

FACILITATING LANGUAGE AND LITERACY DEVELOPMENT: A DUAL LANGUAGE
PERSPECTIVE

A Thesis by

Jennifer Sykes Vaughn

Bachelor of Science, University of Kansas, 1994

Submitted to the Department of Communication Sciences and Disorders
and the faculty of the Graduate School of
Wichita State University
in partial fulfillment of
the requirements for the degree of
Master of Arts

December 2013

© Copyright 2013 by Jennifer S. Vaughn
All Rights Reserved

FACILITATING LANGUAGE AND LITERACY DEVELOPMENT: A DUAL LANGUAGE
PERSPECTIVE

The following faculty members have examined the final copy of this thesis for form and content, and recommend that it be accepted in partial fulfillment of the requirement for the degree of Master of Arts with a major in Communication Sciences and Disorders.

Kathy Strattman, Committee Chair

Barbara Hodson, Committee Member

Anh Tran, Committee Member

ACKNOWLEDGEMENTS

I would like to thank the parents, children and administration at Horace Mann Dual Language Magnet School for participating in this research study and fellow graduate students Missy Curry and Alexia Allen, for their time and assistance with data compilation and editing. To Carlos Montes-Aviles, I am grateful for providing the Spanish translation of the paper survey and other consent forms. The parent interviews would not have been possible without Elvia Barraza who took time out of her day to provide Spanish translation. Thank you to Dr. Barbara Hodson and Dr. Tran who provided valuable input and direction throughout the entire process. Dr. Kathy Strattman, my thesis advisor, deserves special thanks for providing her graceful guidance as this research idea was formed and developed. The final product stands as an indication of my growth as a writer and researcher, two attributes I will continue to refine throughout my career. Finally, for my family, Jeff, Gracie and Abby and parents, Ed and Mary Sykes, who have provided amazing support shown through their kindness, understanding, and flexibility, my appreciation is truly beyond measure.

ABSTRACT

With an increasingly bilingual population, children have more opportunities for dual language education. Literacy activities at home have been correlated with reading and writing success; however, helping a child learn in a language in which the parent is not fluent could create challenges. Parents of students who attend a K-8 dual language school completed a survey asking how they help their child obtain literacy skills in both languages. Over 200 surveys from both English and Spanish speaking households were analyzed to determine what strategies parents utilize. Follow up interviews were conducted by the investigator to ask additional questions about parent activities and learn if parents had special concerns about the dual language school environment. Reading books was widely chosen by parents when asked what activities they used to help facilitate literacy and language learning in both the home language and secondary language. English speaking families tended to rely more on school functions to help facilitate learning and literacy in Spanish. The Spanish speaking families reported a high usage of TV shows and movies as a tool to help their children develop their second language, English. Although some reported feeling concerned about their children learning two languages at once, the benefits that they saw from the experience outweighed any academic concerns.

Keywords: secondary language, dual language, bilingual education, language support

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
II. LITERATURE REVIEW	4
The language connection	4
Literacy-rich environments and benefits	5
Literacy begins at home	6
Bilingual education	8
Language and the brain	11
Cognitive benefits	12
Bilingual education experience	13
Statement of purpose	14
III. METHODOLOGY	15
Participants	15
School Demographics	15
Research Instrument	16
Procedure	17
Survey	17
Interviews	17
IV. RESULTS	19
Survey	19
Helping with homework	19
Primary language development	20
Secondary language development	21
Interviews	22
Question #1	22
Question #2	24
Question #3	24
Question #4	25
V. DISCUSSION	26
Primary home language/literacy learning	26
Survey	26
Interviews	27
Secondary home language/literacy learning	27

TABLE OF CONTENTS (continued)

Chapter	Page
Survey	28
Interviews	29
Helping with homework	31
Survey	31
Interviews	31
Differences depending on primary home language	32
Survey	32
Interviews	33
Common ground	34
Limitations	38
VI. CONCLUSION	40
VII. FUTURE RESEARCH	42
REFERENCES	43
APPENDICES	49
Parent Survey	50
Parental Consent Form	52

LIST OF TABLES

Table	Page
1. Finding Help with Homework by Grade and Primary Language	29
2. Activities Used to Facilitate Language/Literacy Learning in Primary Home Language	30
3. Activities Used to Facilitate Language/Literacy Learning in Secondary Language	31
4. Standardized Test Scores for Students who qualify for Free or Reduced Lunch by State, District, and Horace Mann	48

LIST OF FIGURES

Figure	Page
1. Two-way Immersion Programs in the United States	17
2. Grade 7 Reading Assessment Results. Kansas State Department of Education Report Card, 2011-2012	45
3. Grade 8 Reading Assessment Results. Kansas State Department of Education Report Card, 2011-2012	45
4. Grade 7 Math Assessment Results. Kansas State Department of Education Report Card, 2011-2012	46
5. Grade 8 Math Assessment Results. Kansas State Department of Education Report Card, 2011-2012	47

LIST OF ABBREVIATIONS

EP	English Primary
HM	Horace Mann Dual Language Magnet
PHL	Primary Home Language
SP	Spanish Primary
SL	Secondary Language
USD 259	Unified School District of Wichita

CHAPTER 1

Introduction

As the demographics of the nation changes, an increasing number of school districts are considering dual language programs. The San Francisco Chronicle online presence, sfgate.com, recently published an Associated Press story about a school winning a federal grant for \$880,000 (Llopis-Jepsen, 2013). Scott Dual Language Magnet Elementary, a school of 550 students, preschool to fifth grade, plans to use the money to help transition from a monolingual to a bilingual school curriculum. By 2017, the school will be educating all their children in both English and Spanish. Dual language schools promote the importance of providing children the opportunity to learn with others who are from different backgrounds and cultures. Another benefit cited by dual language proponents is that literacy in multiple languages is an important skill because of the necessity of businesses to function internationally. A second language might be viewed as social capital, an asset that could set one person apart socially, academically, and economically, resulting in success in an increasingly interconnected, global society. Allowing children to become literate in both English and their first learned, primary home language provides them a connection to their family and heritage in a way that also has cognitive benefits (Fillmore, 1991). This school; however, is not located near a large Spanish-speaking community like many southern California cities, but in a comparably smaller, Midwest city, Topeka, Kansas. Scott Dual Language Magnet Elementary School is being modeled after Horace-Mann Dual Language School in Wichita, Kansas, which first incorporated the dual language model in 1997 (Wichita Public Schools, 2013).

Language is the common thread that humans use to bond with each other from the very beginning of life. Voices of family members become familiar, and, within hours of being born,

infants show a preference for their mother's voice over other random female voices (DeCasper & Fifer, 1980). A typical child's first word is a highly anticipated milestone, and soon one word becomes two words. The child's vocabulary quickly explodes from about 50 words at 18 months to over 200 words by 24 months (Owens, 2005). By age 5, typical children are expected to speak with "adult standard" speech (Hodson, 1997) and are able to communicate their needs and wants to others using spoken language.

In a typical United States household, all this learning takes place in a single language. In the United States, over 80% of the population over the age of 5 years speak only English at home (Shin & Kominski, 2010). But as global barriers are broken through advancements in technology, access to transportation, and economic necessity, many parents recognize the need for additional language learning to be a part of their children's educational experience. Reasons for sending children to a dual language school vary. Parents responding to a survey by Shannon and Milian (2002) reported the "value and benefits of bilingualism" and "future benefits" as reasons for sending their children to a dual language school (p. 690).

Scientists interested in the field of language and linguistics and how the brain processes language continue to look for ways to quantify those "values and benefits of bilingualism." Previous studies have revealed differences in the way the motor speech area of the brain functions in people who have acquired a second language later in life as opposed to a native bilingual speaker (Kim, Relkin, Lee, & Hirsch, 1997). Children who were native bilingual speakers outperformed their monolingual and dual language educated peers in executive functioning tasks (Carlson & Meltzoff, 2008). Additionally, children in a dual language setting have been shown to be equal to or better compared to their monolingual peers in both math and language proficiency tests.

Even with the evidence that shows being bilingual has obvious advantages, the decision to send their children to a dual language school may be difficult if the parents only speak one language at home and have concerns about supporting their children's academic responsibilities. Parents strive to nurture and care for their children, even as they grow and are ensured to others for their education. Just as we know that support at home is vital to success in the academic world, the additional dimension of learning a second language can provide benefits as previously discussed, but there are also concerns that parents must contend with.

The primary reason for obtaining a language is based on the need to communicate (Grosjean, 2010); if there is a need to use two languages then a person is likely to acquire both languages simultaneously from birth. Regardless of the language or languages spoken in the home, parent's interactions with the children are integral to language and literacy development. Involving the children in literacy activities such as reading and rhyming games and exposing them to print material helps to further development (Van Kleeck & Schuele, 1987). As the children move into a school setting, parental participation, including helping with school-work, maintaining a positive attitude toward learning, and volunteering in the classroom, are all important (Hill, 2001; Hill & Craft, 2003; Hill & Taylor, 2004).

The purpose of this study was to learn how parents of children who attend a dual language school facilitate language and literacy development in both the home language and the 2nd language. What direct-literacy activities (e.g., reading books) do they engage in and what do they do to help their children with homework in the second language, if they are not literate in that language?

CHAPTER II

Literature Review

The Language Connection

Language is more than just a way to communicate needs. Even though infants' expressive language skills are limited to coos and cries, cognitive and verbal input quickly develop the child's ability to investigate and to make exciting discoveries about their world from both verbal and non-verbal interactions with their parents and other family members.

Generally, these experiences and discoveries begin at home and, regardless of the language spoken, children develop spoken language in a series of similar stages. From a typical baby's first coo in the first few months of life, the child's parent or caregiver motivate and encourage the child to continue to form what we know as language. Much like a smile is translated to mean happiness or used to relate kindness in any language, many languages use a form of "motherese." Also referred to as baby-talk, exaggerated pitches and modified vocabulary are used to make it easier for a baby to attune to the language being spoken to them (Ferguson, 1964). During this "prelinguistic" stage, children use their voices to communicate feelings of happiness with squeals and giggles or sadness with whimpers and cries. These sounds create the foundation to eventually form words (McLaughlin, 2006).

Newborn's brains are wired to listen to and quickly categorize sounds and combinations of the sounds they hear (Eimas, Siqueland, Jusczyk, & Vigorito, 1971; Kuhl, 2000). Infants as young as nine months of age are able to distinguish between sounds in their mother's native language and those of a foreign language (Kuhl, 2000; Jusczyk, Friederici, Wessells, Svenkerud, & Jusczyk, 1993). Earlier research (Werker & Tees, 1984; Werker & LaLond, 1988) found that infants are able to distinguish sound contrasts of non-native languages that they have no prior

experience hearing. This ability begins to decline as the infants reach the age when they actually begin forming their own first language, allowing their brains to focus on and learn their primary language (Kuhl, 2000).

Literacy-rich Environments and Benefits

As oral language develops, so does the child's phonological awareness, recognizing that some words have similar sounds (i.e. rhymes) or is made up of parts (i.e. syllables) (Hodson, 2010). With the help of books and other print material, children can begin to see that there are visual representations for all those words they are speaking and hearing. At this point, typically developing children are entering a stage of "emergent literacy" (as cited in Van Kleeck & Schuele, 2010). Differences can be detected in expressive and receptive language abilities of children as young as twelve months. Expressive language in particular can be enhanced by shared reading experiences with parents (Trivette, Dunst & Gorman, 2010).

Van Kleeck and Schuele (1987) surmised that "literacy socialization" played a key role in the literacy development of children in three ways. First, literacy artifacts provide a child's first look at letters, their sequence and relationships. These artifacts can be anything from ABCs on the wall to a logo on a food product. Secondly, a 'literacy event' provides the child the opportunity to interact with the written word through hearing stories or exploring books. Finally, 'literacy knowledge' is discovered through these artifacts and events by making the connection with the characteristics of books such as book orientation (e.g., how to hold a book and print awareness, where the title of the book is located).

The Center for Early Literacy Learning (Trivette, Dunst, & Gorman, 2010) published a synthesis of 21 studies that tested the expressive and receptive language skills of 1275 children between the ages of 12 and 37 months. They concluded that the reading experience was

enhanced by actively involving the children through specific behaviors. This was accomplished by asking open-ended questions and relating books and stories to topics that were of interest to the child. The data also showed that expressive language was enhanced by these shared reading experiences.

Two longitudinal studies (Sénéchal & LeFevre, 2002; Scarborough, Dobrich & Hager, 1991) successfully showed that exposure to books and parental involvement in the reading and learning process were indicators of the child's reading comprehension in primary school. Scarborough et al. followed children at 36, 42 and 48 months of age via parents' responses to questionnaires. Out of 56 children, those who were considered better readers had more prior literacy-related experiences either with joint book reading or reading on their own. Sénéchal and LeFevre also found that the early experiences children had with literacy at home predicted the stage of word reading at the end of grade 1. Success in word reading in grade 1 predicted reading comprehension at the 3rd grade level.

Oral and written language skills, necessary for literacy, have been examined in reference to storybook reading at home. Oral-language skills can be considered receptive vocabulary, listening comprehension, and phonemic awareness. Written-language skills would be concepts about book reading, alphabet knowledge, reading simple Consonant Vowel Consonant (CVC) words, and invented spelling. While the storybook reading enhanced the oral language skills of the children in the study, the children responded better to direct instruction for improvement in writing skills (Sénéchal, LeFevre, Thomas, & Daley, 1998).

Literacy Begins at Home

In the recently published article, *Historical Perspectives on Literacy in Early Childhood*, Van Kleeck and Schuele (2010) provided a thoughtful analysis of how views of literacy and the

way a child learns to read have changed over the last 500 years. More specifically, they discuss the role of the family in literacy activities and the home literacy environment. Early in American history, education was much different than it is now. Children learned from their parents at home through games and child-centered activities. For the families who could afford it, a tutor taught male children at home.

Around the time of the Industrial Revolution, formal schooling began for children. Educating children became the responsibility of the community. Teachers in the classroom focused on the three academic foundations: reading, writing, and arithmetic. The role of parents was to provide support informally at home through natural interactions and play. The idea of “emergent literacy” was originated by a New Zealand researcher, Marie Clay, in the mid-sixties and began to take hold in the United States in the 1980s, spurring on a larger quantity of research and awareness concerning preliteracy development. This movement encouraged parents to provide a literacy rich environment in the form of books and other print materials for children in the home. These print materials were to be woven through the children’s activities and play, promoting further learning and development (as cited in Van Kleeck & Schuele, 2010).

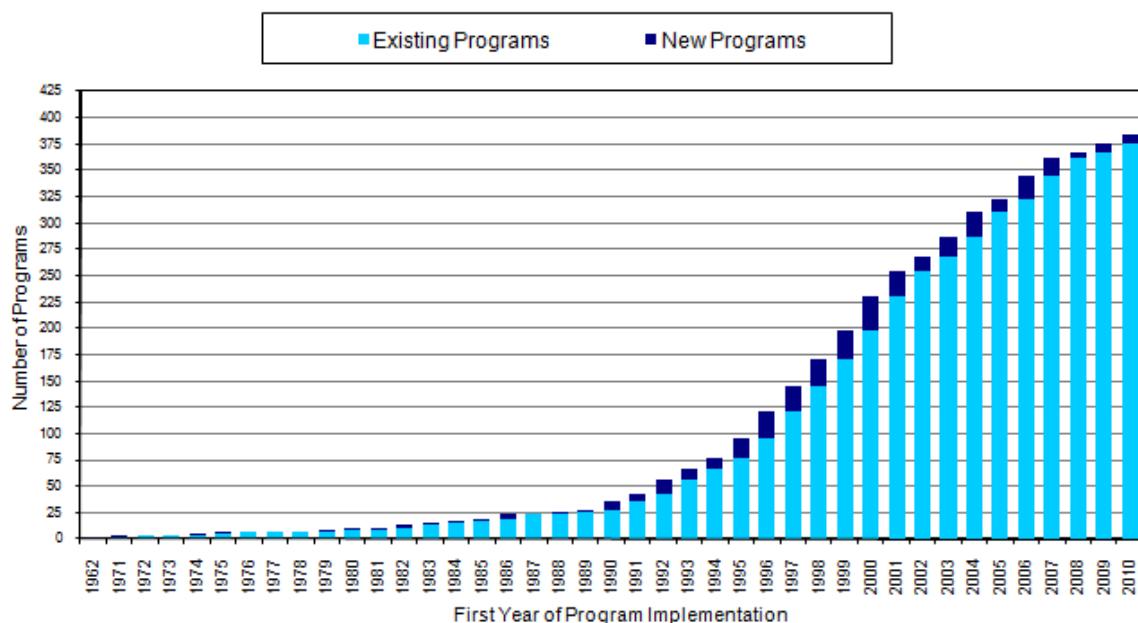
Van Kleeck and Schuele’s (2010) study points to the necessity and benefits of continued evaluation in regard to the ways that families take part in a child’s learning and education whether it is for one generation or many. The evolution in the way we view education and learning was influenced by historical events and life-changing developments such as the invention of the printing press and the Industrial Revolution. With the fast-paced changes and advancements in technology and improved transportation opportunities, the world has seen a drastic change in the social and economic environments. We have become a global society. Interaction with people of other races and ethnicities has become more of a common occurrence

than a rarity. This societal transformation will affect the educational choices that parents make for their young children just as the Industrial Revolution changed the way that children were educated.

Bilingual Education

Language has the power to bond people together or keep them at a distance. Communication can be difficult when two people do not speak the same language. Even though English is the primary language in the United States, approximately 20% of the population speaks another language in the home. The U.S. Census divided these languages into four major groups: Spanish (62%), Other Indo-European (19%), Asian and Pacific Island (15%) and All Others (4%) (Shin & Kominski, 2010).

There has been tremendous growth in bilingual education in the last 25 years from the 30 programs that were available in 1987 (Lindholm, 1987) (Figure 1).



Source: Directory of Two-Way Immersion Programs in the United States. Available at <http://www.cal.org/twi/directory>.

Figure 1. Two-way immersion programs in the United States

The Center for Applied Linguistics (CAL) Directory of Two-way Bilingual Immersion Programs in the U.S. (2011) lists over 400 current programs in 30 states, including the District of Columbia. A large majority of the programs partner English and Spanish as the bilingual model. As defined by the CAL, a two-way bilingual immersion or dual language program must consist of both native English speakers and native speakers of the partner language, with neither group making up more than two-thirds of the school's enrollment.

In the 2003 report by Howard, Sugarman, and Christian, *Trends in Two-way Immersion Education: A Review of the Research*, the theory behind bilingual immersion education was discussed. There are challenges to providing a well-rounded education for children that take into account the need for successful literacy skills in a child's primary language and cultural considerations. Along with establishing proficiency in the ability to read and write in two languages, one of the main goals of the two-way immersion programs is that the academic performance will meet or exceed the standards for the school district. Additionally, the hope is that the students will respond positively towards the opportunity to learn from and with people of other ethnicities through this experience of being exposed to other traditions and customs.

In 1991, Fillmore published her research results based on the hypothesis that children who are not allowed to learn in their first and primary language are being done a great disservice. Establishing a good foundation in the PHL is essential to further learning. Societal and political pressures to assimilate immigrants into the American culture and language caused many states to de-fund any programs that allowed children to continue to learn in their primary language. They believed it prevented them from learning English. This "subtractive-bilingualism" caused children a disconnect between the parents and children in regards to their family history, culture and continued shared-family experiences in their native language (Fillmore, 1991; Lambert,

1975;1977;1981). Nonetheless, the prospect of being bilingual in the United States has grown in popularity as a way for non-English speakers to maintain a connection to their heritage and provide positive interaction with people of other cultures (King & Fogle, 2006).

A survey given to parents of children who attended an English-Spanish, dual language school on the east coast showed that parents of children who come from both English and Spanish-speaking homes found equal value in being bilingual (Craig, 1996). Conversely, their reasons for sending their children to a dual language school were different. The Spanish-speaking families placed a high value on providing their children the opportunity to learn their native “tongue” and saw strong ties between learning their language and maintaining a connection to their ethnic heritage. The families from the English-speaking homes believed attending a dual language school was a way to have a positive cultural experience and learn another language that would help the child progress in their future career.

There are also many social benefits and outcomes to experiencing bilingual learning. In a study involving high school students who had attended a two-way bilingual program, the majority of students, both native English and Spanish speakers, shared that they believed learning two languages helped them learn to think better, helped them do better in school, and would help them get a better job in the future (Lindholm-Leary & Borsato, 2001).

The overall benefits of being bilingual are substantial, especially in preparing the brain to compensate when parts of the brain are damaged, also known as “cognitive reserve” (Bialystok & Craik, 2010; Stern, 2002). Although cognitive reserve is probably not the first thought that goes through a parent’s mind when they decide to enroll their child into a two-way bilingual school, there are definite advantages both cognitively and socially to being proficient in more

than one language. What it means to be bilingual and what is known about bilingual brain function in both adults and children are discussed in the next section.

Language and the Brain

According to Grosjean (2010), most people begin as a monolingual speaker and then acquire a second or even more languages depending on the need. He also believes that anyone can become bilingual at any age. Regardless of when the languages are learned, simultaneously or sequentially, a person can be considered bilingual when he or she uses more than one language in everyday life (Grosjean, 1994).

Primary language acquisition is also coupled with the necessity to communicate with a caregiver, providing extra motivation to develop the language (Paradis, 2000). A second language can be learned simultaneously, at the same time as the primary language, and is typically acquired more informally. Conversation and listening allow the second language to be learned without a conscious effort.

A sequentially learned second language is generally learned in an academic setting with formal instruction. The intention is to acquire the necessary “metalinguistic knowledge” for speaking and comprehending in the 2nd language (Paradis, 2000).

Knowing that there are specific parts of the brain that are used to process and create language, how the brain uses, stores, and functions with two or more languages has been of interest to scientists as well. Some investigators have surmised that the brain does not separate two learned languages, but uses the languages as a single system (Ansaldi, Marcotte, Scherer, & Raboyeau, 2008). Others would argue that each language is a subsystem of a larger language system (Paradis, 2000).

In order to determine how the two main speech areas of the brain, Broca's and Wernicke's areas, function in people who are bilingual, Kim, Relkin, Lee, and Hirsch (1997) used functional magnetic resonance imaging (fMRI). Broca's area is designated for motor production of speech and located in the frontal lobe, typically in the left hemisphere, adjacent to the motor cortex that controls lip and tongue movement. Wernicke's area is in the temporal region and is responsible for a person's language understanding and composition (McLaughlin, 2006).

The comparative study by Kim et al. found interesting results from their two subject groups: those who acquired their second language during the early language acquisition stage and those who learned the second language in. Brain activity in Wernicke's area showed no difference between the two subject groups. Conversely, in Broca's area, those who learned the second language later in life showed an obvious spatial separation in the brain for each language use while closely connected space in the frontal cortical areas could be seen with the 'early' language learners. Learning a second language, whether it is learned early or later in life, has a tangible affect on the brain of the bilingual person, specifically in Broca's area.

Cognitive Benefits

Some recent studies of bilingual brains have shown that being able to process and use more than one language provides a number of benefits in children. Comparisons between monolingual and bilingual children have been made in the areas of executive functioning (Carlson & Meltzoff, 2008) and executive control tasks (Barac & Bialystok, 2012) with similar results. Bilingual children, in these studies, ages 4-6 years, outperformed their monolingual counterparts.

Carlson compared three groups of children: native Spanish speakers, English

monolinguals, and English speakers enrolled in a second-language partial-immersion kindergarten. They used nine executive function measures to show that the native bilingual speakers, bilingual speakers who acquired their languages from birth, scored better than the monolingual or the partial-immersion children. The children in the partial-immersion kindergarten had lower scores than the native bilingual speakers but they still scored better than the monolingual, English speaking children.

Barac and Bialystok (2012) reported similar results with their color-shape test that ranked children's abilities to perform in conflict tasks and task switching. Once again, multilingual children out-performed their monolingual counterparts. Participants included English monolinguals and Chinese, French, and Spanish bilingual children.

Even in the first few years of participating in a dual language curriculum, students were able to score equally or sometimes better than their monolingually educated counterparts in math and English language proficiency. First, second, and third grade students of dual language programs using Spanish, Japanese, or French were tested in both English and the target language for math skills and English reading ability (Thomas, Collier, & Abbott, 1993). Results of this study reinforce the idea that students in dual language or immersion programs can be on equal academic footing with their English-only educated peers and not have any adverse affects on their English language development by learning a second language.

Bilingual Education Experience

The reasons that parents choose a bilingual education for their child were discussed previously. Once those children are in school, parents are faced with the task of helping their children find their way through the day-to-day social and academic experiences of school. When it comes to a dual language education, many of these experiences might be in a language in

which the parent is not fluent or may be only slightly familiar with. Parental involvement both at home and in the schools is key to a child's academic success. Volunteering to help in the classroom, passing on a positive attitude about learning to their child, and helping with school work at home are all areas of involvement that can help foster academic achievement (Hill, 2001; Hill & Craft, 2003; Hill & Taylor, 2004).

Statement of the Purpose

We know what facilitates language and literacy development; however a dual language education presents unique considerations for families. What effect will learning a new language have on my child's home language and literacy development? How can I help my child be a proficient learner in this new second language when I don't know the language? What resources might be available to us to help us support my child's education in both the primary and secondary language?

The purposes of this study were to learn:

- 1) What activities do parents, whose children are attending an English/Spanish dual language school, use to further the academic success, language, and literacy learning of their children's primary home language?
- 2) What activities do parents, whose children are attending an English/Spanish dual language school, use to further the academic success, language, and literacy learning of their children's secondary language?
- 3) Where and to whom do they go for assistance when they cannot help their child with learning in the 2nd language?
- 4) Does the primary home language affect activities that parents choose?

CHAPTER III

Methodology

The purpose of this study was to determine what tools and strategies parents use to support their children academically in a dual language setting. In order to reach the greatest number of parents, a survey format was utilized. A one page survey was designed to collect basic demographic information (home language and grade) and activities of parents in reference to their children's language and literacy learning. Answers were provided in checklist format, allowing for multiple answers for the behavioral information, as well as space to provide an "Other" answer if needed.

Participants

Participants for this study were the parents of children in grade levels kindergarten through 8th grade who are receiving bilingual education in English and Spanish at Horace Mann Dual Language Magnet in Wichita, Kansas.

School Demographics

Horace Mann Dual Language Magnet (HM) offers dual language instruction for over 550 students from Kindergarten to 8th grade. HM is similar to many other bilingual immersion programs in that it is comprised of two main groups, low-income native-Spanish speakers and Caucasian, middle-class native-English speakers (Howard & Sugarman, 2001; Howard, Sugarman, & Christian, 2003). HM fills enrollment using a computerized lottery system based on home language of the family and gender of the child and draws from the entire student population of the Unified School District of Wichita (USD 259).

HM enrolls 40 children every year based on results from the Wichita Public Schools Home Language Survey. Each class has 20 children, evenly divided by gender and home

language (50% English, 50% Spanish). Grades kindergarten through 2nd receive equal amounts of English and Spanish instruction in all academic areas. Grades 3-5 receive reading instruction in both English and Spanish Language Arts. Math, science, and social studies are taught in Spanish. Students also attend enrichment classes in art, music, physical education, library, computers, and Spanish classes. Middle-school students, grades 6-8, receive Language Arts and Mathematics instruction in English. Science and Social Studies instruction is in Spanish. Middle school students are offered electives in art, music, band, physical education, Spanish, and Spanish technology (Wichita Public Schools, 2013).

Research Instrument

A one-page survey was provided to the school and distributed to the families via their children. Participants had the option to fill out their survey printed in English or Spanish (See Appendix A). The survey contained five questions that relate to home language and activities in which the parents and students participate.

1. What is the primary language spoken at home?
2. I help my student with homework in English and/or Spanish (circle one):
3. When I can't help my child with homework/school projects, I MOST OFTEN (please choose one):
4. To help my child with HOME LANGUAGE development we (please check all that apply!):
5. To help my child learn in the 2nd language (non-home language) we (please check all that apply!):

Options for answers were chosen because of the language-required aspect of each activity. Activities include: reading books, music, playing board games, playing computer games, watching movies or TV shows, participating in team or individual sports, attending organized school functions, and attending community events (e.g., plays, cultural festivals, international market). Parents were instructed to choose “all that apply.” Parents also had the option to fill in an “Other” activity. Questions two, three, four, and five were divided into columns by grade: kindergarten-2nd, 3rd -5th, and 6th -8th. Parents were given the option to volunteer to speak in more depth about their experience during an interview with the investigator at a later date. Parents included their contact information, a phone number or email, if they were willing to be interviewed.

Procedure

Survey. Surveys were sent home with 587 students (2010-2011 student population) in early October. An informational letter was stapled to the front of each survey explaining the reason for the study and that by filling out the survey, parents were providing their consent to participate in the study (See Appendix B). This letter was provided in both English and Spanish. Children were offered an incentive, a small bag of fruit snacks, for returning the survey to their teacher. To earn the incentive, children could return the survey filled out or blank if the parents decided not to participate. This allowed all the students an opportunity to participate and earn the incentive. Surveys were collected by the teachers and held in the school office to be picked up by the investigator. Surveys were numbered and data were entered into an Excel spreadsheet for analysis.

Interviews. Parents who volunteered to be interviewed were contacted using the telephone numbers or email addresses they provided. A conference room at HM was reserved

for three separate days with blocks of 15 minutes for each interview. A volunteer who spoke both Spanish and English was available during every interview session to provide interpretation as needed. The interviews were recorded on a MacBook laptop using Quicktime player.

The following questions were asked:

1. What was your greatest concern about your child attending a dual language school?
2. What influenced you to choose Horace-Mann?
3. What extra activity did the school organize that provided the most benefit to your child?
4. What television shows and/or computer games does your child watch or play that you feel help facilitate the language and literacy development in either their home or second language?

CHAPTER IV

Results

Survey

A total of 249 responses were returned, a 42% response rate. Of those responses, 137 parents reported that Spanish (SP) was the primary home language, 96 reported using English primarily (EP) in the home, 10 reported English and Spanish being equally used, and 6 were left unanswered for primary home language (PHL). Of the 249 responses, the majority were for children in grades K-2 (136) followed by grades 3-5 (89) and finally by grades 6-8 (24).

Table 1

Finding Help with Homework by Grade and Primary Language

When I can't help my child with homework/school projects, I MOST OFTEN :	K-2		3-5		6-8	
	Spanish	English	Spanish	English	Spanish	English
N	74	53	47	36	16	7
Ask their teacher for help	31%	21%	25%	21%	40%	27%
Find another student to help them	17%	4%	11%	6%	20%	9%
Look for help on the internet	17%	42%	36%	45%	25%	36%
Other	35%	33%	28%	28%	15%	27%

Note: (highest percent shaded and bolded)

Helping with homework. For grades K-5, the majority of EP and SP parents felt they were able to help their students with homework in both languages. As seen in Table 1, all parents relied heavily on the internet. For the youngest grades, K-2, SP parents listed “Other” resources, most frequently asking an older sibling who was attending the same school. EP parents provided similar responses, but a wider variety of people were mentioned, such as other family members (e.g., grandmother) or family friends. The use of an electronic Spanish-English

dictionary was written in as “Other” by several parents. In grades 6-8 SP parents referred to the teachers for help most of the time while the EP parents still referred most heavily on the internet.

Table 2

Activities Used to Facilitate Language/Literacy Learning in Primary Home Language

HOME LANGUAGE Development Activities	K-2		3-5		6-8	
	Spanish	English	Spanish	English	Spanish	English
N	74	53	47	36	16	7
Read books	93%	98%	94%	97%	81%	86%
Music	49%	68%	60%	72%	50%	86%
Play board games	38%	58%	26%	67%	13%	43%
Play computer games	38%	70%	43%	72%	38%	57%
Watch movies or TV shows	57%	77%	68%	75%	63%	86%
Attend organized school functions	31%	62%	36%	69%	19%	57%
Attend community events, (e.g., plays, cultural festivals)	15%	51%	32%	44%	25%	86%
Other	12%	19%	11%	11%	25%	43%

Note: (highest percent shaded and bolded)

Primary language development. Reading books was the highest reported activity that parents used to facilitate language/literacy learning in the PHL. (See Table 2) This was true for all grade levels except for the English-speaking parents in grades 6-8 where multiple activities were utilized to develop literacy in the PHL. When all the grades, regardless of PHL, are taken into consideration, the highest percentage of participants reported using three main activities: 1) Read books, 2) Watch movies or TV, and 3) Music. Over 50% of SP families choose reading books, music, or watching movies or TV shows, a distinctly higher percentage than the other options. Over 50% of the EP families however, reported using every activity listed on the survey, many as high as 60-70%, with the exception of “Attending community events” for grades 3-5, which was at 44%. The percentage of usage of the activities varied slightly when the grade levels were examined separately.

Other activities to develop the PHL for both SP and EP parents were going to the library, participating in sporting events, or going on outings (e.g., zoos and museums). SP families also mentioned traveling to Mexico as a way to help develop the PHL. All parents cited talking with their children, having conversations, or “speaking it” as ways to develop the PHL.

Table 3

Activities Used to Facilitate Language/Literacy Learning in Secondary Language

2nd LANGUAGE Development Activities	K-2		3-5		6-8	
	Spanish	English	Spanish	English	Spanish	English
N	74	53	47	36	16	7
Read books	84%	91%	91%	94%	69%	71%
Music	43%	38%	49%	19%	50%	100%
Play board games	28%	15%	15%	19%	19%	14%
Play computer games	46%	38%	49%	47%	38%	43%
Watch movies or TV shows	62%	45%	62%	28%	69%	71%
Attend organized school functions	23%	55%	38%	56%	13%	57%
Attend community events, (e.g., plays, cultural festivals)	14%	26%	17%	31%	25%	71%
Other	8%	19%	9%	14%	25%	14%

Note: (highest percent shaded and bolded)

Secondary language development. Regardless of PHL, parents reported books were used most to help develop the secondary language (SL) for grades K-5. (See Table 3) For grades 6-8, the percentage of parents choosing Read Books was notably lower than grades K-5. After books, watching movies or TV shows was more prevalent for developing the English language, regardless of PHL. “Attending organized school functions” made the most dramatic appearance in the rankings for the EP parents when it came to developing the secondary language. Overall, EP parents chose attending school functions secondly after reading books. Another large difference was shown within SP households reporting movies and TV shows were used at a

higher rate than for the EP households in grades K-5. Parents of children in grades 6-8 reported similar results except for the use of music. All EP households in grades 6-8 reported using music to help their children learn the SL.

Other answers given by parents included finding others who spoke the language, reviewing previous schoolwork, and using practice materials provided by the teacher. One parent noted that they took English classes. Similar to the PHL development, parents also mentioned “speaking it” as a way to help their children develop that secondary language.

Interviews

Ten parents, representing ten different families, participated in follow-up interviews with the investigator. Two of those parents were EP, seven were SP, and one considered herself to be bilingual in Spanish and English. Six of the 10 families had multiple children who had attended or were currently attending HM. All interview participants were mothers. Interviewees were questioned individually although some were in the same room concurrently. All questions were asked by the investigator in English, and, when necessary, questions and answers were interpreted by a bilingual (i.e., English and Spanish) parent-volunteer.

Question #1. “What was your greatest concern about your child attending a dual language school?” The primary focus was the concern of their children learning in two languages at once. Half of the parents agreed they had no concerns about their child or children attending a dual language school. One English-speaking parent did express concern about helping her child with his Spanish homework because she was not fluent in Spanish. The same parent also worried about HM not being their “neighborhood” school. The parent reported that neither of those concerns has negatively impacted her child’s experience at HM.

One Spanish-speaking parent who had concerns about her daughter learning two languages said that her daughter had difficulty with her English school-work all the way into the fourth grade.

"[TRANSLATION] I had very good communication with the teacher. I constantly called her. The teacher told me: 'It's ok, just call whenever she's doing her homework and I will help her.' So that's what we did. ... The teacher was very involved and helped a lot.
(Interview 10, 11:16-11:46)

The same Spanish-speaking parent shared that her youngest son was evaluated for language and speech concerns before he started school because he seemed to be mixing his Spanish and English, and the parents could not understand him. She was worried he would have more problems at school because of that. The parent reported that English was never spoken at home when he was young, yet he was speaking English when he went to pre-K. She assumed he learned English from watching TV. Now that he has been coming to HM, she is happy because now they are able to communicate in Spanish.

Even though a concern of an EP parent was that her child would have difficulty learning two languages at once, she is impressed with his level of literacy and understanding of Spanish by only having exposure to the language while in school. On one occasion, she was surprised at the conversation, all in Spanish, that her son had with his schoolteacher when they ran into each other at the store. She noticed that between 2nd and 3rd grade, he showed a great improvement in his ability to express himself in the Spanish language. Her son easily transfers from English to Spanish and has been observed by his mother opening a book that was written in English and beginning to read out loud in Spanish.

Question #2. “What influenced you to choose HM?” Spanish-speaking parents were all in agreement that learning to speak and be literate in Spanish was important so they could communicate with their extended, Spanish-speaking family. Two Spanish-speaking parents felt their children would have more opportunities in life by being bilingual in English and Spanish. One English-speaking parent wanted her child to have a “global perspective” and have the experience of attending a school with children from diverse backgrounds.

“The questions that have come up with him being in an environment where there is such a wide variety of, not just ethnicities or anything like that but just everything and that it opens up the door for Brandon and I to have conversations and that’s what I love the most about it. I think is that I can have conversations with Brandon about, in a more global perspective, but still developmentally appropriate for him, where he’s asking questions and he’s interested in talking about the world and life and he’s coming up with and just being so curious about everything.” (Interview 1, 1:14-1:47)

Additionally, she shared an endearing story about her son’s experience attending a dual language school:

“One really sweet story was he’s like, ‘You can’t say Brandon in Spanish. I have a friend Ben, you can say Benhamen, but you can’t say Brandon....’[He] said: ‘I want to change my name to Antonio.... because you can say Antonio in Spanish!’” (Interview 1, 2:50-3:11)

Question #3. “What extra activity did the school organize that provided the most benefit to your child?” Social functions such as Spring Fiesta, organized by the Parent Teacher Organization (PTO), and Cultures Around the World, a school day devoted to learning about different countries, were highly praised by the majority of the interviewees when asked. Themes

of unity and family were mentioned when discussing the school activities. One mother suggested that there might be fewer behavior problems at HM because the same children are together throughout their K-8 education. Children begin in Kindergarten, but because of the dual language curriculum, children generally are not allowed to enter the school in higher grades. The emphasis the school placed on the importance of reading skills for the children, and language classes for parents also was mentioned as positive programs that HM provides.

Questions #4. “What television shows and/or computer games does your child watch or play that you feel help facilitate the language and literacy development in either their home or second language?” Watching TV and playing computer games was a frequently chosen option when parents were asked what activities were used to facilitate language and literacy development in either language. This popular option prompted the investigator to inquire about specific shows or games. Both Spanish- and English-speaking parents reported that applications “apps” on digital devices were usually used for basic sight word learning but were not utilized by children once the children developed more fluency in either language and their vocabulary and syntax became more complex. One Spanish-speaking parent purchases an extra cable TV package that includes Spanish-language channels. The Public Broadcasting Service (PBS) was cited by two Spanish-speaking parents as providing television shows in English for their children. One Spanish-speaking mother reported that her child prefers to watch TV or play computer games in English when given the option. An English-speaking parent utilizes Spanish-language music found on satellite radio and Spanish-language CDs.

CHAPTER V

Discussion

The large number of responses to the survey provided many avenues for discussion.

Parents reported information that was helpful in answering the research questions listed at the end of Chapter II. Data showed that a wide variety of activities are utilized by parents to support their children's language and literacy development in both English and Spanish. Parents were forthcoming during face-to-face interviews and provided the investigator with examples of personal experiences that have challenged them as parents of children who are being educated in a non-traditional, dual language setting, as well as the joys of seeing their children benefit from the dual language design.

Primary Home Language/Literacy Learning

Research presented in Chapter II affirms the importance of parental involvement in children's language and literacy development. Helping children with homework and maintaining a positive attitude about learning contributes to academic success of children (Hill, 2001; Hill & Craft, 2003; Hill & Taylor, 2004). The first question asked for the purpose of this research was: What activities do parents, whose children are attending an English/Spanish dual language school, use to further the academic success, language, and literacy learning of their children's primary home language?

Survey. Studies in early literacy learning revealed that expressive language is enhanced by shared reading experiences (Trivette, Dunst, & Gorman, 2010). The importance of access to books and reading is mirrored in the parents' responses to the survey questions for this study. Over 90% of respondents selected "read books" as an activity they use to facilitate PHL learning. This was true regardless of whether the PHL was English or Spanish. There was also a

discernible difference in the variety of activities that the SP and EP families took part in. Read books, music, watching movies & TV were popular activities for both PHL families. The EP families reported using a higher percentage, some as high as 70%, for all the activities provided on the survey. This contrast will be discussed when addressing the differences between the SP and EP households.

Many parents referenced the fact that they “talk” with their children to facilitate the PHL revealing an obvious pathway to improving language development, conversation! Seminal and subsequent studies by Hart and Risley (1995; 1999) determined that talking with children is the best strategy for later school success. In what may seem to be a simple act of conversation during mealtime, children have the opportunity to ask questions or tell stories based on what was currently happening in their lives or other topics they have come across in the course of the day. Within these contexts, children are building their vocabulary, which in, turn builds on their abilities to comprehend and process text (i.e., literacy [Snow & Beals, 2006]).

Interviews. SP parents reiterated the importance of their children being able to communicate with extended family members as a reason for enrolling their children at HM. One parent expanded on this theme referring to the fact that she wanted her son to be literate in the language as well. She was willing to relocate her family to provide this for her son and was thankful that there was a school in the Wichita area where her son could receive a bilingual education.

Secondary Language/Literacy Learning

The increase of dual languages schools (Lindholm, 1987) has provided more opportunities for children to become literate in two languages, deepening literacy in their PHL and doing the same for an additional language. Although a monolingual education setting relies

on parental involvement, dual language learning requires many of the same tools to facilitate language development, subsequently developing literacy in both the primary home and the secondary language. The challenge lies in the resources that are available for both languages.

Survey. As expected, reading books as an activity to help their children learn the SL was chosen by 87% of the parents for grades K-2 and 92% for grades 3-5. For grades 6-8, that percentage fell to 71%, possibly because for these higher grades the choice of reading materials might be more a function of what the students are assigned in school or personal preference. Most likely those in grades 6-8 are independent readers and are not reliant on their parents to read to them.

Following the choice of books as an activity, a large difference was observed between the EP households and the SP households. EP parents tended to look to outside sources such as school functions or community events to help facilitate learning of the secondary language whereas SP parents relied more on movies and/or television. Differences could be due to the greater amounts of English language media available in the community and relatively minimal options for hearing the Spanish language being spoken or seen in mainstream media.

“Play computer games” was a popular choice, with near or above 40% of respondents reporting that this was an activity they used to help develop the SL. For grades K-5, music was another activity parents reported using that was near or above 40%. Music is intentionally used in the classroom as a way to deepen the learning experience and improve literacy as well as enhancing the social and emotional aspect of learning (Paquette & Rieg, 2008). Providing musical experiences to children outside of the classroom is a way parents can continue that learning experience in a less-structured way. Music was more popular with the older children in grades 6-8, with 67% reporting they used music as a tool to develop the SL. Again, the

independence of the older child may motivate the parents to encourage activities popular with adolescents that also support their academic learning.

Interviews. Results of the parent survey for this research showed a large percentage of SP used TV shows as a way to help their children learn and develop in that second language. Although the paper survey gave a very generalized option of “TV shows” during the interviews, SP parents were asked to provide more specific TV shows that were being watched. The SP parents cited PBS as a TV station that provided a number of shows for their children to watch in English. Children in the United States watch an average 3-4 hours of TV/day (AACAP). This suggests that the highly utilized activity of watching TV may not be a true picture of a purposeful activity used to facilitate language development; rather it may be simply an activity they would be doing anyway. Watching a TV show on a stations like PBS, however, a free TV station whose main goal is to promote literacy and education for children with age-appropriate TV shows, would provide a greater benefit than watching other stations, even ones geared toward entertainment for children like Cartoon Network or Nickelodeon. One parent replied that they pay extra for Spanish TV channels as part of their cable package so that she has access to more Spanish speaking TV shows than the standard cable package offers.

Parents were also asked about specific computer games that were being utilized to help develop the SL. Although using technology-based activities like videos and apps are popular according to this survey, studies have shown that real-life interactions, such as being read aloud to in the 2nd language, are best and more useful (Kuhl, Feng-Ming, & Huei-Mei, 2003; Patterson, 2002). Fortunately, as stated in the results, once the children became more literate in the secondary language, simple apps were no longer utilized. One website mentioned by a parents was Funbrain, a site that offers games for children that are, as the name suggests, fun, yet

educational. Similar to the amount of time children spend watching TV, computer games, and digital devices most likely would be used a good amount of time regardless of whether the student was in a monolingual or dual language school setting.

Ease of access to all forms of language and language-based activities may contribute to the parents' ability to be as supportive as they would like. Becoming literate in the dominant language of the community appears to be more easily attainable because there are more opportunities for receptive and expressive communication, building on the language in both printed and spoken forms.

Nonetheless, language development and literacy is attained through a variety of experiences, both educational and social, regardless of the home language or the number of languages being learned. This was modeled in the story that an EP mother shared about hearing her son having an impromptu conversation in Spanish with his teacher during an encounter at the grocery store. Even if the parent does not speak, read, or write the language, providing the opportunity for children to expand what they are learning in the classroom can provide tremendous benefit (Fortune & Tedick, 2003).

Parents also shared with the investigator the pride their children take in being able to communicate and utilize their newly acquired languages. When asked about using computer games and watching TV as a way to support the development of the SL, one SP parent explained how her child boasted about his ability to play computer games in English and insisted that TV shows be played in English, even when the Spanish translation was available. Likewise, the little boy who was confident enough to speak to his school teacher in a setting outside of school, in a language that was not his PHL, exhibited pride in his abilities. The dual language education setting provides an additional level of challenge, personal, and intangible reward that children

may not experience in a monolingual, conforming educational setting.

Helping with Homework

The majority of parents reported feeling confident helping their children with homework in the SL and shared many strategies that they used to accomplish this, even if they did not speak or were not literate in the SL. The high return rate of surveys indicates how motivated these parents are to be active participants in their children's dual language educational experience despite any linguistic limitations.

Survey. Community seems to play a role in the dual language learning experience in both English-speaking and Spanish-speaking homes. Outside sources and family connections were frequently used in facilitating the learning of the secondary language. Many families relied on older siblings already in the dual language program to assist younger siblings with homework.

Interviews. During the parent interviews, many were concerned about having their children learn two languages at once and being able to help their children in a language they were not familiar with. It was apparent that their commitment to providing the dual language experience was worth the risk, and any fears they had for their children being confused about either language has been overcome by the strides their children are making with their education.

HM is not a neighborhood school in that the students are chosen through a lottery that is based on language spoken at home and gender of the child. Therefore, parents are making an informed choice to send their children to HM for a dual language education. Results from a parent survey conducted during parent-teacher conferences and published in the school newsletter confirmed that parents are 98% satisfied with the academic level and challenge their children are receiving at HM (*Horace Mann NewsBrief*, 2013).

Both the paper survey and the interviews provided insight into how parents are coping with the challenges that a dual language education might have for their children and the parents' abilities to support their children in the most beneficial way. Whether it was access to a digital Spanish-English dictionary, turning to the teachers for help, or recruiting older siblings to help, the parents of children at HM responding to this survey seemed to take their task seriously. They have chosen this type of education for their children. When the parents cannot help, they are willing to seek others for help.

Differences Depending on Primary Home Language

Survey. EP parents responded in a noticeably greater number to attending school functions for encouraging learning in the PHL and SL. The other activities revealed that the accessibility to English or Spanish materials plays a large role in how the parents are choosing to help their children. For instance, EP parents had more responses for watching movies or TV shows to help develop the PHL, whereas the SP parents had a higher percentage using movies or TV shows to develop the SL. Because the community in general is primarily English speaking, there are more resources for parents to easily access.

SP parents were more likely to ask the children's teacher for help than the EP counterparts, especially for grades 6-8. EP parents relied more on the internet for homework

help. Specifically to learn Spanish, the SP parents maintain a large resource of family members to help their children as noted in the “Other” responses. Although SP families could rely on the large number of resources available in the dominant language (English) in general, they also had communities of family and friends, including traveling to Mexico, as one family shared on the written survey, where they could immerse their children in the Spanish language. EP households may not be in a community that provides access to those who are fluent and/or literate in Spanish and have to seek out those opportunities for their children.

As mentioned earlier, the EP parents responded in higher numbers to participating in all the activities to help develop the PHL. This included going to community events. The EP parents had a much larger percentage of responses for Attending Community Events than the SL parents. Attending school functions and community events may be affected by the family’s socio-economic status and the fact that the school is not a neighborhood school. At HM, 83% of the children are considered “economically disadvantaged” by the school district’s ratings. And, although 50% of the student population is considered EP and 50% SP, the ethnic make-up of the school is 75% Hispanic (Wichita Public Schools, 2013). Having fewer resources for your children and family may prevent you from taking part in community events that typically cost money. Additionally, transportation or work hour issues may prevent parents and/or students from attending school events that are held outside of the school hours.

Interviews. EP and SP differed in their primary reason for sending their child to HM for a dual language education. Speaking with the parents face-to-face solidified what it meant for the SP families to provide their children with all the opportunities that a good education can bring and yet retain the ties to their culture, heritage, and family by learning in their PHL. This instinct to maintain ties to culture and heritage through language is supported by the research that

concludes a good foundation in the PHL is vital to success for learning in any other language (Fillmore, 1991). And although EP families work and live in a community that functions using their PHL (English), these families found the cultural experience their children could have at a school like HM to be a true advantage to the children's overall well-being and the children's positive global perspective. These responses reflected results of Craig's (1996) survey of parents of students in dual language program on the East Coast.

Common Ground

Regardless of the underlying reason, both EP and SP saw the dual language experience as a chance for their children to grow academically and provide a foundation for a prosperous future in their personal relationships and vocations. EP and SP high school students who were able to attend a dual language school shared that they felt being bilingual would help them find a better job in the future (Lindholm-Leary & Borsato, 2001). In terms of helping non-native English speakers excel, dual language students' reading achievements were significantly above grade level at every grade except grade 6 (Thomas & Collier, 2002). In the case of HM, the English reading scores show that the students are on the right track.

A simple comparison of 2011 and 2012 state reading scores, determined by standardized state tests completed in the English language, to the district as a whole, indicates that a dual language education certainly is not detrimental for the students. Students in the middle school grades 7 and 8 at HM, designated as Bldg. 2011 and Bldg. 2012, were outperforming students in the district (i.e., Dist. 2011 and Dist 2012) overall as the percent of students achieving exemplary status is well above overall district percentages (Figure 2 & 3). In fact, HM has been awarded the Standard of Excellence in Reading by the Kansas State Board of Education. Standard of Excellence is awarded based on the percentage of students who have achieved exemplary status

(at least 25%) and the percent of students who have an academic warning (no more than 5%) based on standardized test scores (Smith, 2012).

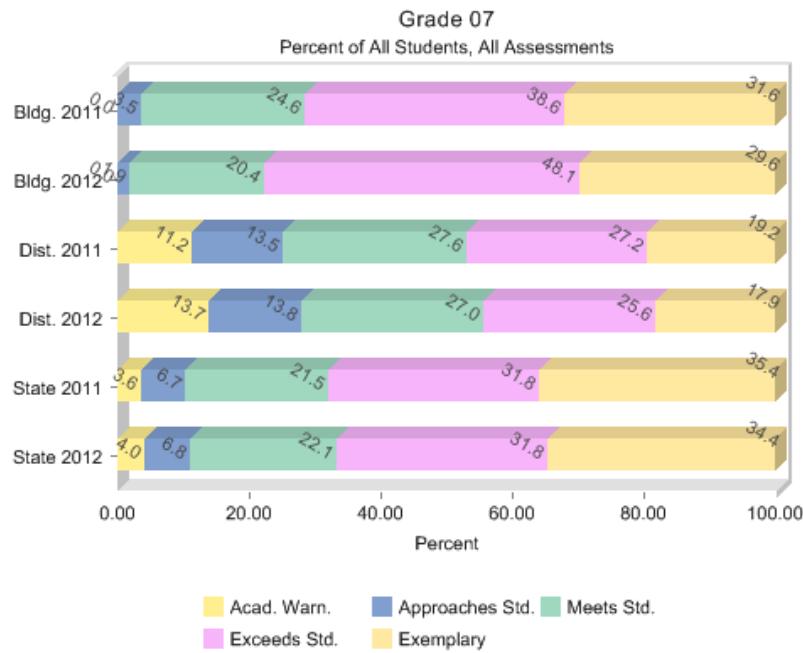


Figure 2. Grade 7 Reading Assessment Results. Kansas State Department of Education Report Card, 2011-2012. Available at: online.ksde.org/rcard

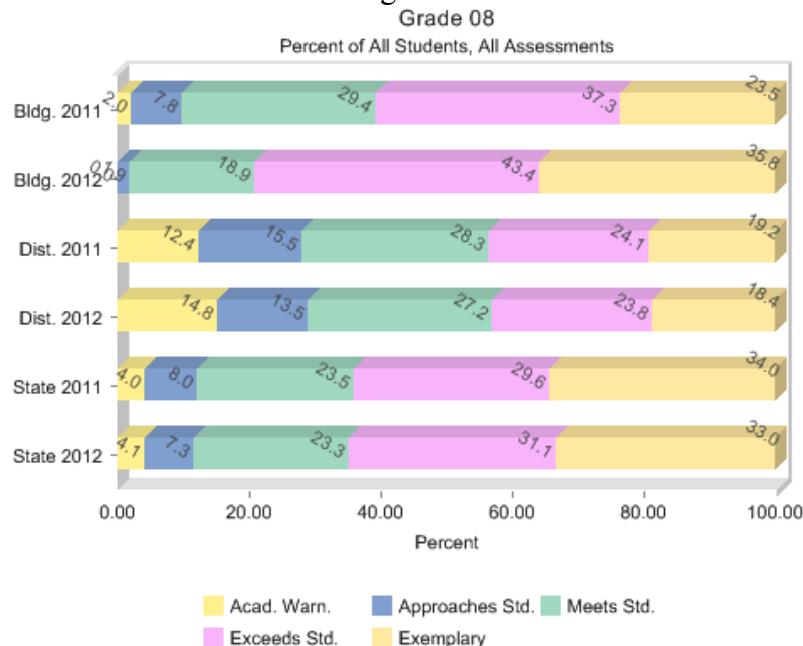


Figure 3. Grade 8 Reading Assessment Results. Kansas State Department of Education Report Card, 2011-2012. Available at: online.ksde.org/rcard

Research into the bilingual brain has suggested that being bilingual is not just about knowing two languages, but using your brain in a different way to process information, specifically for executive functioning (Carlson & Meltzoff, 2008) and executive control tasks (Barac & Bialystock, 2012). Although some may consider math its own language, language and literacy are essential for math literacy. Students of dual language programs in grades 1, 2, and 3 scored equally or better than their monolingual peers in English language and math testing according to testing done by Thomas, Collier, and Abbott (1993). Students attending HM (blue square) are out-performing their monolingual school peers from the same district (green dot) and state-wide (red triangle), according to the scores from the state math assessments for 7th and 8th grade (Figures 4 & 5).

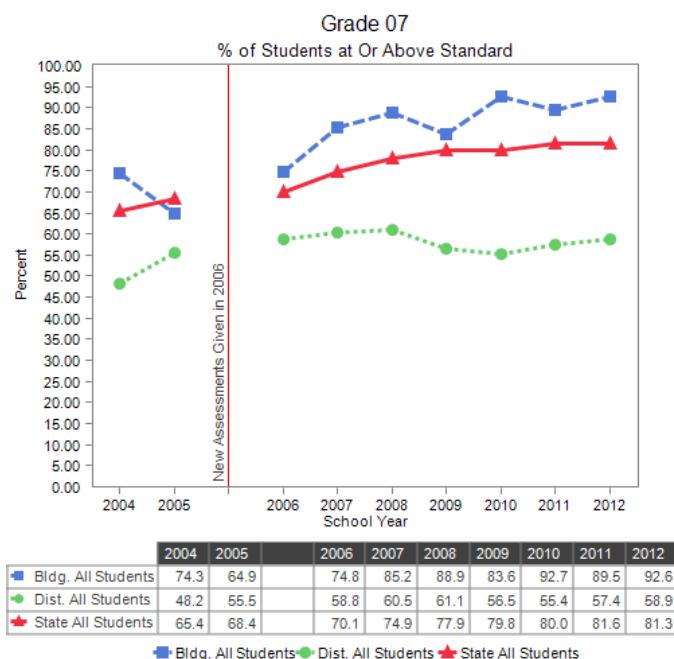


Figure 4. Grade 7 Math Assessment Results. Kansas State Department of Education Report Card, 2011-2012. Available at: online.ksde.org/rccard

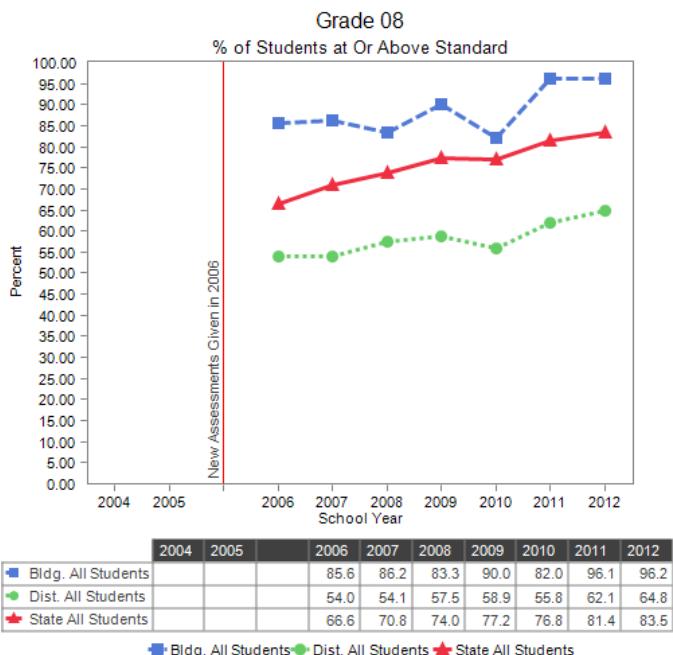


Figure 5. Grade 8 Math Assessment Results. Kansas State Department of Education Report Card, 2011-2012. Available at: online.ksde.org/rccard

The fact that one single school could outperform the state as a whole in state testing (Figures 4 & 5) may not be unusual but when the high percentage of children who are lower socio-economic status (SES) at HM (83%) are considered, the comparison is striking. Low SES has been correlated with lower academic performance (Sirin, 2005). Comparing standardized testing scores in both reading and math by the percentage of students who qualify for the Free Lunch program as a measurement of SES, illustrates a noticeable difference in the academic performance of students who attend HM (Table 4). The stability of the HM environment might play a role in the success of these students. Most students begin in kindergarten and continue through to the 8th grade with the same group of students, administration, and school structure. One parent saw this as a positive attribute for the school in general and suggested that this environment raised the bar in terms of student behavior in general. Well-behaved children and

consistency would certainly contribute to success of the student body as a whole, but the method of learning and curriculum also appears to play a substantial role.

Table 4

Standardized Test Scores for Students who qualify for Free or Reduced Lunch by State, District, and Horace Mann.

	Reading			Math		
	State	District	HM	State	District	HM
Free or Reduced Lunch % at or above standards	80%	69%	86%	78%	67%	91%

2011-2012 Report Card, KSDOE

Much of what the parents are doing follows the suggestions made by Fortune and Tedick (2003) for parents of children in language immersion programs. Reading daily with their child and playing appropriate games, are two ways that parents can help reinforce the development of the home language. Other suggestions include connecting with teachers concerning their children's academics and relationships with other children and encouraging their children's use of the 2nd language outside of the school setting.

Many of the activities that parents use to develop language for their children who attend HM are similar to what a parent might be doing for their children who attend a monolingual school. The most definable difference is that parents of children at HM were offered, and, in many cases, sought out the opportunity for their children to receive a dual language education.

Limitations

Although the survey responses were just above 40%, less than 10% of those surveys

represented students in grades 6-8. At this grade level, students are more independent with their homework and do not require the amount of parent interaction and guidance as children in the younger grades. Perhaps a better line of research for this age-range would be to investigate how these students are preparing to return to a monolingual high school if the current dual language program only serves up to 8th grade.

Also, when given options for activities, parents could choose as many as they wanted but “read books” was at the top of every list, making it the first option that parents could see and choose. A reformatting of the survey might provide different results. Perhaps the outcome might be different if that option was located in a different sequence. Data may be skewed due to selectivity that occurs when conducting survey research. Parents who are more involved with their children’s education might be more inclined to return the survey.

CHAPTER VI

Conclusion

From the very first interactions with their children, parents communicate in ways that help those children develop the imperative tool of language (e.g., Motherese). Some of these interactions may be unintentional, like simply talking to their children or modeling reading experiences (e.g., reading the newspaper). Others may be very intentional (e.g., reading to their children) or providing access to literacy-rich experiences (e.g., going to the library.) These early interactions provide the foundation for their children to learn, as well as to become literate and be academically successful.

From the answers they provided, parents who completed the survey believe that books play an important role in their children's language and literacy development. The majority of the parents in this study used books to support language and literacy development in both the PHL and SL, regardless of the PHL. Beyond reading books, there were differences in the ways that parents access materials and activities for their children. EP tended to look more to outside sources, like school functions, to expose their children to the SL and they used a larger variety of activities. SP families have access to all the media and materials in the English language whereas EP may function daily in a community that is less diverse, requiring they deliberately find ways to reinforce the SL for their children.

The printed surveys and parent interviews revealed that parents are willing to support an educational experience for their children, even when the children's knowledge, language, and literacy may far outreach their own. Parents who were involved in the face-to-face interviews provided this insight into their thoughts about supporting their children in a dual language program. They were willing to face the challenges of supporting their children in a dual

language education because of the benefits they felt their children would have from the experience. The children of HM are meeting and exceeding the academic standards of the state and developing a deeper understanding of people of other ethnicities and cultures, both intentions of offering a dual language education (Howard, Sugarman, & Christian, 2003). The parents and children are able to take pride in their academic successes and the rewards of having a deeper understanding of the people around them.

Chapter VII

Future Research

This survey simply provides a snapshot of what the parents in 2013 are doing to help facilitate literacy and language development within a dual language curriculum. The strengths and weaknesses of these tools and strategies need to be analyzed further. Additionally, using state test reading scores, English reading proficiency between children who attend a dual language program and children of similar ages and socio-economic status but who are receiving an education with a monolingual curriculum, could be compared with greater precision.

REFERENCES

References

- Ansaldo, A., Marcotte, K., Scherer, L., & Raboyeau, G. (2008). Language therapy and bilingual aphasia: Clinical implications of psycholinguistic and neuroimaging research. *Journal of Neurolinguistics*, 21, 539–557.
- Barac, R., & Bialystok, E. (2012). Bilingual effects on cognitive and linguistic development: Role of language, cultural background and education. *Child Development*, 83(2), 413-422.
- Bialystok, E., & Craik, F.I.M. (2010). Cognitive and linguistic processing in the bilingual mind. *Current Directions in Psychological Science*. 19(1), 19-23.
- Carlson, S.M., & Meltzoff, A.N. (2008). Bilingual experience and executive functioning in young children. *Developmental Science*, 11(2), 282-298.
- Center for Applied Linguistics. (2011). *Directory of Two-Way Bilingual Immersion Programs in the U.S.* Retrieved from <http://www.cal.org/twi/directory>.
- Craig, B. (1996). Parental attitudes towards bilingualism in a local two-way immersion program. *The Bilingual Research Journal*, 20(3-4), 383-410.
- DeCasper, A.J., & Fifer, W. P. (1980). Of human bonding: Newborns prefer their mothers' voices. *Science*, 208(4448), 1174-1176.
- Eimas, P.D., Siqueland, E.R., Jusczyk, P., & Vigorito, J. (1971). Speech perception in infants. *Science*, 171, 303-306.
- Ferguson, C.A. (1964). Baby talk in six languages. *American Anthropologist*, 66, 103-114.
- Fillmore, L.W. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly*, 6, 323-346.
- Fortune, T. W., & Tedick, D. J. (2003). What parents want to know about foreign language immersion programs. Center for Applied Linguistics (CAL). Retrieved July 10 2004, from Eric Digest <http://www.cal.org/resources/digest/0304fortune.Html>
- Grosjean, F. (1994). Individual bilingualism. In R. E. Asher (Ed.), *The encyclopaedia of language and linguistics* (pp. 1656–1660). Oxford, UK: Pergamon Press.
- Grosjean, F. (2010, November 10). Becoming bilingual: One can become bilingual at any time. [Web log post]. Retrieved from <http://www.psychologytoday.com/blog/life-bilingual/201011/becoming-bilingual>.

- Hart, B., & Risley, T.R. (1995). *Meaningful differences in the everyday experience of young american children*. Baltimore, Paul Brookes.
- Hart, B., & Risley, T.R. (1999). *The social world of children learning to talk*. Baltimore, Paul Brookes.
- Hill, N.E. (2001). Parenting and academic socialization as they relate to school readiness: Theory of ethnicity and family income. *Journal of Educational Psychology*, 93, 686-697.
- Hill, N.E., & Craft, S.A. (2003). Parent-school involvement and school performance: Mediated pathways among socioeconomically comparable African-American and Euro-American families. *Journal of Educational Psychology*, 95, 74-83.
- Hill, N.E., & Taylor, L.C. (2004). Parental school involvement and children's academic achievement. *American Psychological Society*. 13(4), 161-164.
- Hodson, B. (1997). Disordered phonologies: What have we learned about assessment and treatment? In B. Hodson & M. Edwards (Eds.), *Perspective in applied phonology* (pp. 197-224). Gaithersburg, MD: Aspen.
- Hodson, B. (2010). *Evaluating and enhancing children's phonological systems: Research and theory to practice*. Wichita, KS: PhonoCopy Publishers
- Horace Mann NewsBrief*. (April 2013). Wichita, KS.
- Howard, E.R., & Sugarman, J. (2001). Two-way immersion programs: Features and statistics. Washington, DC: Center for Applied Linguistics.
- Howard, E.R., Sugarman, J., & Christian, D. (2003). Trends in two-way immersion education: A review of the research. Washington, DC: Center for Applied Linguistics.
- Jusczyk, P., Friederici, A.D., Wessels, J.M.I., Svenkerud, V.Y., & Jusczyk, M. (1993). Infants' sensitivity to the sound patterns of native language words. *Journal of Memory and Language* 32(3), 402-420.
- Kim, K. H., Relkin, N. R., Lee, K. M., & Hirsch, J. (1997). Distinct cortical areas associated with native and second languages. *Nature*, 388(07), 171-4.
- King, K., & Fogle, L. (2006). Raising bilingual children: Common parental concerns and current research. Center for Applied Logistics Digest.
<http://www.cal.org/resources/digest/RaiseBilingChild.html>
- Kuhl, P.K. (2000) A new view of language acquisition. *Proceedings of National Academy of Sciences. U. S. A.* 97, 11850–11857.

- Kuhl, P., Feng-Ming, T., & Huei-Mei. (2003). Foreign-language experience in infancy: Effects of short-term exposure and social interaction of phonetic learning. *Proceedings of the National Academy of Sciences of the United States of America*, 100(15), 9096-9101.
- Lambert, W.E. (1975). Culture and language as factors in learning and education. In A. Wolfgang (Ed.), *Education of immigrant students*. Toronto: Ontario Institute for Studies in Education.
- Lambert, W.E. (1977). *The effects of bilingualism on the individual: Cognitive and socio-cultural consequences*. In P.A. Hornby (Ed.), *Bilingualism: Psychological, social and educational publications*. New York: Academic.
- Lambert, W.E. (1981). Bilingualism and language acquisition. In H. Winitz (Ed.), *Native language and foreign language acquisition*. New York: New York Academy of Science.
- Lindholm, K. J. (1987). English question use in Spanish-speaking ESL children: Changes with English language proficiency. *Research in the Teaching of English*, 21, 64–91.
- Lindholm-Leary, K., & Borsato, G. (2001). Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes Toward School and College, *Center for Research on Education, Diversity & Excellence*.
- Llopis-Jepsen, C. (2013, September 1). *Scott to become Kansas' second bilingual school: Transition to a fully bilingual school to be done in 2017*. Retrieved from <http://cjonline.com/news/2013-09-01/scott-become-kansas-second-bilingual-school>
- McLaughlin, S. (2006). *Introduction to language development*. (2nd ed., pp. 48-49). Clifton Park: Thomson Delmar Learning.
- Owens, R. E. (2005). *Language development: An introduction* (6th ed.). Boston, MA: Allyn and Bacon
- Paradis, M. (2000). Cerebral representation of bilingual concepts. *Bilingualism: Language and Cognition* 3, 22–24.
- Paquette, K.R., & Rieg, S.A. (2008). Using music to support the literacy development of young English language learners. *Early Childhood Education Journal*. 36, 227-232.
- Patterson, J.L. (2002). Relationship of expressive vocabulary to frequency of reading and television experience among bilingual toddlers. *Applied Psycholinguistics*, 23, 493-508.
- Scarborough, H.S., Dobrich, W., & Hager, M. (1991). Preschool literacy experience and later reading achievement. *Journal of Learning Disabilities*. 24, 508-511.

- Sénéchal, M., LeFevre, J., Thomas, E.M., & Daley. (1998). Differential effects of home literacy experiences on the development of oral and written language. *Reading Research Quarterly, 33*(1), 96-116.
- Sénéchal, M., & LeFevre, J. (2002). Parental involvement in the children's reading skill: A five-year longitudinal study. *Child Development, 73*(2), 445-460.
- Shannon, S.M., & Milian, M. (2002). Parents choose dual language programs in Colorado: A survey. *Bilingual Research Journal, 26*(3), 681-696.
- Shin, H.B., & Kominski, R.R. (2010). Language use in the United States: 2007, *American Community Survey Reports, ACS-12*. U.S. Census Bureau, Washington, DC.
- Sirin, S. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research, 75*(3), 417-453.
- Smith, S. (2012). 2012 Standard of excellence criteria. Retrieved from <http://www.ksde.org>
- Snow, C.E., & Beals, D.E. (2006). Mealtime talk that supports literacy development. *New Directions for Child and Adolescent Development, 111*, 55-61.
- Stern, Y. (2002). What is cognitive reserve? Theory and research application of the reserve concept. *Journal of the International Neuropsychological Society, 8*, 448-460.
- Thomas, W.P., Collier, V.P., & Abbott, M. (1993). Academic achievement through Japanese, Spanish, or French: The first two years of partial immersion. *The Modern Language Journal, 77*(2), 170-179.
- Thomas, W. P., & Collier, V. P. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement* (Final Paper No. 1.1). Santa Cruz: University of California, Center for Research on Education, Diversity & Excellence.
- Trivette, C.M., Dunst, C.J., & Gorman, E.(2010). Effects of parent-mediated joint book reading on the early language development of toddlers and preschoolers. *CELL Reviews, 3*(2).
- Van Kleeck, A., & Schuele, C.M. (1987). Precursors to literacy: Normal development. *Topics in Language Disorders, 7*(2), 12-31.
- Van Kleeck, A., & Schuele, C.M. (2010). Historical perspectives on literacy in early childhood. *American Journal of Speech-Language Pathology, 19*, 341-355.
- Werker, J.F., & LaLond, C.E. (1988). Cross-language speech perception: Initial capabilities and development change. *Developmental Psychology, 24*, 672-683.

Werker, J.F., & Tees, R.C. (1984). Cross-language speech perception: Evidence for perceptual reorganization during the first year of life. *Infant Behavior and Development*, 7, 49-63.

Wichita Public Schools. (2013). *Horace Mann Dual Language Magnet School*. Retrieved from:
<http://horacemann.usd259.org>

APPENDICES

APPENDIX A

PARENT SURVEY

LANGUAGE ACTIVITIES SURVEY

HOME LANGUAGE

1. What is the primary language spoken at home? ENGLISH SPANISH

Please answer the following questions according to your student(s) grade level(s).

2. I help my student with homework in (<i>circle one</i>):								
K-2 nd Grade			3 rd -5 th Grade			6 th -8 th Grade		
Spanish	English	Both	Spanish	English	Both	Spanish	English	Both
3. When I can't help my child with homework/school projects, I MOST OFTEN (<i>please choose one</i>):								
K-2 nd Grade			3 rd -5 th Grade			6 th -8 th Grade		
<input type="checkbox"/> Ask their teacher for help <input type="checkbox"/> Find another student to help them <input type="checkbox"/> Look for help on the internet <input type="checkbox"/> Other _____			<input type="checkbox"/> Ask their teacher for help <input type="checkbox"/> Find another student to help them <input type="checkbox"/> Look for help on the internet <input type="checkbox"/> Other _____			<input type="checkbox"/> Ask their teacher for help <input type="checkbox"/> Find another student to help them <input type="checkbox"/> Look for help on the internet <input type="checkbox"/> Other _____		
4. To help my child with HOME LANGUAGE development we (<i>please check all that apply!</i>):								
K-2 nd Grade			3 rd -5 th Grade			6 th -8 th Grade		
<input type="checkbox"/> Read books <input type="checkbox"/> Music <input type="checkbox"/> Play board games <input type="checkbox"/> Play computer games <input type="checkbox"/> Watch movies or TV shows <input type="checkbox"/> Attend organized school functions <input type="checkbox"/> Attend community events, (e.g., plays, cultural festivals) <input type="checkbox"/> Other: _____			<input type="checkbox"/> Read books <input type="checkbox"/> Music <input type="checkbox"/> Play board games <input type="checkbox"/> Play computer games <input type="checkbox"/> Watch movies or TV shows <input type="checkbox"/> Attend organized school functions <input type="checkbox"/> Attend community events, (e.g., plays, cultural festivals) <input type="checkbox"/> Other: _____			<input type="checkbox"/> Read books <input type="checkbox"/> Music <input type="checkbox"/> Play board games <input type="checkbox"/> Play computer games <input type="checkbox"/> Watch movies or TV shows <input type="checkbox"/> Attend organized school functions <input type="checkbox"/> Attend community events, (e.g., plays, cultural festivals) <input type="checkbox"/> Other: _____		
5. To help my child learn 2nd language (non-Home Language) we (<i>please check all that apply!</i>):								
K-2 nd Grade			3 rd -5 th Grade			6 th -8 th Grade		
<input type="checkbox"/> Read books <input type="checkbox"/> Music <input type="checkbox"/> Play board games <input type="checkbox"/> Play computer games <input type="checkbox"/> Watch movies or TV shows <input type="checkbox"/> Attend organized school functions <input type="checkbox"/> Attend community events, (e.g., plays, cultural festivals) <input type="checkbox"/> Other: _____			<input type="checkbox"/> Read books <input type="checkbox"/> Music <input type="checkbox"/> Play board games <input type="checkbox"/> Play computer games <input type="checkbox"/> Watch movies or TV shows <input type="checkbox"/> Attend organized school functions <input type="checkbox"/> Attend community events, (e.g., plays, cultural festivals) <input type="checkbox"/> Other: _____			<input type="checkbox"/> Read books <input type="checkbox"/> Music <input type="checkbox"/> Play board games <input type="checkbox"/> Play computer games <input type="checkbox"/> Watch movies or TV shows <input type="checkbox"/> Attend organized school functions <input type="checkbox"/> Attend community events, (e.g., plays, cultural festivals) <input type="checkbox"/> Other: _____		

I have more to share! Please contact me so we can talk more about our experience at Horace Mann!

FIRST NAME: _____	PHONE: _____
EMAIL: _____	

APPENDIX A (continued)

ENCUESTA DE ACTIVIDADES DE LENGUAJE LENGUAJE HABLADO EN EL HOGAR

1. Cual es el lenguaje principal que se habla en su casa? INGLES ESPAÑOL
Por favor conteste las siguientes preguntas de acuerdo al grado escolar de su(s) estudiante(s).

2. Yo ayudo a mi(s) estudiante(s) a hacer la tarea en (<i>marque uno</i>):								
K-2 ^{do} Grado			3 ^{er} -5 ^{to} Grado			6 ^{to} -8 ^{vo} Grado		
Español	Ingles	Ambos	Español	Ingles	Ambos	Español	Ingles	Ambos
3. Cuando no puedo ayudarle a mi hijo(a) con la tarea o proyectos escolares, YO POR LO GENERAL (<i>por favor marque uno</i>):								
K-2 ^{do} Grado			3 ^{er} -5 ^{to} Grado			6 ^{to} -8 ^{vo} Grade		
<input type="checkbox"/> Le pido ayuda a su maestra(o)	<input type="checkbox"/> Le pido ayuda a su maestra(o)	<input type="checkbox"/> Le pido ayuda a su maestra(o)	<input type="checkbox"/> Busco a otro estudiante para que le ayude	<input type="checkbox"/> Busco a otro estudiante para que le ayude	<input type="checkbox"/> Busco a otro estudiante para que le ayude	<input type="checkbox"/> Busco ayuda en internet	<input type="checkbox"/> Busco ayuda en internet	<input type="checkbox"/> Busco ayuda en internet
<input type="checkbox"/> Otro: _____	<input type="checkbox"/> Otro: _____	<input type="checkbox"/> Otro: _____				<input type="checkbox"/> Otro: _____	<input type="checkbox"/> Otro: _____	<input type="checkbox"/> Otro: _____
4. Para ayudar a mi hijo(a) a progresar con el lenguaje hablado en el hogar nosotros (<i>por favor marque todas las que apliquen!</i>):								
K-2 ^{do} Grado			3 ^{er} -5 ^{to} Grado			6 ^{to} -8 ^{vo} Grade		
<input type="checkbox"/> Leemos libros	<input type="checkbox"/> Leemos libros	<input type="checkbox"/> Leemos libros	<input type="checkbox"/> Musica	<input type="checkbox"/> Musica	<input type="checkbox"/> Musica	<input type="checkbox"/> Jugamos juegos de meza	<input type="checkbox"/> Jugamos juegos de meza	<input type="checkbox"/> Jugamos juegos de meza
<input type="checkbox"/> Musica	<input type="checkbox"/> Musica	<input type="checkbox"/> Musica	<input type="checkbox"/> Jugamos juegos de computadora					
<input type="checkbox"/> Jugamos juegos de meza	<input type="checkbox"/> Jugamos juegos de meza	<input type="checkbox"/> Jugamos juegos de meza	<input type="checkbox"/> Vemos peliculas o shows de tv	<input type="checkbox"/> Vemos peliculas o shows de tv	<input type="checkbox"/> Vemos peliculas o shows de tv	<input type="checkbox"/> Vemos peliculas o shows de tv	<input type="checkbox"/> Vemos peliculas o shows de tv	<input type="checkbox"/> Vemos peliculas o shows de tv
<input type="checkbox"/> Jugamos juegos de computadora	<input type="checkbox"/> Jugamos juegos de computadora	<input type="checkbox"/> Jugamos juegos de computadora	<input type="checkbox"/> Asistimos a actividades organizadas por la escuela	<input type="checkbox"/> Asistimos a actividades organizadas por la escuela	<input type="checkbox"/> Asistimos a actividades organizadas por la escuela	<input type="checkbox"/> Asistimos a actividades organizadas por la escuela	<input type="checkbox"/> Asistimos a actividades organizadas por la escuela	<input type="checkbox"/> Asistimos a actividades organizadas por la escuela
<input type="checkbox"/> Vemos peliculas o shows de tv	<input type="checkbox"/> Vemos peliculas o shows de tv	<input type="checkbox"/> Vemos peliculas o shows de tv	<input type="checkbox"/> Asistimos a eventos comunitarios, (p. ej., obras de teatro, festivales culturales)	<input type="checkbox"/> Asistimos a eventos comunitarios, (p. ej., obras de teatro, festivales culturales)	<input type="checkbox"/> Asistimos a eventos comunitarios, (p. ej., obras de teatro, festivales culturales)	<input type="checkbox"/> Asistimos a eventos comunitarios, (p. ej., obras de teatro, festivales culturales)	<input type="checkbox"/> Asistimos a eventos comunitarios, (p. ej., obras de teatro, festivales culturales)	<input type="checkbox"/> Asistimos a eventos comunitarios, (p. ej., obras de teatro, festivales culturales)
<input type="checkbox"/> Asistimos a actividades organizadas por la escuela	<input type="checkbox"/> Asistimos a actividades organizadas por la escuela	<input type="checkbox"/> Asistimos a actividades organizadas por la escuela	<input type="checkbox"/> Otro: _____					
5. Para ayudar a mi hijo(a) a aprender el 2do idioma (idioma no hablado en casa) nosotros (<i>por favor marque todas las que apliquen!</i>):								
K-2 ^{do} Grado			3 ^{er} -5 ^{to} Grado			6 ^{to} -8 ^{vo} Grade		
<input type="checkbox"/> Leemos libros	<input type="checkbox"/> Leemos libros	<input type="checkbox"/> Leemos libros	<input type="checkbox"/> Musica	<input type="checkbox"/> Musica	<input type="checkbox"/> Musica	<input type="checkbox"/> Jugamos juegos de meza	<input type="checkbox"/> Jugamos juegos de meza	<input type="checkbox"/> Jugamos juegos de meza
<input type="checkbox"/> Musica	<input type="checkbox"/> Musica	<input type="checkbox"/> Musica	<input type="checkbox"/> Jugamos juegos de computadora					
<input type="checkbox"/> Jugamos juegos de meza	<input type="checkbox"/> Jugamos juegos de meza	<input type="checkbox"/> Jugamos juegos de meza	<input type="checkbox"/> Vemos peliculas o shows de tv	<input type="checkbox"/> Vemos peliculas o shows de tv	<input type="checkbox"/> Vemos peliculas o shows de tv	<input type="checkbox"/> Vemos peliculas o shows de tv	<input type="checkbox"/> Vemos peliculas o shows de tv	<input type="checkbox"/> Vemos peliculas o shows de tv
<input type="checkbox"/> Jugamos juegos de computadora	<input type="checkbox"/> Jugamos juegos de computadora	<input type="checkbox"/> Jugamos juegos de computadora	<input type="checkbox"/> Asistimos a actividades organizadas por la escuela	<input type="checkbox"/> Asistimos a actividades organizadas por la escuela	<input type="checkbox"/> Asistimos a actividades organizadas por la escuela	<input type="checkbox"/> Asistimos a actividades organizadas por la escuela	<input type="checkbox"/> Asistimos a actividades organizadas por la escuela	<input type="checkbox"/> Asistimos a actividades organizadas por la escuela
<input type="checkbox"/> Vemos peliculas o shows de tv	<input type="checkbox"/> Vemos peliculas o shows de tv	<input type="checkbox"/> Vemos peliculas o shows de tv	<input type="checkbox"/> Asistimos a eventos comunitarios, (p. ej., obras de teatro, festivales culturales)	<input type="checkbox"/> Asistimos a eventos comunitarios, (p. ej., obras de teatro, festivales culturales)	<input type="checkbox"/> Asistimos a eventos comunitarios, (p. ej., obras de teatro, festivales culturales)	<input type="checkbox"/> Asistimos a eventos comunitarios, (p. ej., obras de teatro, festivales culturales)	<input type="checkbox"/> Asistimos a eventos comunitarios, (p. ej., obras de teatro, festivales culturales)	<input type="checkbox"/> Asistimos a eventos comunitarios, (p. ej., obras de teatro, festivales culturales)
<input type="checkbox"/> Asistimos a actividades organizadas por la escuela	<input type="checkbox"/> Asistimos a actividades organizadas por la escuela	<input type="checkbox"/> Asistimos a actividades organizadas por la escuela	<input type="checkbox"/> Otro: _____					

Tengo mas que compartir! Por favor contacteme para hablar mas acerca de mi experiencia en Horace Mann!

PRIMER NOMBRE: _____

EMAIL: _____ TELEFONO: _____

APPENDIX B

PARENTAL CONSENT FORM

Dear Parents,

I am interested in what the parents of children at Horace Mann like to do to help their child learn Spanish and English at the same time. The attached questionnaire is part of my study at Wichita State University. Fill out the survey in either Spanish or English. Your student will receive the special snack for returning the survey by next week. Your participation in the study is voluntary. By returning the survey, you agree to be part of the study. You are under no obligation to complete this survey; deciding not to participate will not affect future relations with WSU or USD 259/Horace Mann Dual Language Magnet. Any information obtained in this study in which you can be identified will remain confidential and will not be disclosed to anyone. Your names or any identifying information will not be used anywhere in the reports for the study. You will be one of 500 people to fill out this survey. Your participation is greatly appreciated.

CONTACT: If you have any questions about your rights as a research subject, you can contact the Office of Research Administration at Wichita State University, Wichita, KS 67260-0007, telephone (316) 978-3285. If you have any questions about the study please contact me, Jennifer Vaughn (316-765-5248, jlvaughn@wichita.edu) or Dr. Kathy Strattman (316-978-6356) Communication Sciences and Disorders or kathy.strattman@wichita.edu. If you would like a copy of this consent statement, please contact Jennifer Vaughn or Dr. Kathy Strattman.

Estimados padres,

Estoy interesada en saber que hacen los padres de Horace Mann para ayudar a sus hijo(a)s en aprender Espanol e Ingles al mismo tiempo. La encuesta adjuntada forma parte de mi estudio en Wichita State University. Por favor completen la encuesta en Espanol o Ingles. Su(s) estudiante(s) recibira(n) un premio especial por regresar el cuestionario la siguiente semana. Su participacion en este estudio es voluntario. Al regresar la encuesta, estan de acuerdo en participar en este estudio. Usted no esta bajo ninguna obligacion de llenar este cuestionario; decidir no participar no afectara sus relaciones futuras con WSU o con USD 259/Horace Mann Dual Language Magnet. Cualquier informacion obtenida en este estudio en la cual usted pueda ser identificado(a) se matendra confidencial y no sera revelada con nadie. Su(s) nombre(s) o cualquier informacion que lo(a) pueda identificar no sera usada en ninguna parte de los reportes para el estudio. Usted sera una de 500 personas que llenaran este cuestionario. Su participacion es realmente agradecida.

CONTACTAR: Si tiene preguntas acerca de sus derechos como participante en el estudio, puede contactar la Oficina de Administracion de Estudios en Wichita State University, Wichita, KS 67260-0007, telefono (316) 978-3285. Si tiene preguntas acerca del estudio por favor contacte a, Jennifer Vaughn (316-765-5248, jlvaughn@wichita.edu), a la Dra. Kathy Strattman (316-978-6356, kathy.strattman@wichita.edu) Ciencias y Desordenes de la Comunicacion. Si a usted le gustaria una copia de esta declaracion de consentimiento, por favor contactar a Jennifer Vaughn o Dr. Kathy Strattman.

Kids!
Bring back this survey by
TUESDAY, OCTOBER 15TH AND
RECEIVE YOUR SPECIAL SNACK!

Niños!
Regresen esta encuesta para el
MARTES, 15 de OCTUBRE Y
RECIBAN SU PREMIO!