability. The Woodcock-Muñoz Language Survey (WMLS) is the Spanish version of the Woodcock-Johnson tests. The WMLS is a test of Spanish fluency and a nationally-normed reference instrument that reflects the United States' population as of 2010. It includes seven sections to test for proficiency: picture vocabulary, verbal analogies, letter-word identification, dictation, understanding directions, story recall, and passage comprehension. I would like to test your child again to see what progress he/she has made. Your permission is needed to complete testing, which takes approximately 30 to 60 minutes per child. Please note that the scores will have no impact on your child's grades or participation in the program; they are for evaluation of the program as a whole and not of individuals. A detailed score report will be shared with the parents of any child who completes testing if they are interested.

Please sign below and return to Mr. Yale by **Thursday, May 25th** .

Sincerely,
Rebecca Beeson, M.Ed., M.P.P.
Femington Public Schools ESOL Office Intern
Education Doctoral Candidate
Curry School of Education
University of Virginia

_____ I **authorize** Rebecca Beeson to administer the Woodcock-Muñoz test to my child. I grant permission for her to share the data with my child's teachers and Parkes' principals for the purpose of evaluating instruction in the dual language program as a whole. I allow her also to use my child's de-identified data (under a pseudonym) in her doctoral dissertation.

_____ I **decline** testing of my child at this time.

_____   _____
       Parent Name (printed)   Date

_____
       Parent Signature