

Utilizing Teacher-Created Instructional Strategies  
To Enhance Kindergarten Students'  
Second Language Skills in Spanish

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A Special Project  
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Dr. Jack McPherson  
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FACULTY APPROVAL

Utilizing Teacher-Created Instructional Strategies

To Enhance Kindergarten Students'

Second Language Skills In Spanish

Approved for the Faculty

\_\_\_\_\_, Faculty Advisor

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## ABSTRACT

The purpose of this descriptive research study was to determine the extent to which participating Kindergarten students enhanced second language skills in Spanish as measured by teacher created instructional strategies. To accomplish this purpose, a review of selective literature was conducted. Additionally, essential baseline data were obtained and analyzed from which related conclusions and recommendations were formulated.

An analysis of data supported the hypothesis that Kindergarten students will demonstrate enhanced second language learning skills when provided with teacher-created instructional strategies.

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## CHAPTER 1

### Introduction

#### Background for the Project

According to Ryan (2004), the high number of foreign language classes taught in American schools does not correlate with the number of adults that actually speak a foreign language. Accordingly this authority concluded that introduction to a foreign language in elementary school was preferred to foreign language instruction provided at the high school or college level.

Research by Johansen (2004) concluded that young children possessed the greatest ability to absorb and to learn a second language when compared to adult learners. A similar study conducted by Ben-Zeev (1977) found that bilingualism correlated with increased cognitive development and abilities. Besides gaining an upper hand in the career world and functional multicultural perspectives, there have also been positive intellectual gains associated with learning and mental development when studying a foreign language.

The above authorities and their research-based conclusions have provided the context for developing literacy for Foreign Language learners which was the focus of the present study.

#### Statement of the Problem

Proficiency in language other than English has proven to have been crucial to society, given the fact that America has been perceived as the foremost world leader in international trade. With this in mind, mastering a foreign language other than English

has become essential for American citizens who have now become citizens of the world. The bilingual programs investigated in the present study were primarily found at the high school level; very few had been implemented in the elementary level. Foreign language programs were often found to be unsuccessful unless the program was modified to include grammar, repetition, and used in real-life situations and were taught in the elementary schools or even earlier. The researcher (Raquel T. Villasenor) found the programs introduced at the elementary level showed higher success rate than programs at the high school or college level (Ben-Zeev). The problem which represented the focus of the present study may be stated as follows; to what extent did participating kindergarten students enhance second language skills in Spanish, as measured by teacher created instructional strategies?

#### Purpose of the Project

The purpose of this descriptive research study was to determine the extent to which participating Kindergarten students enhanced second language skills in Spanish as measured by teacher created instructional strategies. To accomplish this purpose, a review of selective literature was conducted. Additionally, essential baseline data were obtained and analyzed from which related conclusions and recommendations were formulated.

#### Delimitations

The Kindergarten class of a private school involved in the present study consisted eighteen (18) students including eight males and ten females. All participants represented included both Caucasian and Hispanic students. Three students were

bilingual in Spanish and English and one was bilingual in Ukrainian and English. The population included one autistic male. One female student entered Kindergarten without the ability to write her first or last name and without letter or number recognition. Only two students showed prior knowledge of a foreign language, one of which was Spanish the target language for this research study. Each student was assessed twice during the 2007-2008 school year by the same instructor (Raquel T. Villasenor). Combinations of instructional strategies created by the instructor were used to both teach and assess second language skills in Spanish, which included:

1. Worksheets
2. Flash Cards
3. Songs
4. Written Assessment
5. Oral Assessments

### Assumptions

The assumption was made that the teacher was highly qualified and instruction was based on research concerning teaching of foreign languages. All of the students were provided appropriate instructions. Finally, it was assumed that the combination of instructional strategies created by the instructor listed above would have a positive impact on participating students' second language skills in Spanish.

### Hypothesis or Research Question

Kindergarten students who received instruction utilizing teacher-created instructional strategies will realize enhanced second language skills in Spanish.

### Significance of the Project

The finding of the research would provide information useful to the development of a foreign language program at the elementary level in private school settings. Such a program would provide students with an improved form of bilingual instruction. The research could aid private school board members when making decisions concerning instruction in bilingual education.

### Procedure

The study took place in a private school Kindergarten classroom in a rural region of Central Washington. Materials used included worksheets, flash cards, songs, and written and oral assessment sheets. Prior to the study the researcher reviewed literature found in educational journals and research-based programs to become familiar with the teaching of foreign language content.

Permission to conduct the study was obtained from the private school supervisors, school board members, and the students' parents. Students then received the same daily foreign language training. When the alphabet was introduced in English the alphabet was simultaneously introduced in Spanish too. The same was true for the numbers, colors, shapes, days of the week and months of the year. This form of instruction went on throughout the 2007-2008 school year. During the same time other words in Spanish were introduced. Students were engaged through the use of worksheets, songs, role play, and repetition of both English and Spanish concept words. Students were assessed through use of teacher created test consistent with the combination of instructional strategies detailed above. At the beginning of the school year there were only two

students that demonstrated prior knowledge of the target language. Students were assessed at the end of the school year to determine the extent to which participating kindergarten students enhanced second language skills in Spanish.

### Definition of Terms

Significant terms cited in the content of the present study have been defined as follows:

descriptive statistics. Data analysis techniques enabling the researcher to meaningfully describe many scores with a small number of numerical indices.

foreign language. A language not spoken by the people of a specific country.

plasticity. Or neuroplasticity, is the lifelong ability of the brain to reorganize neural pathways based on new experiences.

prior knowledge. A combination of the learners preexisting attitudes, experiences, and knowledge.

### Acronyms

APA. American Psychological Association.

CAL. Center for Applied Linguistics.

CCLT. Connecticut council of Language Teachers.

FLES. Foreign Language in Elementary Schools Program.

NCLB. No Child Left Behind.

TPR. Total Physical Response

## CHAPTER 2

### Review of Selected Literature

#### Introduction

The review of selective literature undertaken for the present study focused primarily on recent foreign language research, second language learning, and related instructional models. This in-depth background review of related literature helped the researcher discover, for example: that early introduction of a foreign language insured fluency and proficiency in second language while enhancing cognitive development and academic achievement; that Kindergarten was identified as the ideal place to start foreign language learning where children start English grammar learning as well, thereby increasing abilities such as listening, memory, creativity, and critical thinking; and, that foreign language instructional models such as Immersion and Total Physical Response are just two models utilized to insure success in foreign language programs.

Data current primarily within the last five years were identified through an online computerized literature search of the Educational Resources Information Center (ERIC), the internet, and Proquest. A hand-search of selected research material was also conducted.

#### Research on Foreign Language

Research conducted by Johansen (2004) addressed both the importance placed on learning a second language and when the best time was to do so. This authority's answers to both have been cited as follows: words and phrases learned before puberty were stored in a different area of the brain than language learned later in life. This area

proved to have a more concrete storage evident only in children. To have learned a second language later in life was why adult learners still had accents and never perfected the pronunciation of a second language. Early introduction to a foreign language was preferred instead of introduction in the high school or college level. During the preteen years children retain languages far more adequately than adult learners because of brain plasticity. Adult learners had to work longer and harder to learn and have retained a second language (Johansen, 2004).

According to Ben-Zeev (1977), students who received foreign language instruction scored higher on tasks involving evaluation skills which was the highest cognitive skills according to Bloom's taxonomy. This researcher suggested that foreign language study enhanced both cognitive development and academic achievement as shown by evaluations conducted in the research.

In 2004, a report published by the Michel Thomas Language Center suggested that speaking a second language increased an average worker's salary by 3000 pounds a year or \$145,000 in a lifetime. A research study cited in Research into Foreign Language Learning. (2007), examined the brains of 105 people who could speak more than one language. People who learned a second language when younger had denser gray matter than people who learned a second language later. Gray matter was the part of the brain where information was processed. The study further suggested that early exposure to a second language increased divergent thinking strategies, helping not only in language-related tasks, but also in areas such as mathematics.

Maria Glod (2006), editor for the Washington Post, reported that young minds

captured a new language with more ease than others for example; it was easier to learn a third or fourth language if a student was bilingual during childhood. Although foreign language was normally offered at the high school level, this fact did nothing to aid in the proficiency of foreign language learning. As explained by Fairfax County School Board Chairman Ilryong Moon, with an increase of immigrants arriving to America, it has become more important to learn a second language. Moon said it was better to start early. The federal No Child Left Behind Act (NCLB) has required schools to improve regular instruction and to introduce foreign language learning at the elementary level. Although educators have been seriously challenged to fully implement NCLB, Glod recommended that providing thirty minutes a day of foreign language instruction at the elementary level would be a great start (Glod, 2006).

A 2008 article from Foreign Language In Elementary Schools cited a research study conducted in the Unionville-Chadds Ford School District based on positive effects of Foreign Language In Elementary Schools program (FLES). This research showed that the learning of a foreign language early in the elementary school level offered students a firm foundation. Furthermore, this early exposure to a foreign language motivated students to keep learning the language, studying a second language also aided in student's first language grammar. Further this research supported the belief that higher level thinking was enhanced simultaneously with cognitive development.

### Second Language Learning

Although English has been the prominent language used around the world, English is not the most spoken language. However, globalization has removed cultural



and language barriers around the world. Ways in which Americans have benefited from learning a second language was summed up by Santucci (2005) as, “Necessary for business purposes”.

Language Acquisitions professionals have emphasized the importance of teaching grammar as part of foreign language instruction. Most teachers argued that learning rudimentary and even advanced grammar empowered the student to “work with” the language and “perform” in the language. There was a correlation between production and acquisition, and grammar instruction facilitated production of proper grammar in a second language (Spanish Learning Resources, 2006).

In an article entitled Foreign Language Study- Is Elementary School the Right Time to Start?, Tagliere (2007) explained how the emergence of five to six thousand languages spoken anywhere in the world has created enormous communication problems while contributing to an “erosion” between cultures. Starting foreign language instruction at the elementary level, and spending longer period of time learning a second language enhanced proficiency which may take up to six or to eight years. Tagliere’s article drew strength from research conducted by such psychologist as Jean Piaget and linguist as Noam Chomsky. Piaget’s cognitive development theory supported the belief that introducing a foreign language “at an early age” was preferred. Chomsky’s “language acquisition devise” theory also supported the idea that foreign language learning comes at an earlier age (Tagliere, 2007).

In an article titled Foreign Language Study Important In Elementary Schools written by Walker (2004), Kindergarten was identified as the ideal place to start foreign

language learning. Walker further suggested that learning foreign languages increased abilities such as listening, memory, creativity and critical thinking. Met (2008) was in argument with Walker that early exposure to foreign language learning showed correlations with cognitive development. For example, students did better in the areas of reading and math as opposed to groups of students not enrolled in a foreign language program. Met suggested that the most affordable and effective program was “immersion”. Met Further recommended that an immersion program should include thirty minutes of school curriculum lessons in the target language each day in order for students to become fluent by the end of grammar school.

An article in Learning Languages (1996) cited research conducted by the Connecticut Council of Language Teachers (CCLT) positioned that when foreign language learning was introduced in the elementary level, it took students four to six years to reach a level of proficiency. Early introduction of a second language was the best choice and took advantage of the “critical” period of the development stage in young children. This research found that the level of pronunciation was higher in children rather than adult learners. Early participation in foreign language programs had not negative impact on basic skills; instead, it showed that early participation in foreign language programs reflected higher score in standardized testing.

Apparent overall benefits of early learning has led many schools to implement foreign language programs in elementary schools or even earlier, and, that the teaching should be age appropriate. “Determining which type of foreign language instruction was best depended on a number of variables: the learner’s age, aptitude, and motivation; the

amount of time available for Instruction; and, the difference between the native and the foreign language” (Foreign Language Instruction, 2006).

### A Summary of Selected

### Second Language Instructional Models

There are two types of immersion programs; total immersion and partial immersion. The most effective second language instructional model was immersion which has been used in the United States since 1971. In this model, students were immersed in the target language throughout the school day; all academic subjects were taught entirely in the target language. Total immersion programs have operated as mentioned; all instruction was in the target language. Students became fluent and proficient in the target language as well as English. Partial immersion programs involved instruction of both English and the target language simultaneously. This model of instruction was preferred when approximately half the class spoke English and the other half spoke the target language. Immersion programs were implemented in 263 schools across 33 states and 83 school districts as reported by the Directory of Foreign Language Immersion Programs in the U.S. Schools accumulated by the Center for Applied Linguistics (CAL). Thirty-nine (39) of the 263 schools reported were private or independent. These schools reported that immersion programs have been highly successful in providing high levels of proficiency and linguistic confidence. (Lenker & Rhodes, Foreign Language Immersion Programs Features and Trends Over 35 Years, 2007).

The Total Physical Response (TPR) instructional model has introduced language

through use of commands and action responses. This model progresses from simple directions (i.e., stand up, sit down, etc.) to advanced more complex commands (i.e., Let Maria know that you are unhappy). Positive results have been reported through lab experiments and classroom observations. This method implemented the language-body communication principle which indicated that both hemispheres of the brain were able to interpret language. Nonetheless, the right hemisphere interprets action while the left hemisphere interprets slow-motion learning. Therefore, TPR has been viewed as a stress free, right-brain instructional method that enhanced left-brain instruction such as grammar. Students in all levels of foreign language learning enjoy TPR type activities (Asher, 2000).

Teaching foreign language through video has proven an effective instructional method used when highly qualified language teachers and funds were lacking. This proved to be an affordable alternative to more conventional foreign language programs. The researcher identified five foreign language video programs used in elementary schools today: Elementary Spanish, Español Para Ti, Muzzy, SALSA, and Saludos. These video programs included from 5-312 video lessons with each lesson consisting of 15-35 minutes of instruction. These video programs have utilized four basic instructional approaches.

1. The teacher learns the language with the students.
2. Instruction is provided by the classroom teacher and reinforced once a week by a foreign language specialist or aide fluent in the target language.

3. Video instruction is used by the foreign language teacher as a supplement to the curriculum.
4. The basic curriculum is focused on video instruction.

Benefits listed by the Center of Applied Linguistics (CAL) include: cost effective; facilitates scheduling; easy to use in case of teacher absence; helpful for reviews; appealing; visual contextualization; addresses different learning styles; develops listening skills; and, presents culture as well as language. Although the list of benefits has been extensive, this model lacked research-based support for the implementation and effectiveness of foreign language instruction through videos (Rhodes, & Pufahi, 2003).

According to Gilzow (2000), each of the foreign language teaching models detailed above insured favorable success when the planning stage focused on all of the following:

1. National foreign language standards
2. Context
3. Articulation and alignment
4. Effective teaching
5. Technology
6. Assessment
7. Professional Development

## Summary

The review of selected literature and related investigation reported in Chapter 2 supported the following major research themes:

1. Early introduction of a foreign language insured fluency and proficiency in second language while enhancing cognitive development and academic achievement.
2. Kindergarten was identified as the ideal place to start foreign language learning where children start English grammar learning as well, thereby increasing abilities such as listening, memory, creativity, and critical thinking.
3. Foreign language instructional models such as Immersion and Total Physical Response are just two models utilized to insure success in foreign language programs.

## CHAPTER 3

### Methodology and Treatment of Data

#### Introduction

The purpose of this descriptive research study was to determine the extent to which participating Kindergarten students enhanced second language skills in Spanish as measured by teacher created instructional strategies. To accomplish this purpose, a review of selective literature was conducted. Additionally, essential baseline data were obtained and analyzed from which related conclusions and recommendations were formulated.

Chapter 3 contains a description of the methodology used in the study. Additionally, the researcher included details concerning participants, instruments, design, procedure, treatment of data, and summary.

#### Methodology

The study took place in the writer's (Raquel T. Villasenor) private school Kindergarten classroom. Materials included worksheets, flash cards, songs, and written and oral assessment sheets (Appendices 1-10). Prior to the study, the researcher reviewed literature found in educational journals and research-based programs to become better acquainted with the teaching of foreign language content. Specifically, when the alphabet was introduced in English, the alphabet was simultaneously introduced in Spanish. The same was true for the numbers, colors, shapes, days of the week and months of the year. This form of introducing a foreign language in this particular Kindergarten class went on year-round. During the same time, other vocabulary was

introduced. Students engaged in worksheets, songs, role play, and repetition in both English and Spanish concept words. A Kindergarten basic knowledge assessment, designed by the researcher, was used to assess students at the beginning and at the close of the 2007-2008 school year (Appendices 1-10). Only two students demonstrated prior knowledge of Spanish language.

### Participants

The class consisted of nineteen kindergarten students with eight males and eleven females. All students were Caucasian, three were bilingual in Spanish and English, and one was bilingual in Ukrainian and English. The population included one autistic male. One female student entered Kindergarten without the ability to write her first or last name, and without letter or number recognition. Only two students showed prior knowledge of any foreign language of which was Spanish the target language for this research study.

### Instruments

Instructional materials utilized included worksheets, flash cards, songs, and written and oral assessment sheets designed by the researcher (Appendices). Students received the same daily foreign language training and were assessed with an instructor-designed Kindergarten basic knowledge test.

### Design

A descriptive research design was employed to determine the extent to which participating Kindergarten students enhanced second language skills in Spanish as measured by teacher created instructional strategies. Descriptive statistics used enabled the researcher to meaningfully describe scores earned by participants.



## Procedure

Procedures utilized in this descriptive research study evolved in several stages, which included:

1. During Summer, 2007, the principal of the participating private school sought permission from board members and parents needed to authorize the study.
2. The researcher reviewed selected literature to become better familiarized with subject matter content.
3. From September, 2007, to May, 2008, the half-day Kindergarten student participants received daily foreign language training in Spanish, from 8:15 am to 12:00 pm. For example, when the alphabet was introduced in English, the alphabet was simultaneously introduced in Spanish. Numbers, colors, shapes, days of the week, and months of the year were introduced in the same manner.
4. Students engaged in worksheets, songs, role-play, and repetition of both English and Spanish concept words.
5. To measure student progress in second language acquisition, students were assessed at the beginning of the school year (September, 2007) and at the end of the school year (May, 2008).
6. Characteristics of the selected population of 18 students included: Students with higher-level reading and math skills; students at grade-level and students at below grade-level; both Kindergarten boys and girls; both Hispanic and Caucasian students; and special needs students.
7. Accordingly, composite scores for the nineteen participating students were

recorded to measure second language learning progress in the areas of numbers, counting, capital letters, lower case letters, colors, days of the week, and months of the year.

#### Treatment of the Data

Assessment data were collected and assembled in tabular form by the researcher to determine the extent to which participating Kindergarten students enhanced second language skills in Spanish as measured by teacher created instructional strategies. From a selected population of eighteen students, students were tracked for progress. Baseline data were then used to formulate related generalizations, conclusion, and recommendations.

#### Summary

Chapter 3 provided a description of the research methodology employed in the study, participants, instruments used, research design, and procedure utilized. Details concerning treatment of the data obtained were also presented.

## CHAPTER 4

### Analysis of the Data

#### Introduction

The present study sought to determine the extent to which participating Kindergarten students enhanced their second language skills in Spanish when provided with specially designed, teacher created instructional strategies(Appendicies). The study was conducted in a private elementary school located in a rural region of Eastern Washington during 2007/2008.

#### Description of the Environment

The Kindergarten population included in the study consisted of eighteen (18) students with eight males and ten females. All students were Caucasian, three were bilingual in Spanish and English, and one was bilingual in Ukrainian and English. The classroom included an autistic male and a female that entered Kindergarten without the ability to write first or last name and without letter or number recognition. Only two students showed prior knowledge of a foreign language, one of which was Spanish (the target language for this research study). All 18 students were taught in the same manner by the same instructor (Raquel T. Villasenor) throughout the 2007-2008 school year. All 18 students were assessed twice during the school year by the same instructor.

#### Hypothesis/Research Question

Kindergarten students will demonstrate enhanced second language learning skills when provided with teacher created instructional strategies.

## Results of the Study

As indicated in Table 1, the demographics of the selected population of eighteen Kindergarten students indicated that the age range was 5 to 6 years, with 8 males and 10 females. Ethnic groups included Caucasian, Hispanic, and Ukrainian. Languages spoken in the students' homes were English, Spanish, and Ukrainian. All eighteen students were proficient in English when entering Kindergarten. Academic ability ranged from 1 (below grade-level) to 10 (above grade-level). Most students fell within the at grade-level range. Two students had special needs and one student had a documented IEP.

Table 2 details how; prior to the opening of school, a SEARCH professional tested all participating students to determine their grade level performance in reading and math. Three students fell within the Intervention Recommended range. These students were enrolled in the Search and Teach pull out program. These students were taken from the Kindergarten classroom three times a week and received cognitive and developmental skills instruction. Seven students fell within the borderline range where students could show progress within the first two weeks of school without intervention. The remaining eight students fell within the Not Vulnerable range, and none indicated above grade-level abilities.

Table 1

Class Profile: Demographics of Overall Sample

Student	Age	Gender	Race	Language	English Proficiency	Academic Ability 1-10	Special Needs	IEP
1	5	M	White	English	Yes	8	No	No
2	6	F	White	English	Yes	8	No	No
*3	5	M	White Hispanic	English Spanish	Yes	9	No	No
*4	6	F	White	English	Yes	7	No	No
*5	5	M	White	English	Yes	7	No	No
6	5	F	White	English	Yes	8	No	No
7	5	F	White	English	Yes	8	No	No
8	5	F	White Indian	English	Yes	6	No	No
*9	5	F	White	English	Yes	5	Yes	No
*10	5	F	White Hispanic	English	Yes	9	No	No
11	5	F	White	English	Yes	6	No	No
*12	5	M	White	English	Yes	4	No	No
13	5	F	White Ukrainian	English Ukrainian	Yes	6	No	No
14	5	M	White Hispanic Indian	English Spanish	Yes	8	No	No
15	6	M	White	English	Yes	6	Yes	Yes
16	6	M	White	English	Yes	9	No	No
17	6	M	White	English	Yes	4	No	No
18	5	F	White Hispanic	English Spanish	Yes	6	No	No

\* = Students tracked for progress

Table 2

Fall 2007-2008 SEARCH score results:

1	2	3	4	5	6	7	8	9	10
			17	*9	18	*4	7	*3	
			*12		15	*5	1	16	
					11		6	*10	
					13		14		
					8		2		

\* = Students tracked for progress

*Note.* Details how prior to the opening of school, a SEARCH professional tested all participating students to determine their grade-level performance in reading and math.

*Key.* 1-5 = Intervention Recommended, 6-7= borderline, 8-10 = Not vulnerable

Table 3 shows student scores from the beginning of the 2007/2008 school year. As indicated, students Spanish literacy skills were tested in the following areas: numbers 1-10; counting 1-10; capital and lower case letters; colors; days of the week and months of the year. Three of 18 participants had prior knowledge of numbers and counting. None of the students had prior knowledge of capital or lowercase letters or days of the week and months of the year. Four students demonstrated minimal prior knowledge in colors.

Table 3

Pretest: September, 2007

Name N= 18	Numbers	Counting	Capital letters	Lower case letters	Colors	Days of the Week	Months of the year	Total
Possible	1-10	1-10	26	26	10	7	12	101
1	0	0	0	0	0	0	0	0
2	10	10	0	0	3	0	0	23
*3	0	0	0	0	0	0	0	0
*4	0	0	0	0	0	0	0	0
*5	10	10	0	0	0	0	0	20
6	0	0	0	0	0	0	0	0
7	0	0	0	0	4	0	0	4
8	0	0	0	0	0	0	0	0
*9	0	0	0	0	0	0	0	0
*10	5	5	0	0	0	0	0	10
11	0	0	0	0	0	0	0	0
*12	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	0
14	10	10	0	0	3	0	0	23
15	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	0	0
17	0	0	0	0	0	0	0	0
18	5	5	0	0	2	0	0	12
TOTAL	3/18	3/18	0/18	0/18	4/18	0/18	0/18	

\* = Students tracked for progress

Table 4 reflects the end of the year (posttest) scores after nine months of instruction in English and Spanish. Five out of eighteen students' mastered numbers 1-10, 15 improved in counting, 3 showed improvement in capital and lower case letters, and 16 of 18 improved in days of the week and months of the year. One student demonstrated mastery in colors while all 18 showed improvement. The highest overall score recorded was 96 out of 101.

Table 4

Posttest: May, 2008

Name N= 18	Numbers	Counting	Capital letters	Lower case letters	Colors	Days of the Week	Months of the year	Total
Possible	1-10	1-10	26	26	10	7	12	101
1	7	4	14	14	1	7	12	59
2	10	10	11	11	7	7	12	68
*3	10	10	23	23	3	7	12	88
*4	4	10	20	20	5	7	12	78
*5	10	10	16	16	3	7	12	74
6	10	10	24	24	9	7	12	96
7	7	10	26	26	4	7	12	92
8	8	10	23	23	7	7	12	90
*9	5	5	7	7	2	5	2	33
*10	4	10	23	23	9	7	12	88
11	7	10	16	16	3	4	6	62
*12	3	10	15	15	1	7	12	63
13	1	10	26	26	2	7	12	84
14	10	10	21	21	3	7	12	84
15	2	10	26	26	10	7	12	93
16	6	10	18	18	7	7	12	78
17	1	9	10	10	1	6	6	43
18	5	7	7	7	2	7	12	12
TOTAL	5/18	15/18	3/18	3/18	1/18	16/18	16/18	

\* = Students tracked for progress

## Findings

Indicated in Tables 3 and 4, participating Kindergarten students improved their Spanish language skills as measured by teacher created instructional strategies. All participants showed improvement in knowledge skills, including the two special needs children. The researcher found that the benefits of introducing a foreign language early in the educational structure proved to be effective. Accordingly, analysis of data supported the hypothesis that Kindergarten students will demonstrate enhanced second language learning skills when provided with teacher-created instructional strategies.

## Discussion

Based upon the preceding analysis of data, one may conclude that Kindergarten students enhanced their second language skills in Spanish when utilizing teacher-created instructional strategies. This study supported the major research findings presented in Chapter 2, that early introduction of a foreign language helped to insure fluency and proficiency in second language, while enhancing cognitive development and academic achievement. Kindergarten was identified as the ideal place to start foreign language learning where children are introduced English grammar usage, thereby increasing abilities such as listening, memory, creativity, and critical thinking. The analysis of data also supported the use of instructional models such as Immersion and Total Physical Response to insure success in foreign language programs.

## Summary

Chapter 4 included discussion of the environment, hypothesis, results of the study, findings and discussion. Data analyzed supported the hypothesis that Kindergarten



students will demonstrate enhanced second language learning skills when provided with teacher created instructional strategies.

## CHAPTER 5

### Summary, Conclusions and Recommendations

#### Summary

The purpose of this descriptive research study was to determine the extent to which participating Kindergarten students enhanced second language skills in Spanish as measured by teacher created instructional strategies. To accomplish this purpose, a review of selective literature was conducted. Additionally, essential baseline data were obtained and analyzed from which related conclusions and recommendations were formulated.

#### Conclusions

Based on the review of selected literature in Chapter 2 and major research findings identified in Chapter 5, the following conclusions were reached:

1. Early introduction of a foreign language insured fluency and proficiency in second language while enhancing cognitive development and academic achievement.
2. Kindergarten was identified as the ideal place to start foreign language learning where children start English grammar learning as well, thereby increasing abilities such as listening, memory, creativity, and critical thinking.
3. Foreign language instructional models such as immersion and Total Physical Response are just two models utilized to insure success in foreign language programs.

4. The analysis of data supported the hypothesis that kindergarten students will demonstrate enhanced second language learning skills when provided with teacher-created instructional strategies.

### Recommendations

As a result of the conclusions cited above, the following recommendations have been suggested:

1. To insure fluency and proficiency in second language while enhancing cognitive development and academic achievement, early introduction of a foreign language must occur.
2. To start a foreign language learning where children start English grammar learning as well as increasing abilities such as listening, memory, creativity, and critical thinking, Kindergarten should be the ideal place to start.
3. To insure success in foreign language programs, models such as Immersion and Total Physical Response should be used.
4. To enhance second language learning skills of Kindergarten students, teacher-created instructional strategies are recommended (Appendicies).
5. School district personnel seeking information related to foreign language learning may wish to utilize information contained in this study or, they may wish to undertake further study more suited to their unique needs.

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## APPENDICIES

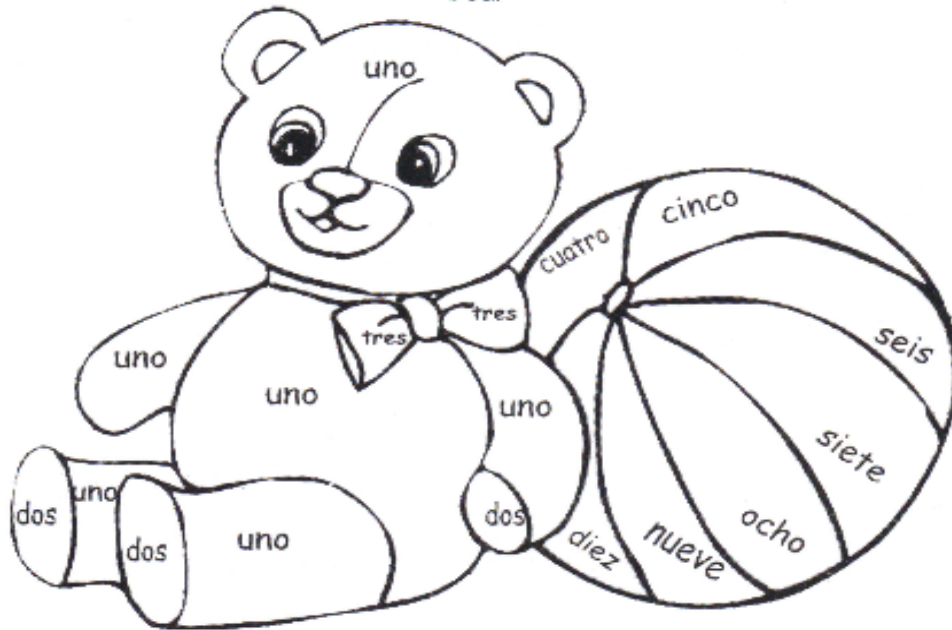
- A. SAMPLE: Colors Worksheet
- B. SAMPLE: Alphabet Flashcards
- C. SAMPLE: Song “ itzi, bitzi arana”
- D. SAMPLE: Kindergarten Basic Knowledge Pre- and Posttest- Written Assessment
- E. SAMPLE: Oral Assessment

APPENDIX A

Colors Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Oso  
bear



uno = café  
dos = amarillo  
tres = rojo  
cuatro = anaranjado  
cinco = verde

seis = morado  
siete = rosado  
ocho = negro  
nueve = azul  
diez = blanco

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APPENDIX B

Alphabet Flashcards

**Aa**

English= hey

Spanish =ah

**Bb**

English= bee

Spanish =bah

**Cc**

English= see

Spanish =say

**Dd**

English= dee

Spanish =day



APPENDIX C

Song “itzi, bitzi, arana”

(Sing to the tune of Itsy, Bitsy Spider)

Itzi, bitzi, araña,  
Tejió su telaraña.  
Vino la lluvia,  
Y se la llevo.  
Salió el sol,  
Se seco la lluvia.  
E itzi, bitzi, araña,  
Otra vez subió.

English

The itsy bitsy spider  
Climbed up the waterspout  
Down came the rain  
And washed the spider out  
Out came the sun  
And dried up a;; the rain  
And the itsy bitsy spider  
Climbed up the spout again.

APPENDIX D  
Kindergarten Basic Knowledge Pre- and Posttest- Written Assessment

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Test taken in what language? English \_\_\_\_\_ Spanish \_\_\_\_\_

**Numbers: What number is this?**

1/uno	5/cinco	9/nueve	6/seis	3/tres
4/cuatro	8/ocho	2/dos	10/diez	7/siete

Score: \_\_\_\_\_/10

**Counting: Can you count for me to ten?**

1/uno	2/dos	3/tres	4/cuatro	5/cinco
6/seis	7/siete	8/ocho	9/nueve	10/diez

Score: \_\_\_\_\_/10

**Alphabet: What letter is this?**

A	n	B	O	C	o
P	a	p	b	Q	c
D	q	E	R	F	r
S	d	s	e	T	f
G	t	H	U	I	u
V	g	v	h	W	i
J	w	K	X	L	x
Y	j	y	k	Z	l
M	z	m			N

Capital Score \_\_\_\_\_/26

Lowercase Score \_\_\_\_\_/26

**Colors: What color is this?**

RED/rojo	PINK/rosa	ORANGE/anaranjado	YELLOW/amarillo	GREEN/verde
BLUE/azul	PURPLE/morado	BLACK/negro	WHITE/blanco	GRAY/gris

Score \_\_\_\_\_/10

**Days of the Week: What day is this?**

Monday/lunes	Saturday/sábado	Wednesday/miércoles	
Friday/viernes	Tuesday/martes	Sunday/domingo	Thursday/jueves

Score \_\_\_\_\_/7

**Months of the Year: what month is this?**

January/enero	February/febrero	March/marzo	April/abril	May/mayo	June/junio
July/julio	August/agosto	September/septiembre	October/octubre	November/noviembre	December/diciembre

Score \_\_\_\_\_/12

Total Overall Score: \_\_\_\_\_/101

## APPENDIX E

### Oral Assessment

SAMPLE: “Today’s letter is A”

Teacher gives Spanish pronunciation and students repeat several times.

Teacher gives example words that begin with the letter of the day (e.g., agua, ayer, alla).

Teacher gives English pronunciation and students repeat several times.

Teacher give example words that begin with the letter of the day (e.g., apple, alligator, airplane).

SAMPLE: “Today’s number is 10”

Teacher gives Spanish pronunciation and students repeat several times.

Teacher provides objects to count and students count with teacher several times in Spanish.

Teacher gives English pronunciation and students repeat several times.

Teacher provides objects to count and students count with teacher several times in English.