

**Parental motivations and attitudes toward a Spanish two-way immersion program in
the Midwest**

by

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ABSTRACT

The purpose of this study is to explore the attitudes, motivations, and experiences of a group of Latino Spanish-speaking and Anglo English-speaking parents whose children were participating as kindergarten and first grade students in a new Spanish two-way immersion (TWI) program in a Midwest state. This study employed a phenomenological methodology in combination with Gardner's (1985) attitude theory, Dornyei's (1990) attitude classification and Baker's (1992) attitude toward bilingualism theory, which were used to analyze parents' responses. Personal and phone interviews were conducted to explore the parents' knowledge of TWI programs, reasons for enrolling their child, and the activities and experiences of having their child in the TWI program. Latino parents and Anglo parents expressed similar motivations for enrolling their children in the program: bilingualism, biliteracy, and better job opportunities in the future. Latino parents expressed preservation of cultural heritage as one of the main reasons for having their child in the program, while Anglo parents shared a desire for their child to learn a second language at an early age. Anglo parents with multicultural families shared some of the same reasons for their child's enrollment in the program as Latino parents. Parents offered recommendations for better communication between the school and parents in order to stimulate greater parent collaboration and involvement to achieve an even more successful TWI program.

CHAPTER 1. INTRODUCTION

This study explores attitudes, motivation, and experiences of a group of Latino and Anglo parents whose children were participants in a Spanish two-way immersion program. The study analyzed attitudes and motivation using attitudes and motivation theories (Gardner, 1985; Baker, 1992; Dorynei, 1990). This is an exploratory study that focuses on describing parents' experiences in relation to their attitudes and motivation toward second language learning, bilingualism, and biliteracy.

Background

Bilingual education in the United States (U.S.) has been part of the educational scene since the 1960s. At that time, because of the advances in technology and space exploration by Russia, the U.S. saw in bilingual education an opportunity to develop bilinguals able to use their second language to the advantage of U.S. interests (Cazabon, Lambert & Hall, 1993). Bilingual education programs were first conceived for English speakers, to help them develop skills in a second language. Bilingual educational programs have since been transformed to meet a different need: to educate both English and non-English speakers at the same time and in the same physical space (Cazabon et al., 1993; Howard, Sugarman, Christian, Lindholm-Leary & Rogers, 2007).

A variety of models of bilingual education have been implemented over time, including English as a second language (ESL), foreign language immersion, transitional bilingual education, language developmental bilingual education, and two-way bilingual education or two-way immersion. Parents are a key element in the educational setting, and successful bilingual education programs have involved parents in their design and implementation (Cazabon et al., 1993; Robledo & Danini-Cortez, 2002; Senesac, 2002;

Howard, Sugarman & Christian, 2003). There are subtle but important aspects related to parental involvement and participation with the school, such as their attitude and motivation toward language learning and bilingualism/biliteracy. This study explores the attitudes, motivations, and experiences of a group of parents (Anglo English-speakers and Latino Spanish-speakers) whose children are participating in a Spanish two-way immersion program.

Bilingual Education

Since the first two-way immersion (TWI) program was created in 1962, the U.S. has been witness to a tremendous increase in the number of TWI programs throughout the country. The past decade saw an especially dramatic 320% increase in the number of TWI programs nationally, resulting in a total of 335 TWI programs in the U.S. (CAL, 2008). This increase in the number of programs is related to growth in the number of English language learners (ELLs) in the U.S. Many ELLs belong to a Latino minority population, which has also increased during the last decade. In 2005, Oh and Kit-Fong (2005) estimated that the U.S. Latino population was over 13 million, which represented 50% of the foreign population in the U.S. at that time. Currently, Latinos are one-sixth of the population in the U.S. making this community the largest minority in the country (National Council La Raza, 2008).

Although two-way immersion programs were first developed to serve ELLs, many of the current TWI programs serve a combination of English speakers and Spanish-speaking Latino ELLs (Christian, Howard, & Loeb, 2000).

One of the main goals of this type of program is to help students reach high levels of academic proficiency, bilingualism, and self-esteem, while developing positive cross-cultural attitudes (Christian, 1996). The various versions of TWI programs are categorized by how the instructional languages are used. TWI programs can include different proportions of speakers

of each language, different amounts of time spent in each language, and separation of languages by day or content. In relation to the time spent, the most common models are 90/10, 50/50, and differentiated. The 90/10 model is also known as the minority language dominant model. Here, the students receive their instruction mostly through the minority language. The amount of time spent in the minority language decreases over time until the students are able to use both languages equally. The 50/50 model refers to equal amounts of time spent in instruction in each language from the beginning. The differentiated model varies the percentages of instruction by language (Christian et al., 2000; Ramos, 2007).

Research has clarified how efficient TWI programs are. Students achieve high levels of academic achievement, bilingualism, and biliteracy as well as positive attitudes toward other cultures and cultural groups (Lindholm-Leary, 2001; Lambert & Cazabon, 1994; Alanis, 2000; De Jong, 2002). Language majority students (English speakers), and language minority students (ELLs), both benefit from this combined program due to the fact that they improve their language skills simultaneously for both languages. Language minority students who speak Spanish improve their proficiency in their native or home language while learning English. Language majority students, who already know English, also show improvement in their proficiency in English and in the minority language as well (Potowski, 2004).

For an educational program to be successful, certain elements must be in place, such as effective teachers, well-developed curriculum, supportive administrative staff, parents and community (Luján & Armendáriz, 2002). Research clarifies that a very important element in program success is parent involvement (Zelazo, 1995; Epstein & Sanders, 2000; Pacini-Ketchabaw & Bernhard, 2001; Howard, Sugarman & Christian, 2003; Li, 1999). Parents have an important and remarkable influence on a child's school achievement. Parent involvement

and attitudes show a positive difference in a child's achievement, attitude, and school attendance regardless of social class, race or ethnicity (Henderson, 1987 as cited in Zelazo, 1995).

Research by Giacchino-Baker and Piller (2006) suggests that the TWI model is considered by parents to be the best approach for bilingual education. The literature further suggests that parental encouragement is an important element when children learn a second language (Sung & Padilla, 1998; Gardner, 1985; Baker, 1992). Successful second language (L2) learners who become bilingual and biliterate have parents who are involved in their second language learning. As Shibata (2000) notes; "A child does not become bilingual spontaneously. Children need parents who want them to become bilingual and who give their effort and patience toward that goal" (p. 340).

Attitude and Motivation Theories

A subtle yet important element of parent involvement is parent attitude and motivation. Gardner (1985) has done extensive research in second language acquisition, and Baker (1992) and Dornyei (1990) have conducted research on attitude and motivation theories. Attitude is seen as one of the elements that has a direct impact on language achievement. Attitude is defined by Allport (1954) as a "mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (as cited in Gardner, 1985, p. 8). This definition refers to the essence of attitude, while a definition based on an operational point of view, according to Gardner (1985), is: "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (p. 8).

Gardner (1985) developed a theory on attitude in second language learning, while Baker (1992) further developed this theory into the attitude theory on bilingualism. Baker (1992) proposes that attitudes toward bilingualism are stronger upon the student and his or her peers rather than on the student's family. He suggests that age and peer influence are the biggest factors in defining students' attitudes toward bilingualism. Other research has revealed a relationship between parents' involvement in the school program and their attitudes toward bilingualism and cultural/ linguistic maintenance (Cazabon et al., 1993). Attitudes toward a language can be more or less relevant depending on the attention given to them. For example, a parent might have a certain attitude regarding the Spanish language, but this attitude may be different toward the community that speaks Spanish. The level of attention, from that parental point of view, is different for both cases; therefore, the attitudes toward language and community will be different as well (Gardner, 1985). Two-way immersion programs present an excellent opportunity for research, because these programs provide the opportunity to compare two groups of parents: language minority parents (Spanish-speaking parents) versus language majority parents (English-speaking parents) (Howard, Sugarman & Christian, 2003).

This current study used Gardner's definitions and classifications for attitudes and motivations, while Dornyei's (1990) non-instrumental definitions were used for identification of topic coding during the stage of parent attitudes analysis. Dornyei identifies the following motivations as non-instrumental: interest in foreign language learning, desire to broaden one's view, avoiding provincialism, and desire for new stimuli and challenges. These classifications helped to identify non-instrumental motivations in parents' responses. Another element of this study is researcher positionality, which is described next.

Positionality

It is useful for the researcher to address his/her positionality in a qualitative study. According to Jones, Torres, and Arminio (2006), the positionality “describes the relationship between the researcher and his or her participants and the researcher and his or her topic” (p. 31). The researcher must make decisions in relation to his/her topic, paradigm, theoretical framework, and methodology with regard to the question(s) he or she is asking, that is, his/her qualitative inquiry. In this study, by identifying positionality, the researcher makes clear his/her role within the phenomenological perspective of the research and demonstrates that he/she is aware of the possibility of projecting his/her biases and conflicts into the study. My personal positionality in relation to this study is described here.

With regard to this particular study, my positionality is founded on my social identity which includes a range of characteristics that define part of who I am. These identities have a great influence on how I make sense of the world around me and how I establish relationships. I am a Latina of Mexican origin who is currently living in the U.S. As a Mexican, I am proud of my cultural roots and my native language, Spanish, which plays a major role in my life. As a mother, one of my personal goals is to transmit my language and culture to my children. I hope that they will become bilingual and biliterate. Since we are living in the U.S., my children are also able to learn English; however, Spanish is part of our culture and they will need Spanish for their personal development (Shibata, 2000). Being conscious of the advantages of bilingualism and biliteracy, I always have encouraged my children to learn both languages. Therefore, my personal experiences with bilingualism have motivated me to undertake this study. I share some of the goals, desires, and concerns that Latino parents in this study have.

As a parent, I understand how important we are to our children and how great our influence is on our children. According to the Center for Applied Linguistics (CAL), in the 2000 Heritage Language Research Priorities Conference Report, seven areas for research were identified. "Parent involvement" is one of the sub-categories under the area of family. The report from this conference, therefore, acknowledges the need for conducting research in the area of parent involvement in the field of heritage language learning.

When I first became aware of TWI programs, I thought it would be valuable to explore what parents felt about having a program like this in which their children could learn simultaneously two languages. My research interest, therefore, arises from my personal experiences and the challenges of being a Latino mother raising her children bilingually without the support of a bilingual school system. I wanted to know what the parents in a TWI program thought, felt, and experienced, and what activities or practices they used to help their children be successful bilingual-biliterate learners. The research has mentioned the success and effectiveness of this program model (Christian et al, 2000; Genesee, 1987; Roberts, 1995), but through this qualitative case study, I wanted to learn what parents' experience had been in a school offering this type of program.

Another aspect of my research interest was to determine if Anglo parents shared some of the same experiences as Latino parents. I wanted to know whether this group of parents, coming from different cultures, had some of the same concerns and practices related to having their children in the TWI program. I expected to receive different responses from these different cultures (Anglo and Latino), yet I was open to finding out how similar or different these parents' responses, attitudes, motivations, and practices toward the Spanish TWI program might be. Parents are vehicles of culture. They are important elements in education

and, in order to achieve educational goals, teachers and schools need their participation. Parent attitudes regarding education, and specifically second language or bilingual education, are important to learners for achieving success in TWI.

With regard to my positionality, namely being a Latina mother raising bilingual children, I share some of the characteristics that Latino parents share. However, I do not share the opportunity of having my children in a Spanish TWI program, the same way that I do not share all the Anglo parents' experiences. During the parent interviews, I maintained an open attitude while listening to the parent responses. At times, my role as "mother" wanted to overshadow some of the comments parents expressed by bringing in my own personal experiences. However, I never let my personal perspectives diminish any parent response. During the process of this study, I learned that I do share some of the fears and concerns Anglo parents express, but in a different way. My effort to be open and to listen helped me research the experiences, motivations, and attitudes from both groups of parents and gain information about these topics in order to have a deeper understanding of them.

Research Design

Qualitative research, which has a history as a field of inquiry (Denzin & Lincoln, 2000), is an alternative to exploring and studying social phenomenon in depth and detail. Qualitative research is characterized by its openness. Yet, to do a qualitative study requires one to establish a framework which will serve as the boundary of the study. According to Denzin & Lincoln (2000), "qualitative research is focused on four different paradigms: positivist and post-positivist, constructivist-interpretive, critical, and feminist-post structural." A constructionist paradigm and constructivist theoretical perspective assume that there are multiple realities. As Crotty (1998) expresses: "Meanings are constructed by humans as they

engage with the world they are interpreting” (p. 43). Constructionism is a theory of knowledge where reality is a social construction based on human experiences. This epistemology is embedded in constructivism, which is a theoretical perspective concerned with understanding human activities and experiences from the individual’s perception. The researcher is an interpreter of the participant’s experience after seeking the individual’s truth (Jones, et al., 2006).

Qualitative research uses varied methodologies to answer various questions. The most common methodologies in qualitative research are ethnography, grounded theory, case study, and phenomenology. This study is a qualitative research study focused on exploring the attitudes, motivations, and experiences of parents whose children are participating in a Spanish TWI program. This study is established within a constructionist paradigm with a constructivist-phenomenological theoretical perspective. Patton (1990) suggests that “a phenomenological perspective can mean a focus on what people experience” (p. 710). Phenomenology is used when it is important to develop practices, policies, or to gain a deeper understanding of a particular phenomenon (Creswell, 2007). Phenomenology focuses on understanding a phenomenon experienced by several individuals (Potter, 1996).

The main questions in this study are related to exploring and interpreting participants’ experiences. The theoretical framework is defined by attitude and motivational theories developed by Gardner (1985) and Baker (1992). The methodology chosen for this study is a phenomenological one, since phenomenology is focused on “understanding human experience in contextual settings” (Jones et al., 2006, p. 65). In relationship to methods, qualitative research uses varied methods depending on what sampling strategies the researcher decides to use. Some sampling strategies are: open, purposeful, snowball, and intensity.

The sampling strategy used for this study was a purposeful one. Some of the most common methods for data collection are participant observation, individual and focus group interviews (Jones, et al., 2006; Denzin, & Lincoln, 2000; Patton, 1990). For this study, individual interviews was selected as the method for data collection. There are various methods for data analysis such as case and cross case analysis, ethnographic analysis. For data analysis, transcription of interviews and cross case analysis were the methods chosen (Miles & Huberman, 1994).

Purpose of Study

Two-way immersion programs offer a unique opportunity to explore parent attitudes and motivations toward second language learning and bilingualism because in this type of program two different groups of parents share the same phenomenon: having their children as participants in a bilingual education program (Howard, Sugarman & Christian, 2003). Considering the role that parents play in children's achievement of bilingualism, it is important to carry out research in this area. After evaluating the literature on this topic, I determined that this project could fill in a research gap by exploring the experiences, attitudes, and motivations of parents whose children are participating in a new Spanish two-way immersion program, which was the first program of its kind in an urban school district in a Midwest state.

Research Questions

The research questions for this study were inspired by previous research on this topic (Craig, 1996; Giacchino-Baker & Pillar, 2006; Ramos, 2007). In these previous studies, however, the data was collected primarily through surveys and was focused on parents' motivation. This study is focused on similar topics, but at the same time, aims to seek out a deeper insight on which activities parents engage in to support their child's learning. The research questions guiding this study are:

1. What are the parents' motivations for placing their children in a two-way immersion program and keeping them in the program?
2. What actions do parents take to enhance language acquisition and language preservation?
3. How do parents help their children to become bilingual and biliterate?

These questions are designed to deepen understanding of parent attitudes toward a TWI program. Not all TWI programs are the same in that these programs can be adapted to meet the needs of the population for which they are implemented. Therefore, should these research questions be used in more than one study, the results may vary (Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007).

Summary

This study is focused on exploring parents' attitudes, motivations, and experiences toward a Spanish two-way immersion (TWI) program, which was recently opened in an urban school district in a Midwest state. This study is framed within a constructionist paradigm because its inquiry is related to human experience and how these experiences determine

reality from the participants' perspective (Denzin & Lincoln, 2000). The theoretical perspective of this study is a combination of constructivism and phenomenology. Constructivism acknowledges the existence of varying realities, while phenomenology tries to interpret human experience from a participant's perspective, giving voice to his or her experiences (Jones et al., 2006; Patton, 1990).

Since this study explores parents' experiences, both phenomenology and constructivism are logical theoretical perspectives for it. Constructivism and phenomenology are focused to understand knowledge as a human construction. For this study, parents' experiences are the knowledge to be studied. This knowledge is constructed and represented in different ways depending on the person who is expressing the knowledge (Patton, 1990).

The methods used for data collection were purposeful sampling using parent interviews. Data analysis methods were transcription and cross case analysis in order to enhance deeper understanding of the sharing experiences from participants (Miles & Huberman, 1994). Parents' responses for motivation and attitudes are analyzed following Gardner's (1985) attitude theory and Dornyei's (1990) categories for instrumental and integrative (non-instrumental) motivations respectively. Gardner's work is a cornerstone in this field, while Dornyei's categories complement Gardner's classification.

Definition of Terms.

The following is a list of terms that will be used in this study.

Academic Achievement. Academic gain of effort, accomplishment of a student.
(Merriam Webster, 2008).

Anglo. A white inhabitant of the United States of non-Hispanic descent (Merriam-Webster online, 2008).

Attitude. Gardner (1985) defines attitude as: “an evaluative reaction to some referent or attitude object, inferred on the basis of the individual’s beliefs or opinions about the referent” (p. 8).

Bilingualism. It is the coexistence of two languages or the ability to speak two languages without the detriment of one in benefit of the other (Baker, 1992).

Biliteracy. Condition under which a person is able to read and write in two languages (Genesse, 1987).

Behaviour. Relatively stable and enduring dispositions in people (Baker, 1992, p. 10).

Community. A unified body of individuals, as a state; the people with common interests living in a particular area (Merriam Webster, 2008).

Cultural Heritage. The legacy of physical artifacts and intangible attributes of a group or society that are inherited from past generations, maintained in the present and bestowed for the benefit of future generations (Merriam Webster, 2008).

Dual language programs. Any program that provides literacy and content instruction to all students through two languages and that promotes bilingualism and biliteracy, grade-level academic achievement, and multicultural competence for all students (Howard, Sugarman, Christian, Lindholm-Leary & Rogers, 2007).

Diversification. To make diverse; give variety to (Merriam-Webster, 2008).

Latino. Refers to persons or communities from the western hemisphere and of Latin American origin (Jones & Castellanos, 2003).

Linguistic majority students' parents. In the U.S. these are parents of children who are English native speakers (Howard, et al., 2003).

Linguistic minority students' parents. In the U.S. these are parents of children who are native speakers of languages other than English (Howard, Sugarman & Christian, 2003).

Motivation. A combination of effort plus desire to achieve a learning goal, plus favourable attitudes toward learning the language (Gardner, 1985).

Multiculturalism. Related to diverse cultures (Merriam Webster, 2008).

Parent learning. This term is used in this study as the knowledge of the Spanish language that parents gained through their child's participation in a Spanish two-way immersion program.

Two-way immersion program. A version of dual language programs where almost half of the students are English native speakers and the other half are native speakers of the partner language. For this study, the partner language is Spanish (Howard, Sugarman, Christian, Lindholm-Leary & Rogers, 2007).

CHAPTER 2. LITERATURE REVIEW

Bilingual Education

For much of U.S. history, learning a second language or being bilingual had no recognized merit. In the 1960s the U.S. government began to encourage the population to learn a second language and to become acquainted with the culture associated with that language (Cazabon, Lambert, & Hall, 1993). Since that time, programs for foreign language teaching and bilingual education have been implemented in many areas of the U.S. The concepts and ideas associated with bilingual education have undergone modification since the 1960s. These modifications are due to the remarkable increment in the number of language minority students in the U.S. and, according to Senesac (2002), that pattern will continue. These changes in population imposed a need to create or modify language education programs to meet the needs of English language learners (ELLs), or minority language learners. Currently, bilingual education is associated with programs that assist ELL students in achieving English proficiency as well as in maintaining their native language at a similar level of proficiency as English (Cummins, 1998; Christian, Howard, & Loeb, 2000; Cazabon et al., 1993).

Where English is considered to be the majority language as in the U.S., bilingual education is currently defined as a model of instruction that uses two languages, with English as one of them (Akkari, 1998). Ovando and Collier (1985) define bilingual education as “the use of two languages as mediums of instruction for the same pupil population in a well-organized program which encompasses all or part of the curriculum and includes the study of the history and the culture associated with the mother tongue. A complete program that

develops and maintains the children's self-esteem and legitimate pride in both cultures" (p. 20).

Models of Bilingual Education

There are multiple models of bilingual education in the U.S. The most prevalent are: English as a Second Language (ESL), Foreign Language Immersion, Transitional Bilingual Education, Language Developmental Bilingual Education, and Two-Way Bilingual Education. For the purpose of this research, an overview of the differences of these models is provided.

English as a Second Language is one of the most common program models. This program pulls out ELLs or minority language students from their regular classrooms to receive English instruction during 30-45 minutes each day. The goal is to introduce ELLs to English language and to help them achieve English proficiency. Because students miss instruction time in other curricular subjects while attending English classes, there is a cost in academic achievement with this program model. Children are expected to shift to English as quickly as possible so that they can be transferred into the regular classes with their native English-speaking classmates (Cummins & Swain, 1986; Shibata, 2000). In the *Foreign Language Immersion* model, majority language students receive instruction in a second language. This model develops bilingualism without any cost to academic achievement. For *Transitional Bilingual Education*, the most important goal is to incorporate ELL students into mainstream classes as soon as possible. The native language is used only until the moment that a certain level of English proficiency has been achieved. The goals of *Language Developmental Bilingual Education* are achievement of bilingualism and biliteracy. In the first phase, instruction is provided in the dominant language. After proficiency in the dominant language has been

developed, the second phase initiates the transition to the minority language. Finally, *Two-Way Bilingual Education*, combines language maintenance bilingual education and foreign language immersion. Bilingualism and biliteracy are achieved with no cost to academic achievement (Akkari, 1998; Howard, Sugarman, Christian, Lindholm-Leary & Rogers, 2007).

Two-way bilingual education or two-way immersion (TWI) programs have been very popular and successful in recent years according to the Center for Applied Linguistics (CAL), which maintains a registry of TWI programs in the U.S. In 1962 there was only one TWI program in the nation, while in 2007, there were 335 active programs. The quantity of TWI programs throughout the U.S. has increased nearly 320% in the last decade (CAL, 2007). TWI programs focus on different languages as the minority language, including Russian, Portuguese, Arabic, Navajo, Japanese, Korean, French, Chinese, and Spanish, while all programs use English as the majority language (Christian et al., 2000).

A TWI program is a bilingual education model that combines instruction in two languages for minority and majority language learners in integrated classes. These programs are designed to achieve bilingualism, biliteracy and cultural awareness, without detriment to academic achievement for either of the groups of learners for which the program is designed (Howard, Sugarman, Christian, 2003; Christian et al., 2000; Potowski, 2000; Christian, Montone, Lindholm, & Carranza, 1997; Lindholm-Leary, 2001; Cazabon et al, 1993; Alanis, 2000; De Jong, 2002).

TWI programs have become popular due to their successful implementation and outcomes. Both language majority students and language minority students benefit from this combined program due to the fact that they improve their language skills for both languages at the same time (Potowski, 2004). These programs include nearly equal numbers of majority

language learners, which in the U.S. are English native speakers, and minority language learners, or students who speak languages other than English as their native language (Howard, Sugarman & Christian, 2003). There are four goals established for two-way immersion programs: “Students will achieve proficiency in their first language (L1), students will achieve proficiency in their second language (L2), students will achieve academic performance at or above their peers in standard curricular programs, and students will show positive attitudes and behavior toward the other culture and language used as instructional medium in the TWI program” (p. 14).

Among TWI programs there are certain variations since each school designs its program slightly differently depending on its particular needs. Christian, Howard, and Loeb (2000) report that TWI programs can be implemented using a variety of strategies or designs related to the allocation of the language of instruction. These strategies or designs are: person, content area, and time. For the first strategy “person,” the program might have two teachers, one who speaks the majority language, English, and the other who speaks the minority language, for example, Spanish. For the second strategy “content area,” the program might teach certain subjects using the majority language, English, while the rest of the subjects are taught using the minority language. The third strategy “time” refers to how much instructional time is spent using the minority or majority language. Within the strategy of time, three main models have been identified (Howard, et al, 2003; Ramos, 2007). There are models where the minority language is used more during the first years of the program than the majority language. This model is known as “minority language dominant” or 90/10, where 90% of the time the minority language is used, versus 10% of the time for the majority language. In these programs, English is introduced gradually until both languages are used for instruction 50%

of the time. The second model is known as 50/50. In this model, the minority and majority languages are used “equally” throughout all grades. The third model is known as “differentiated,” where students receive varying ratios of instruction in both languages.

Spanish TWI programs are among the most popular TWI programs throughout the U.S. outnumbering all other TWI programs, with Chinese in second place (Christian, et al., 2000). Part of the reason, that TWI programs are so popular, is due to the fact that research has demonstrated their efficiency in achieving high levels of bilingualism and biliteracy (Cazabon, et al., 1993; Christian, Howard, & Loeb, 2000; Cummins & Swain, 1986; Giachino-Baker & Piller, 2006). Research shows that TWI students are able to develop skills in two languages without detriment to their academic performance (Genesse, 1987; Christian, 1994, 1996; Christian et al., 2000; Lindholm-Leary, 2001).

Successful educational programs include several variables such as curriculum, teachers and administration, parents, and a supporting community. There are many research studies that indicate the importance of parent involvement as a key element for student success in learning, particularly for bilingual education (Henderson, 1987 as cited in Zelazo, 1995, p. 19; Epstein & Sanders, 2000; Pacini-Ketchabaw & Bernhard, 2001; Howard, et al, 2003; Li, 1999). As Shibata (2000) states: “A child does not become bilingual spontaneously. Children need parents who want them to become bilingual, and who give their effort and patience toward that goal” (p. 335). In their report on the Tres Amigos program, Cazabon, Lambert, and Hall (1993) identified different roles that parents played during program development and implementation. Parents held conferences with other parents and provided input on the curriculum and on other areas that they considered important. The parents and community were very supportive of the program.

Parent Attitudes and Motivations in Bilingual Education

A well-developed home-language experience is a strong foundation for second language acquisition (Cummins, 1981, 1998). A nurturing dual-language environment enriches the child's learning, especially for minority language students (Li, 1999). One element of parent involvement is their attitude toward language, second language learning, and bilingualism. Parents play an important role in education and two-way immersion programs are not the exception. Research by Giacchino-Baker and Piller (2006) suggests that the dual language model is considered the best approach to bilingual education by the parents who were participating in it. The influence of parent encouragement to learn either a second language or a heritage language has been acknowledged in the literature (Sung & Padilla, 1998; Gardner, 1985; Baker, 1992). Parent attitudes influence their practices at home and how they support their child's learning of a second language. Gardner (1985) states that parents play a subtle role in this area. While there are a limited number of studies related to this topic, Gardner (1985) and Baker (1992) conducted research on attitudes toward second language learning and bilingualism respectively.

Attitude is one of the elements that have a direct impact on language achievement. Attitude is defined by Allport as a "mental and neural state or readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (as cited in Gardner, 1985, p. 8). Gardner (1985) modifies Allport's definition stating that attitude is "an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (p. 8-9). Baker (1992) establishes that an "attitude is a hypothetical construct used to explain the direction and persistence of human behaviour. Behaviour can be directly

observed while attitudes cannot” (p. 12). Attitudes have three components: cognitive, affective, and readiness, and are inferred by external behaviour. The cognitive component of attitude refers to thoughts and beliefs. The affective component of attitudes concerns feelings toward the object, which is the language, or the community that speaks that language, as defined by Gardner (1985). The third component of attitude is readiness, which is related to readiness for action.

Attitudes differ from motivation in that motives have an existing drive state while attitudes do not. Baker (1992) states that attitudes are object specific, while motives are goal specific. These terms are used interchangeably, however, when referring to attitudes and motivations toward languages. The previous definitions are borrowed from social psychology, but Gardner (1985) identified two types of motivation relevant to this research study, instrumental and integrative, which were further refined by Baker (1992) and Dornyei (1990).

Instrumental motivations are those directed towards a specific practical pragmatic goal. They can be exemplified by the goal of obtaining a job or improvement of socio-economical status. Integrative motivations have been studied in more detail due to their complexity and difficulty in fitting a specific definition. This type of motivation is “mostly social and interpersonal in orientation” (Baker, 1992, p. 32). Dornyei (1990), however, presents the following categories for integrative motivation, or as he called them, non-instrumental motivations. First, there is an interest in foreign people, language, and culture. Second, there are personal aspirations to develop an open perspective toward other cultures and the world in general. Third, there exists a desire for living new experiences.

Attitude or motivation theories offer a great opportunity for research with parents in TWI programs because these programs provide the opportunity to compare two groups of

parents: parents of language minority students and parents of language majority students (Howard, et al., 2003). Baker (1992) worked on the theory of attitude and motivation and developed an attitude theory on bilingualism. This theory is focused on positive or negative attitudes toward the idea of language co-existence and its synchronisation (or lack thereof). Baker (1992) establishes that attitudes toward bilingualism depend upon the student more than on his or her family. He proposes that age and peer influence are what primarily define a student's attitudes toward bilingualism. Nevertheless, parents still influence their child's bilingual learning in their early years.

In his study of attitudes, Gardner (1985), classified attitudes into two categories: positive or negative. These categories, however, can be further subdivided into passive or active. For example, a parent may have a positive attitude toward a specific language, but his attitude is passive because he does not do anything in relation to that language. A negative attitude, for example, is one where a parent dislikes a certain language. An active negative attitude is when a parent opposes and impedes his child's learning of that language. According to Gardner (1985), passive attitudes are more difficult to identify because they may be very subtle.

This study will blend Gardner's (1985) attitude/motivation theory and Dornyei's (1990) categories to identify parents' attitudes and/or motivations regarding their reasoning for having their children in the Spanish two-way immersion program.

Phenomenological Perspective

Phenomenology is an approach identified within qualitative research, but it is also considered a philosophy based on the study of the lived experiences of persons or groups of people. In qualitative research, experiences are described completely, showing their complexities, without making any analysis or giving causal explanations for them (Creswell, 2007). Thorpe and Holt (2008) define phenomenology as “a method of explaining meaning that strips out reference to abstracting, historical or structural influences, and instead looks to the experiencing subjects’ direct and unmediated awareness of phenomena” (p. 152).

The term "phenomenology" was first introduced by Edmund Husserl (1859-1938), a German philosopher, who viewed phenomenology as a study of how people experience things through their senses and construct reality through what they experience in their lives. The phenomenological concern is to report that experience maintaining its complexities and details (Patton, 1990). Stewart and Mickunas (1990) emphasize four philosophical perspectives in phenomenology: a return to the traditional tasks of philosophy; a philosophy without presuppositions; the intentionality of consciousness; and the refusal of the object-subject dichotomy. These perspectives provide a focus for qualitative research depending on which is used to frame the research.

Phenomenology as a philosophy serves as an umbrella term under which other areas of qualitative research are addressed, such as ethnomethodology, symbolic interactionism, hermeneutic inquiry, grounded theory, naturalistic inquiry, and ethnography (Maykut & Morehouse, 1994). Phenomenology also can be considered as a methodology. A methodology in qualitative research is considered as a step between philosophies and methods that can be

seen as a strategy for achieving a specific goal (Potter, 1996). In this context, phenomenology is the philosophy and the guideline framing this study and its analysis.

In the phenomenological position, the individual and his or her world are seen as a whole unit that cannot be separated and in which the individual and the world do not make sense if they are studied as separate entities. Patterns are discovered through the interpretative phenomenological analysis (IPA) and they emerge from the data. These patterns reveal multidirectional relationships (Maykut & Morehouse, 1994).

For this study on parent attitudes and motivation, the philosophical perspective selected was to view phenomenology as a philosophy without presuppositions. This allowed the researcher to interact with the data and with the participants freely, respecting their experiences without imposing her own. The researcher's own experiences served as a departure point for the design of this study and helped during the data analysis phase to achieve the goal of describing parent experiences, attitudes and motivation without oversimplifying their responses. She did so without imposing her own experiences over those shared by participants. The researcher's experiences served also to reflect and understand the complexities behind the attitudes and motives that inspired parents to enroll their children in a Spanish two-way immersion program.

CHAPTER 3. METHODS

Site Description

This study was completed at River Elementary School (a pseudonym), which houses a Spanish-English two-way (TWI) immersion program. This program was implemented in 2006-2007 with the collaboration of the National K-12 Foreign Language Resource Center (NFLRC) at Iowa State University (ISU) and the Iowa Department of Education, which provided grant funding to help establish the new Spanish TWI program. The program was designed to ensure that both English-speakers and English Language Learners (ELLs) attain high academic performance in all content areas while maintaining their cultural heritage and identity, appreciating the diversity of language use and culture in the U.S. and the world, and developing their language proficiency in both Spanish and English in all domains (listening, speaking, reading, and writing). The NFLRC is conducting longitudinal research (2006-2010) on this Spanish two-way immersion (TWI) program as part of a larger study. This present study on parent attitudes, motivation, and experiences complements the NFLRC research.

The TWI program in River Elementary School began in two of the five kindergarten classes in fall 2006 with a total of 39 students from the school neighborhood. Parents had been informed about the new TWI program during the spring and summer of 2006 and were encouraged to choose to have their child in the program. During the summer, the school made a special invitation to English-speaking parents to consider including their child in the TWI program to increase the number of English-speaking students enrolled.

The school provided the NFLRC research team with the home language and ethnicity of kindergarten students in the TWI program for the 2006-07 academic year. Navarro, Kaptain, Shelley and Rosenbusch (2008) report that the ethnicity of the students was Latino,

White, African American, Native American and Vietnamese. The home languages for the kindergarten students were Spanish (56%), English (23%), and English and Spanish (13%) (Table 1).

At the start of the 2007-08 academic year, there was a waiting list of parents interested in enrolling their child in the TWI program and a combined enrollment in kindergarten and first grade of 89 students. By the spring, when this study took place, 13 students had moved from the school leaving 41 kindergarten and 35 first grade students for a total of 76 students in the TWI program (Navarro et al., 2008). Of these, student ethnicity was Latino (71%), White (19%), Black, Native American, and Vietnamese (8%). Students spoke the following languages at home: Spanish (51%), English (27%), both English and Spanish (17%) and Vietnamese (2%) (Table 1).

Table 1. Students in River Elementary School Spanish TWI program: Ethnicity and Home Language

Year	Grade		Ethnicity				Home Language				
	K	1	Hispanic ¹	White	Other ²	Missing	Spanish	English	English & Spanish	Other	Missing
2006-2007	39	0	80%	15%	0%	5%	56%	23%	13%	0	8%
	Total: 39 Students										
2007-2008	41	35 ³	71%	19%	8%	2%	51%	27%	17%	2%	3%
	Total: 89 Students										

Participants

Participants for this study were purposefully selected from among the parents whose children were attending kindergarten or first grade in the Spanish TWI program at River Elementary School during the time this study was conducted (Spring 2008). The researcher contacted the teachers at River Elementary School who were teaching the TWI kindergarten and first grade classes and asked them to suggest the names of Latino and White parents/guardians who they believed would be willing to collaborate with this study. The teachers provided the researcher with a list of nine parents and their contact telephone numbers. The list included only parents – none on the list happened to be guardians. Therefore, the participants will be referred to as “parents” in this and the following chapters.

¹ For Table 1, the term “Hispanic” is used as equivalent to the term “Latino,” respecting the information provided by Navarro et al., 2008.

² Other includes Black, Native American, and Vietnamese.

³ 13 students left the school during 2007-2008.

The researcher called each of the parents by telephone and invited them to participate in the study, using a telephone protocol that had been approved by the Institutional Review Board (IRB) at Iowa State University (Appendix A). At the same time, the researcher mailed parents an envelope with a consent form and an informational letter explaining the purpose of the interview, which had also received approval by the IRB office at Iowa State University (Appendix B). Parents had the option of returning their consent form by mail using the pre-paid envelope included in the letter, or bringing the consent form with them the day of the interview. Only one parent sent the consent form via mail, the rest of them brought it to the interview.

When the researcher invited the parents to participate in the study by telephone, if the parent was interested in collaborating, he or she scheduled an appointment for an interview. The researcher called nine parents, eight of whom scheduled an appointment. Of these eight, seven parents participated in a face-to-face interview at River Elementary School in a private meeting room and one parent participated in a telephone interview. The average interview length was 30 minutes, with a range of 20-60 minutes.

Data Collection

The instrument used in data collection was a questionnaire designed specifically for this study by the researcher in collaboration with the NFLRC research team. After a detailed analysis of the possible questions that could be used for the study, the team selected seven standardized open-ended questions. Some of the questions selected were inspired by those asked by Giacchino-Baker and Pillar (2006) in their research on parent attitudes in California. Some of the questions, however, were written to reflect the differences between parent groups

in California and Iowa in regards to their exposure to bilingual education programs. The interview questions were prepared both in English and in Spanish. Both the Spanish and English questionnaires were reviewed and approved by the IRB office at Iowa State University (Appendix C).

Before starting the interview, the researcher asked each parent to identify the language, Spanish or English, in which he/she preferred the interview to be conducted. Since the researcher is fully bilingual in Spanish and English, she used the language selected by the parent for the interview. The researcher asked the interview questions in the same order with all participants. Questions one and two ask information on the parent's background knowledge regarding bilingual education or TWI programs. Question three focuses on motivations parents had to register their child for the TWI program at River Elementary School. Questions four and five elicit information on the activities and strategies parents have for supporting their child's learning in both languages. Questions six and seven focus on the parents' experiences, satisfactions and dissatisfactions in relation to their child's TWI program.

All of the interviews were taped recorded in two formats: using an iPod and a tape recorder (as a back up). For the telephone interview, the recording system used was a tape recorder and a conference multi-line telephone device. After the interviews were concluded, the researcher transcribed them using Transana software. A written record for each interview was established and used throughout the data analysis phase.

Data Analysis.

Interpretive phenomenology analysis (IPA) was used for the data analysis. IPA is recognized as a flexible, clear and rigorous method for analysis of qualitative data (Thorpe & Holt, 2008). The data analysis began after every interview ended, because during the phase of data collection and initial analysis, the researcher began to identify topics that had been addressed in the interview. Also, involuntarily the researcher compared the parents' answers with her personal experiences. Yet, as Patton (1990) recommends, the first formal step for an IPA is the *Epoché* or bracketing stage. This stage refers to the process where the researcher eliminates preconceptions and establishes a professional distance, identifying probable preconceptions that may mislead the analysis. In order to complete the *Epoché* stage, the researcher must be aware of probable bias or personal involvement that could affect data analysis.

The first step in the *Epoché* stage, therefore, is for the researcher to identify aspects of the project that are closely related to her. After identification of these aspects, the researcher evaluates them in order to focus objectively on answering the research questions that initially guided the study, following the theoretical perspective, frames, and the IPA. This is what Patton (1990) call "a phenomenological attitude shift" (p. 407). The researcher recognizes that she had to refrain herself from offering recommendations to the participants during the interviews. This was particularly difficult to do, due to the familiarity she had with the topic of this study. While typing the transcriptions the researcher faced another stage: an impulse for over generalizing the parents' responses.

After the transcriptions were finalized, the *Epoché* stage finalized too. The researcher was then able to see the particularities in each case, and the similarities among cases without

attempting to over generalize parents' responses when comparing across cases. She was ready to use her experiences to discover the subtle relationships between attitudes and motivations driving parents' desire for having their child in the Spanish TWI program. She was ready to give parents a voice on what they wanted to share about the Spanish TWI program and their children.

The information was analyzed and screened following Loftland, Snow, Anderson, and Loftland's (2006) sequence of steps for data analysis: social science framing, coding, and diagramming. The first step was defined by the research questions, the theoretical perspective and the IPA guideline. The researcher read through the transcripts several times finding themes or units. The interview questions served as a guide for unit/theme identification and through them, the following themes emerged: parent knowledge regarding TWI programs, parent attitudes and motivation, activities and strategies parents have to foster their child's learning of two languages, and parents' experiences regarding the Spanish TWI program. This information was used to complete a preliminary and comprehensive table with all the variables combined, what Miles and Huberman (1994, p. 178) have named a "monster dog." Coding was the next step after identifying themes. The researcher identified topic coding as the kind of coding that was best for data analysis. After the preliminary table was filled, the researcher read through the various themes and identified the topics under each theme.

The next stage of analysis included a reorganization of material/information. This stage was concluded using a cross-case strategy. As Miles and Huberman (1994, p. 175) clarify, cross-case analysis "enhances a deeper understanding and explanation of the phenomenon studied." For a better analysis using the cross-case strategy, the researcher designed several matrices. The format of those matrices was a contrast table. This format

allows one to contrast different cases with different variables under a determined theme or unit.

A second coding stage was developed in order to refine topics and to focus the data. The topic code helped to complete the cross-case analysis and comparison of responses between Anglo and Latino parents. For a specific analysis on attitudes and motivations the attitude theory, proposed by Gardner (1985) was used, while the theory on bilingualism by Baker (1992) was used to analyze attitudes and motivation toward bilingualism. Dorneyi's (1990) classification of non-instrumental motivation was used to identify and classify parent responses on motivation that could be difficult to identify as integrative motivation under Gardner's (1985) classification. The results are reported on Chapter 4.

CHAPTER 4. RESULTS AND DISCUSSION

For this study, the researcher interviewed parents whose children were, at that time, kindergarten and first grade students in a new Spanish Two-Way Immersion (TWI) program at River Elementary School. The interview questions used by the researcher were designed to elicit responses that would identify the parents' attitudes and motivations in regards to their child's participation in this program. Through the interviews, parents shared the diverse experiences both they and their children had had with the program. During data analysis, each parent's information was evaluated using the interview questions as units/themes. Then, inside each theme, the researcher categorized parents' responses for cross-case analysis using topic coding. In this chapter, the researcher presents tables that categorize the parents' responses from cross-case analysis and excerpts from the interviews, which serve as illustrations for supporting data categorization. Then, the researcher compares parents' responses to those reported in previous studies done in this field of attitude and motivation. The Spanish TWI program at River Elementary was initiated in August 2006 with 39 children participating in two kindergarten classes. The following year, this program had a total of 76 students. Of these, 41 students were in two kindergarten classes and 35 children in two first grade classes. The researcher contacted representative parents recommended by the TWI teachers from kindergarten and first grade to invite them to participate in this study. Table 2 presents a summary of the demographic information in relation to the parent participants in the study: their child's grade level, the parents' social identities and linguistic background, the language spoken at home (Navarro, Kaptain, Shelley, & Rosenbusch, 2008), and their child's dominant language as defined by the child's classroom teacher. The results related to the

home language and the dominant language was provided by the NFLRC research team from the study they are conducting that includes this Spanish TWI program. The results on home language were derived from parent's responses to a Home Language Survey administered by the school and shared with the NFLRC research team. The child's dominant language, which was also provided by the NFLRC research team, had been determined by the TWI classroom teacher. As clarified in Table 2. for Parent 3, the information about the child's dominant language that was provided by the teacher was in contrast to the language a) used by both parents and b) spoken at home. All of the Latino parents had had two years of participation in the TWI program: their children had entered the program in kindergarten and were in first grade at the time of the interview. The Anglo parents participating in this study had had either one or two years in the program (see Table 2).

During the interview, the parents shared information about their family, which is presented in Table 2. The families represented by each parent had the following combinations of members: Latino Spanish-speaking mother and father, Anglo English-speaking mother and father, or Anglo English-speaking mother and Latino Spanish-speaking father. The parents were offered the choice of conducting the interview in English or Spanish. They consistently chose the language for the interview to be the language they felt most comfortable with and used most often in their lives.

In discussing the language for the interview, several parents commented that their spouses had limited experience with the Spanish language. For example, a Latino Spanish-speaking father commented: "Mi señora sabe español también, no mucho porque ella es de aquí...es gabacha e india, mita y mita, pero ella entiende mucho español, porque habla con mi mamá; sí se entiende mucho." [My wife knows Spanish too, not very much because she is

Table 2. Demographic Information for Languages Spoken by Parents and Their Children

Parent Participant	Child's Grade Level	Family Description Identifiers.⁴	Language(s) Spoke(n) At Home	Child's Dominant Language⁵
1	First	M: Anglo. English/Some Spanish F: Latino. Spanish PI	English. Mother understands Spanish but speaks English.	English
2	First	M: Latino. Spanish PI F: N/A	Spanish	Balanced
3	First	M: Latino. Spanish F: Latino. Spanish PI	Spanish	English
4	First	M: Anglo. English PI F Latino. Spanish	Spanish	English
5	Kindergarten	M: Anglo. English F: Anglo English PI	English	English
6	Kindergarten	Mother N/A F: Anglo. English PI	English	English
7	First	M: Anglo. English PI F: Anglo. English	English	English
8	Kindergarten	M: Anglo. English PI F: Anglo. English	English	English

⁴ M: Mother – Ethnicity and Language Spoken. F: Father – Ethnicity and Language Spoken.
PI: Parent interviewed.

⁵ This was defined by the TWI teacher.

from here...she is a mix of Native American and American, half and half, but she does understand, because she talks to my mom] (Parent 1). This comment provides insight on the linguistic background in this family, and at the same time, clarifies its multicultural nature.

Another comment from an Anglo English-speaking father demonstrates the diversity in his family: “Well they [his children] are Mexican. They're adopted, and the one who is in preschool, she will come over to the program, she is African American-Native American” (Parent 5). This parent adopted two children who are Mexican and attend River Elementary School. He has a third child who is African-American and Native-American. He and his wife intend to register their youngest child in the Spanish TWI program when she reaches kindergarten age. His comments clearly present an insight into the demographics represented in Table 1 and clarify that linguistic and cultural backgrounds play an important role in parent attitudes and motivations.

As Gardner (1985) reported, parent attitudes have an influence on second language learning. If parents have a positive attitude toward a language or a community that speaks that language, their attitude influences their children’s attitudes toward that language, toward learning that language, and toward the community that speaks the language. In Sung and Padilla's (1998) analysis of parent attitudes toward second language learning, they point out the importance of ethnic heritage on children’s learning of a second language. When parents have multicultural families, it is more likely that children in those families will develop a positive attitude toward learning a second language and toward developing bilingualism and biliteracy. In the tables presented in this chapter, the relationship between the parent’s attitudes and their child’s experiences will be presented and analyzed.

Gardner (1985) makes a distinction between motivation and attitudes. He establishes that motivation “has a clear link with the language learning process...the individual works or strives to learn the language because of a desire and the satisfaction experienced” (p. 9). Table 4 presents parents’ motivation for having their children in the Spanish TWI program, and Table 7 presents a classification of parent attitudes in regard to what parent participants shared during the interviews.

The first two questions of the interview were designed to explore how much information the parents had before and after their child’s participation in the TWI program. This information is important because the literature reports that parents, more specifically, linguistic minority parents, support bilingual education but they do not know specific information about it (Lee, 1999, 2006; Shin & Kim, 1996). Table 3 provides the responses to the first two questions: Question 1 – What did you know about Spanish Two-way Immersion (TWI) prior to your child participating in this program? Question 2 – What have you learned about TWI since your child began participating in this program? (Appendix C).

The researcher classified parents’ responses based on the type of information provided to identify the knowledge they had. The following designators were used for the parent’s responses depending on the amount and detail of the information provided by the parent to Questions 1 and 2: low, low-moderate, moderate, moderate-high, and high.

Table 3. Parent's Knowledge Regarding Spanish TWI

Parent Participant²	Before Child's Participation in TWI Program	After Child's Participation in TWI Program
1	Low	Low/Moderate
2	Low	Moderate/High
3	Low	Moderate/High
4	Low	Moderate/High
5	Low	Moderate/High
6	Low	Moderate/High
7	Moderate/High	High
8	High	High

Most of the parents did not know much about two-way immersion programs prior to their child's participation in a TWI program (Table 3). Some of the parents mentioned that they had never before heard about such programs. One mother, however, responded that she had done informal research about this kind of bilingual program by asking a friend who is a teacher with experience in this field (Parent 8).

The parents' responses show extremes on how much information the parents had prior to their child enrollment in the program. A Latino Spanish-speaking father commented: "La verdad es que yo no sabía lo que [mi hijo] iba a aprender." [The truth is I didn't know what [my child] was going to learn] (Parent 1).

² See Table 2 for description identifiers of parent participants.

An Anglo English-speaking father said: “I didn’t know really anything” (Parent 6). In contrast, an Anglo English-speaking mother said: “This program gives my children the ability to understand and communicate in those two languages [English and Spanish] (Parent 8).” The rest of the parents expressed the belief that their children would become bilingual and biliterate by the end of fifth grade.

In response to the question asking what they knew about bilingual education after having their children participate in the TWI program (Question 2), several parents reflected on changes they had observed in their children’s behavior after they began attending the program.

A Latino Spanish-speaking father commented: “El niño llega siempre contento, llega más abierto... se abre y pregunta, y antes, no, no lo hacía.” [He always arrives happy, with an open attitude...he is open now, he asks questions, and before he didn’t do that] (Parent 1). In this same line of thought, a Latina Spanish-speaking mother reported: “La niña se desenvuelve más, tiene más maneras de expresarse.” [The child is more expressive; she has more ways to express herself] (Parent 2) .

Parents also reported what they themselves and family members had learned about the program after their child’s participation in it. A Latino Spanish-speaking parent reported: “Hasta mi mamá ha aprendido...” [Even my mom has learned] (Parent 1) . A comment from an Anglo English-speaking mother was: “From the parent perspective, I learned that my child will be bilingual by the time he will finish fifth grade” (Parent 7).

An Anglo English-speaking mother, whose knowledge had increased greatly by her child’s participation in the program, shared during the interview the following: “She feels

comfortable with the language. She knows a great number of words...but if she doesn't know them she has enough comfort in the Spanish language that she can use context, clues, and extrapolate to understand even vocabulary that she hasn't yet learned... [She is] able to feel in a comfort level with a language that isn't her own" (Parent 8).

It is important to discuss these parents' responses to the TWI program; because it has been reported that bilingual programs have had a negative connotation in states such as California and Colorado (García 2000; Craig, 1996; Shannon & Milian, 2002; Giacchino-Baker & Piller, 2006). In Iowa, however, few parents have been exposed to these discussions on bilingual education. Most of the parents did not have much information about the TWI program, yet, they were willing to have their children participate in the program. As one of the mothers commented, she had talked to an acquaintance of hers to research the pros and cons of this type of program. After having this discussion, she was even more convinced to have her child participate in the program. A similar situation occurred with another parent; a Latino Spanish-speaking father, who commented: "...y porque acá con nos explicaron también ahí que... que tenían [los niños] mejores calificaciones y mejores grados... yo veo que a lo mejor sí me le está dando resultados porque yo veo que le ha sacado buenas calificaciones. [...and because here they explained to us that they have better grades...I see that maybe it is right, the program has positive results with my child] (Parent 3) .

This information provided by the parents reflects what Lee (1999) states about linguistic minority parents and their knowledge in regards to bilingual education: "They do not possess an adequate understanding of the different models of bilingual education. It seems more critical to help parents to develop accurate perceptions of bilingual education" (p. 203).

If parents have more accurate information they might be able to more supportive of their child's learning and might find better ways to support bilingual education. Epstein and Sanders (2000) report that one of the types of parent involvement that supports children's education identified through their study on community, home, and school connections was "helping all families understand child and adolescent development and establish home environments that support children as students" (p. 288). They investigated various types of involvement between these groups, and report that when parents have key information about the school they are more able to help their children. King and Fogle (2006) concluded in their study on bilingualism, parenting, and family policies, that it is important to make information accessible through public discourse: "Researchers could do more to popularly disseminate findings that are directly relevant to bilingual parenting" (p. 708).

After analyzing parents' responses to these two questions, it appears that these Anglo English-speaking parents and Latino Spanish-speaking parents did not have much information before enrolling their children. Even after having their children in the program for at least a year, the knowledge they have gained about the program is still limited and comes mainly from observing their children.

The third interview question was – Why did you want your child to participate in the TWI program? (Appendix C). This question inquired about what the parents' motivations were for enrolling their child in the Spanish two-way immersion program. The reasons parents shared in response to this question are listed on Table 4, which compares the varied responses received from Latino Spanish-speaking parents with Anglo English-speaking parents. Also, on Table 4 under "Type of Motivation" the type of motivation reported by the

parent is categorized corresponding to Gardner's (1985) attitude and motivation theory, instrumental and integrational, and Dornyei's (1990) non-instrumental categorization was used to identify parents' responses under the integrational category.

Table 4. Parental Motivation for Having their Children in a Spanish TWI Program

Type of Motivation	Motivation for Child's Participation in the Spanish TWI Program	Latino Parent Participants ³			Anglo Parent Participants				
		1	2	3	4	5	6	7	8
Instrumental	Academic achievement			X					
	Better future opportunities		X	X			X		
	Learning of a second language								
	Neurological stimulation								X
	Personal/professional goals							X	
	Translation/Interpretation			X					
Integrative	Community (helping members)			X					
	Cultural Heritage	X	X	X	X	X			
	Culture maintenance	X		X		X			
	Global citizenship								X
	Learning of any second language						X		
	Learning Spanish as a second language				X	X	X	X	

³ See Table 2 for description identifiers of parent participants.

Table 4. Parental Motivation for Having their Children in a Spanish TWI Program

Type of Motivation	Motivation for Child's Participation in the Spanish TWI Program	Latino Parent Participants ³			Anglo Parent Participants				
		1	2	3	4	5	6	7	8
	Multiculturalism							X	X
	Spanish maintenance	X		X	X	X			
Related to bilingualism ⁴	Bilingualism	X	X	X	X	X	X	X	X
	Biliteracy		X	X					

Both groups of parents, Anglo English-speaking and Latino Spanish-speaking, share a desire for their children to become bilingual or proficient in both languages. Parents' responses show a majority of instrumental motivations, as defined by Gardner (1985), for having their children in this program. For Latino parents, Spanish learning and maintenance were listed as the main reasons for enrolling their children in the TWI program. While for Anglo parents learning of a second language and multiculturalism were mentioned as important reasons for enrollment. However, for some parents, learning Spanish was important too. Two parents mentioned that, for them, learning Spanish was a very important reason for the program (Parents 4, 5 and 6). Gardner (1985) differentiated between two types of motivation integrative and instrumental. Therefore, the results were analyzed following Gardner's motivation classification. The results are discussed presenting each group responses' and then comparing them.

⁴ Bilingualism and biliteracy can be integrative and instrumental.

Instrumental Motivations

The answers given by parents during the interview helped me to identify whether their motivations for enrolling their child in the TWI program were instrumental or integrative. As it was noted previously, instrumental motivation has a specific and pragmatic goal. Parents enrolled their children in the Spanish TWI program so they could become bilingual in order to achieve a better job in the future and/or enhanced future opportunities. This reason was expressed by both groups of parents, Anglo English-speaking and Latino Spanish-speaking parents.

A Latino Spanish-speaking mother commented: “Porque es algo muy bueno para ella, una persona bilingüe vale por dos y creo que es bueno para su futuro. [Because it is something really good for her. Having a bilingual person it worth two, and I think it is good for her future] (Parent 2). An Anglo English-speaking mother said: “I mean he has more potential, as far as he gets older, [for] the job opportunities” (Parent 8).

The learning of a second language at an early age, which will be discussed later in relation to bilingualism, was mentioned by these groups of parents. One Anglo English-speaking parent mentioned: “Learning at an early age English and Spanish should be easier for her” (Parent 6). An Anglo English-speaking mother said: “I think it's important for American children to know more than English” (Parent 8). From these responses, and from Latino parent attitudes during the interviews, the researcher was able to observe that for Latino Spanish-speaking parents it is important that their children learn English, yet they did not mention it as learning a second language, rather, they mentioned learning Spanish and English both equally. This point also will be further discussed in the section on bilingual motivation.

Another reason mentioned by an Anglo English-speaking mother was neurological stimulation: “My husband and I agree that if it were English and ...Lithuanian we'd put her in, we have no reason to speak Lithuanian but the benefits to her...[are] neurologically of course” (Parent 8). This comment was classified as instrumental because this mother’s motivation clearly states an expected future benefit for her child.

Another instrumental reason expressed by one mother is, especially for her, a personal and professional goal for enrolling her child in the program: she wanted to improve her child’s language skills as well as her own. This Anglo English-speaking mother said: “The biggest thing is for ...that [in] this way he...can learn a second language... when I have my parents coming in and also my other students [her students' parents],... build on my vocabulary and hopefully help myself as also a teacher” (Parent 7). This answer was identified (coded) also as parent learning. Throughout the interviews, parents shared some of the things they have learned through their children. Most of the Anglo English-speaking parents mentioned that they have learned some Spanish through their children.

One last motivation identified was translation, which was expressed by one Latino Spanish-speaking father, who said: “...y nos traduzca” [for him to translate for us] (Parent 3). This aspect was particularly important for him and his family. This motivation is common among Latino Spanish-speaking parents (Giacchino-Baker & Piller, 2006; Ramos, 2007). They consider that having their child learn English is very helpful because their child can translate for them.

All of the reasons considered as instrumental were identified following Gardner’s (1985) classification. Parent participants in this study provided solid instrumental motivations

for their child's enrollment in the Spanish TWI program. Yet instrumental motivations are never the only reasons parents have for letting their child participate in this type of educational program.

Integrative Motivations

The following answers represent those that were classified as integrative motivation for enrollment of the child in the TWI program. Parents expressed a vivid interest in having their child become a multicultural and global citizen, and to be exposed to a second language. As one Anglo English-speaking mother said: "I guess it is ... the fact of the diversity, and that he's going to grow up being multicultural" (Parent 7). Other Anglo English-speaking mother expressed:

"I think it's important for American children to know... more than English...as a person who lives in a world with people who ... are all different. We have a population in the United States ... that speaks English and Spanish and I want my child to be part of that" (Parent 8).

These answers can be classified under global, cultural, and multicultural motivation. For example, an Anglo English-speaking mother said that her child's participation in the TWI program: "...made her more of a global citizen to feel comfort even with the unfamiliar language" (Parent 8). These parents expressed interest in having their child be able to participate in a globalized world. These comments clearly express a desire for integration. Also in this context, a Latino Spanish-speaking father reported: "Yo le digo que él tiene que ayudar a quien lo necesite." [I tell him that he must help anyone who might need his

help...{with translations}}] (Parent 3). This comment shows a motivation where building communities and providing service is the foundation. For this parent, making it possible for his child to be able to help others by translating for them was an important reason to enroll his child in the Spanish TWI program.

Cultural and language maintenance were other reasons expressed by parents. It seems natural that Latino Spanish-speaking parents express this as one of their main motivations. Yet, in contrast with what Craig (1996) and Giacchino-Baker and Piller (2006) found in their respective studies, it is not only Latino Spanish-speaking parents who have cultural or linguistic maintenance as motivation for enrolling their children in the Spanish two-way immersion program. In the current study two Anglo-English speaking parents mentioned cultural maintenance as one of the reasons for enrolling their children. An Anglo English-speaking father said: “We wanted them to learn Spanish because they are Mexican” (Parent 5). Also an Anglo English-speaking mother commented: “I wanted him to learn Spanish because he is half Hispanic” (Parent 4).

It is important to clarify that these cases have a heavy cultural element in them. In the first one, Parent 5’s children are adopted, two of them are Mexican and one is African-American and Native American. Therefore, for his family it is important that the children who are Mexican keep their background. Parent 4 shares the same concern as Parent 5. They found in the Spanish two-way immersion program a space where their children can learn Spanish and preserve their cultural and linguistic backgrounds. Other Latino parents expressed the importance of linguistic maintenance for their children, and therefore the motivation for sending their children to the Spanish TWI program. Two Latino Spanish-speaking fathers

mentioned: “Para que no se le olvide el español.” [So he won’t forget Spanish] (Parents 1 and 3).

Motivations for Developing Bilingualism and Biliteracy

Baker (1992) found in his study on attitudes and motivation toward bilingualism that “social pressures and peers seemed to have a negative effect on student’s attitudes toward bilingualism, while language backgrounds have a positive influence” (p. 96). Family has a limited influence in this regard, yet Gardner (1985) commented that parents have an effect on their children, especially on children in the early ages. The following discussion focuses on parents’ comments on bilingualism, as one of the main reasons for having their children in the program.

Along with the other motivations, bilingualism and biliteracy seemed to be the most important for both groups of parents. Bilingualism cannot be classified as instrumental or integrative following Gardner’s (1985) classification because it can be both. Baker (1992), who deepens the bilingualism theory expanding on Gardner’s (1985) work, states that family has some influence on students’ development of bilingualism, yet the most dominant influences on achieving bilingualism are social and peer pressure. Nevertheless, during the early years parents have a more profound impact on their children than on later years (Baker, 1992). Some of the parents’ comments reflect the importance of bilingualism as one of the main reasons why they chose the Spanish TWI program for their children.

A Latino Spanish-speaking father expressed: “Me gustaría que aprenda el español y el inglés.” [I want him to learn Spanish and English] (Parent 1). An Anglo English-speaking

mother said: "...and he didn't speak any Spanish only English...[we] hope he'll become bilingual" (Parent 4).

Parents' responses on motivation for enrolling their children varied from case to case and of course between groups of parents. As is found in the literature, parents saw bilingualism as an advantage (King & Fogle, 2006; Pacini-Ketchabaw & Bernhard, 2001; Craig, 1996; Giacchino-Baker & Piller, 2006; Ramos, 2007). Parents see raising bilingual children as an important task, but at the same time, parents perceive social pressures for not supporting their child's bilingualism (King & Fogle, 2006). Bilingualism is one of the main reasons reported by parents in this study for choosing the Spanish two-way immersion program, and as Craig (1996) found, both Anglo English-speaking parents and Latino Spanish-speaking parents have positive attitudes regarding the program and its outcomes. In this study, both groups of parents value bilingualism and the opportunities the program offers to their children.

Biliteracy was another of the main reasons expressed by parents for enrolling their child in the TWI program, along with bilingualism. Parents expressed a desire for their children to be able to read and write in both languages. The following are examples of this thinking in comments from both groups of parents. A Latino Spanish-speaking mother said: "Me gustaría que leyera y hablara correctamente los dos idiomas con todos los puntos y comas." [I would like her to speak both languages correctly, even with all the grammar] (Parent 2). An Anglo English-speaking mother said: "The idea that my child will be able to communicate and to understand in English and in Spanish...it's very exciting...she will be able to read and write in both languages" (Parent 8). This parents motivations for having her

child participate in the Spanish two-way immersion program are similar to those mentioned in the literature (Craig, 1996; Ramos, 2007; Giacchino-Baker & Piller, 2007).

Latino Spanish-speaking parents manifested a stronger motivation for cultural heritage, linguistic and culture maintenance, while Anglo English-speaking parents mentioned multiculturalism, globalization, and community. Yet, these answers cannot be generalized because there could be some Anglo English-speaking parents for whom cultural heritage is important as well. However, all parents, in both groups have agreed in that they want their children to become bilingual and biliterate.

Cazabon, Lambert & Hall (1993) in their report on the Tres Amigos bilingual program reported how dynamic a bilingual school was and how active the parents were. This report provides the introduction to the question asked to parents in Question 3: In which ways do you collaborate or participate at school with this program? (Appendix C). This question is important as a way to evaluate parent attitudes toward the school and the program. Table 5 reports the ways in which ways parents collaborate with the TWI program at school. Due to their work schedules many parents were not able to participate at school.

 Table 5. Activities Done by Parents to Enhance Their Child's Language Learning

At School	Category of Activity	Activity	Latino Parent Participants ⁵			Anglo Parent Participants				
			1	2	3	4	5	6	7	8
	Parent Teacher conference		X	X	X	X	X	X	X	X
	Classroom	Reading		X						X
		Helping in class			X					
At Home	Reading	Reading, in both languages	X	X	X	X	X		X	X
		Buying books and videos in Spanish and English	X	X			X			
		Helping build biliteracy in one or both languages	X	X	X	X	X	X	X	X
	Speaking	Speaking in both languages	X	X		X	X			
		Speaking in Spanish			X					
		Speaking in English				X	X	X	X	X
		Asking questions		X	X		X			
	Interpretation			X						
	Repetition					X				

⁵ See Table 2 for description identifiers of parent participants.

Table 5. Activities Done by Parents to Enhance Their Child's Language Learning

At School	Category of Activity	Activity	Latino Parent Participants ⁵					Anglo Parent Participants			
			1	2	3	4	5	6	7	8	
	Listening	Listening to music and videos in Spanish	X					X			X
	Parental Involvement	Contact with Teachers		X							X
		Doing homework	X	X	X	X	X	X	X	X	X
		Encouragement	X	X	X					X	X
		Paying attention	X	X	X	X	X	X	X	X	X
	Other	Traveling	X					X			
		Use of dictionaries						X			
		Use of educational toys		X							

All of the parents considered it important to attend parent teacher conferences. They reported that during this time they can talk with the teachers and be aware of their child's performance at school. Parents showed pride in being responsible by attending parent teacher conferences. A Latino Spanish-speaking parent said: "Como yo he mirado pues la maestra cada que vengo a las conferencias me dice que es muy inteligente." [I've noticed what the teacher mentions to me every time I come to the conferences, that he is very intelligent]

(Parent 3). An Anglo English-speaking mother mentioned: “I go to all school meetings”

(Parent 4).

Only two mothers, one Anglo English-speaking mother and one Latino Spanish-speaking mother, visited the classroom and helped during reading time. The Anglo English-speaking mother said: “I have come periodically when the teacher said, ‘You can always drop in, you can always drop in,’ sometimes I’ve come during the reading portion of the day, and observed and listen to the children learn new syllables and identifying letter and different sounds. I started doing it when my daughter was moved to the Spanish reading group” (Parent 8). A Latino Spanish-speaking mother mentioned: “Cuando no trabajaba venía más o cuando ella estaba en el kinder yo venía más a comer con ella, a estar en el salón.” [When I didn’t work, I used to come frequently when she was in kindergarten, I came to eat lunch with her, and also I used to come to her classroom] (Parent 2) .

The parent comments and responses offer important information on their attitudes toward the program. As Luján and Armendáriz (2002) described in their case study of a principal in Arizona, one of the successes of the program was the parent and community response. Parents commented that they were using more Spanish. Other studies have mentioned the role of parents and parental involvement in successful bilingual education programs (Cazabon, Lambert & Hall, 1993; Sung & Padilla, 1998; Akkari, 1998; Li, 1999; Smith, 1998; Epstein & Sanders, 2000; De Gaetano, 2007; Senesac, 2002).

Responses to the question about activities parents do with their children, at home and at school, elicited their availability for collaboration at school. Even when parents have busy working schedules they showed interest in their child’s learning and schooling, not only by

attending parent teacher conferences and meetings but also by the activities they do with their children at home to stimulate and reinforce Spanish and English learning.

A Latino Spanish-speaking father said: “Pues...no hemos venido a la escuela a participar en esto, pero si algún día quieren que participemos en la escuela,...hacemos un espacio para poder participar, o sea de eso no...no hay ningún inconveniente.” [Well, we haven’t come to participate at the school, but if they want us to participate one day, we would try to set a time to be able to participate, we mean...we don’t have any trouble about that] (Parent 3) .

A Latino Spanish-speaking mother noted:

“Me gustaría que los papás participáramos un poquito más, de poder venir a la escuela, leer con ellos, o participar en actividades, estimularlos un poquito más a los niños de saber que uno está con ellos no solamente en la casa sino en la escuela.” [I would like to see more parents participating, coming to school, read with them, or just participate on school activities. Stimulate them a little bit more, letting them know that we are with them not only at home but at school too] (Parent 2).

Table 5 also reports parents’ responses regarding the activities that they do on an every day basis to help their children achieve bilingualism and biliteracy in response to Question 5: How can a parent/guardian support his/her child’s learning in both languages? (Appendix C). Anglo and Latino parents have different ideas and practices, yet both groups mentioned reading as one of the common activities they do with their children.

Parents were asked to name possible ways to help reinforce or stimulate, their child’s learning. Table 5 shows the activities in which Latino Spanish-speaking and Anglo English-

speaking parents engage. Some of the comments parents made regarding the various activities mentioned are included here.

Reading. A Latino Spanish-speaking mother expressed: “Si va uno a la tienda y ve los letreros o las cajas de cereal, preguntarle ¿qué dice ahí?” [If you go to the store and see the signs or read the cereal boxes you might ask...what does say there?] (Parent 2). An Anglo English-speaking mother commented on listening to her child read in both languages: “He reads to me in English and in Spanish, parents can do that” (Parent 4). An Anglo English-speaking mother reported how she encourages reading: “I encourage her when we go to the library to look at the books in English and the books in Spanish” (Parent 8).

Parental Involvement. Both Anglo and Latino parents mentioned parental involvement as one of the main issues for helping their children. A Latino Spanish-speaking mother commented: “Yo sé que muchos papás no pueden porque trabajan mucho, trabajan en las tardes, pero en el fin de semana sí podrían.” [I know that many parents cannot do it because they work many hours, they work in the afternoons, but on weekends they could] (Parent 2). An Anglo English-speaking father said: “Getting involved. I don’t necessarily know a lot of Spanish but I am learning as I go with her...I think it’s all about parents getting involved...parent involvement is very, very important” (Parent 6).

Helping to Build Literacy. A Latino Spanish-speaking father said: “Yo pienso que más que nada más tratar de ayudarlo...uno que sabe leer español, pues enseñarle el español y ellos [mis hijos] que saben el inglés ayudarse mutuamente.” [I think that trying to help him...

well since I know how to read Spanish I can help him learn it, and they [my children] who know English can help each other to learn it] (Parent 3).

Parental Involvement and Attention

An Anglo English-speaking mother addressed the importance of parent attention being paid to the child's learning: "It's important for me to give her my attention and not to be doing a hundred thousand things while she is reading to me." (Parent 8) .

After parents answered the previous question regarding activities, they were asked to mention or share aspects they liked most about the Spanish two-way immersion program in Question 6: What do you like most about your child's TWI program? (Appendix C). In Question 7 parents were asked about the aspects they disliked regarding the Spanish two-way immersion program: What do you like least about your child's TWI program? (Appendix C). Table 6 compares parents' answers to these two questions. Both groups of parents provided more positive answers, or likes, rather than dislikes.

Parent Participant⁶	Aspects that Parents Like about Spanish TWI	Aspects Parents Dislike about Spanish TWI
1	Positive change in child's behavior	None
2	Attention to children Positive change in child's behavior Maturity Facilitate literacy Positive role of teacher Better use of words to express herself	Confusion of letters Frustration Stress
3	Everything	None
4	Learning in Spanish	None

⁶ See Table 2 for description identifiers of parent participants.

Parent Participant⁶	Aspects that Parents Like about Spanish TWI	Aspects Parents Dislike about Spanish TWI
	Teachers	
5	Program in general Better pronunciation in English and in Spanish Bilingualism /Learning Spanish and English	None
6	Second language learning Spanish proficiency/able to communicate with others	Parent unable to speak the language
7	Diversity Multiculturalism	Parent unable to speak the language
8	Having the option of TWI Program itself Program projection Parent learning Teachers	Student teacher

In general, all the parents interviewed mentioned that they liked the program and described what they have observed so far in their child's progress in both languages. Some of the parents' comments are included here.

Positive Changes in Child's Behavior: A Latino Spanish-speaking father said: "Sí me gusta...lo que veo es que ahora llega contento... Sí me gustó que haya aprendido español." [Yes, I like it...I see that now he comes home happy...Yes, I really liked that he learned Spanish] (Parent 1). A Latina Spanish-speaking mother expressed: "Yo he notado que ella se enseña a compartir...ella tiene mucha facilidad de expresión y le gusta participar enfrente de los demás, ya no es cohibida antes sí lo era." [I've noticed that she has learned to

share...she has more ways to express herself, and she likes to participate in front of other people, she is not as shy as she was before] (Parent 2).

Maturity. “Ella usa palabras de niña más grande.” [She is using words as if she were older] (Parent 2).

Learning in Spanish . Two Anglo English-speaking fathers commented: “I like that he is learning Spanish” (Parents 5 and 6).

Diversity and Multiculturalism. An Anglo English-speaking mother said: “I guess the biggest thing that I enjoy about it is... the diversity, and being that he's going to grow up being multicultural... he'll be well rounded in culture by the time he leaves here in fifth grade and then we can expand on that while he moves on to the junior high or high school...I think it's a great program... in just the short time that my son's been there... counting, colors shapes, it didn't mean anything to him until he actually got in the school” (Parent 7).

Parenting Learning. An Anglo English-speaking mother said: “My child's involvement in the program is a way for me to begin to understand Spanish, like I probably would not have...I think that I am learning basic things in Spanish and that's always growing because of the involvement I have with my child” (Parent 8). An Anglo English-speaking father reported: “We are learning Spanish too, when we look at the dictionaries for words that we don't know” (Parent 5). An Anglo English-speaking mother commented: “I am able to understand better Spanish in a way I would never do it before if my child weren't in this program” (Parent 8).

The few aspects parents disliked regarding the Spanish two-way immersion program are listed next.

Confusion. “Lo único que no me gusta, y sé que es normal, es que ella se confunde” [I don't like that she is confused, I know it is normal]. Parent 2.

Stress and Frustration. “Lo que no me gusta es que ella se enoja cuando se confunde o no entiende, entonces causa como un estrés en los niños...Me parece que se estresan más de lo que debería un niño de 6 años.” [I don't like when she gets mad because she cannot understand or is confused, then the children are stressed...It seems to me that they are under more stress than a regular 6 years old should be] Parent 2.

Limit proficiency in second language. Almost all of Anglo parents expressed their limited Spanish proficiency as a downfall. They reported that this disadvantage limits what they can do to help their children to better learn Spanish. An Anglo English-speaking mother commented: “The fact of my own limited language, is the fact of that, when he comes home talking to me in Spanish or singing to songs in Spanish that I, myself, don't know what he's talking about... I can't tell him what it is in English... I think that's the biggest downfall.” Parent 7. An Anglo English-speaking father said: “I don't speak Spanish – when she is learning a lot of Spanish I'm not going to know what she is saying.” Parent 6.

Student Teacher. An Anglo English-speaking mother expressed that she did not like having a student teacher because of her inexperience and limited proficiency in Spanish:

“I know that there has been a student teacher in this classroom, in my daughter Spanish speaking classroom, and the time that I spent in the classroom when the student teacher was in charge of the class, I thought that her approach, of course from being inexperienced, and her...it's hard for me to say as a non-speaker of Spanish, but listening to her speak and listening to... it's hard for me to say as a non-speaker of Spanish...her accent

and her grammar... I'm not claiming to have expertise, I really don't, but I've heard the teacher and hearing the student teacher ...she wasn't up to the standard of the regular classroom teacher, she didn't have the confidence in the language. Her accent was bad... I felt that having a student teacher in that environment, while it would benefit a learning teacher... it was difficult to listen to her in this just grossly American accented speaking of Spanish. I felt that having a student teacher who wasn't completely confident was detrimental, at least those days, and those lessons.” (Parent 8).

Anglo parents expressed their limitations with the Spanish language as the main aspect they dislike, for most of them it is important to actively participate in their child's learning as Table 7 presents. This table shows a list of activities that parents mentioned that they do with their children in response to Question 5: How can a parent/guardian support his/her child's learning in both languages? (Appendix C). These activities served to classify parents' attitudes following Gardner's (1985) attitude and motivation theory.

After listening, reading and analyzing the list of activities, I determined that most, or all, of these parents have a very positive attitude towards bilingualism and also to the Spanish two-way immersion program. Gardner (1985) in his study of parent attitudes on second languages, identified attitudes as active and passive. Gardner also classifies attitudes as active negative or active positive. Passive attitudes, as he described them, are more difficult to identify because they are more subtle and parents may or may be not conscious of them. These attitudes are related to the community or the culture associated to the community that speaks the language. Because parents in this study are a group that has active and positive attitudes, all of the activities they engage in fit in this category as is shown on Table 7.

Table 7. Classification of Parent Activities and Attitudes According to Gardner (1985)

Parent Participant⁷	Parent Activities	Classification of Parent Attitude⁸
1	Reading to child Attending parent-teacher conferences Practicing the language: Conversation with relatives or family friends Speaking Watching TV Helping with homework	Active Positive
2	Reading with child Practicing and doing homework with child Helping with writing Answering child's questions Building vocabulary	Active Positive
3	Reading Talking in Spanish Translating	Active Positive
4	Reading in English and Spanish Talking in English and Spanish	Active Positive
5	Reading in English and trying in Spanish Listening Spanish Traveling Using dictionaries Using the language Repeating	Active Positive
6	Using the language Reading Helping with homework	Active Positive
7	Reading in English and Spanish. Practicing	Active Positive
8	Demonstrating a positive attitude toward minority language community Being involved as a parent Listening to music and videos in both languages	Active Positive

⁷ See Table 2 for description identifiers of parent participants.

⁸ Classification of attitudes according to Gardner (1985).

In parents' responses to Question 5, they expressed some concerns and suggestions about the Spanish two-way immersion program. Table 8 clarifies concerns both Anglo and Latino parents expressed in relation to their children's development, participation, and abilities in the Spanish two-way immersion program. Table 8 also includes suggestions or ideas the parents mentioned. Latino Spanish-speaking parents expressed more concerns in relation to losing the Spanish language and their Latino linguistic and cultural background, while Anglo English-speaking parents were concerned with their limitations in Spanish language proficiency. They expressed that, in order to help their children become bilingual and to help them with their homework, both now and in the future, they wished that they knew more Spanish than what they knew at the time of the interview. The Anglo parents' concerns regarding their lack of Spanish proficiency was notable and important for them, because it was mentioned by all of the Anglo parents.

Table 8. Parents' Concerns and Suggestions Regarding the Spanish Two-Way Immersion Program

	Anglo Parent Participants							
	1	2	3	4	5	6	7	8
Concerns	Forgetting of Spanish language	Difficulties with mixing up words in English and Spanish	Forgetting of Spanish language	None expressed	None expressed	Limitations with proficiency in Spanish language ¹	Limitations with proficiency in Spanish language	Limitations with proficiency in Spanish language
Suggestions	Continuation of this kind of programs at other levels: middle school, etc	Continuation and extension of this kind of program; Invitation of other children to have access to this program model.	Having this kind of programs in middle school	Continuing through all school grades level	Continuation with the program as it is	Extending the program to other schools	Helping parents with Spanish	Homework/materials in both languages
			Preservation of culture					Parent-Child Collaboration
			Concerns regarding math problems					Continuation of the program
								Create a "Suggestion Book"

⁹ See Table 2 for description of identifiers of parent participants.

Two Latino Spanish-speaking parents shared the same sentiment that is expressed by this parent: “No quisimos cambiarlo de escuela para que no lo pierda [el español].” [We didn’t wanted to change him from this school because we didn’t want him to lose it {Spanish}.] (Parents 1 and 3). These parents shared a similar concern regarding the loss of the language.

Another Latino Spanish-speaking parent expressed: “No quiero que se le olvide [el español]...no quiero que se le olviden sus raíces.” [I don’t want him to forget {Spanish} ... I don’t want him to forget his roots]. Other concerns from Latino parents were in relation to the child’s stress level. A Latino Spanish-speaking mother said: “Lo único que no me gusta, y sé que es normal, es que ella se confunde. Me parece que se estresan más de lo que debería un niño de 6 años.” [The only thing I don’t like is her frustration, I understand it is normal, but she gets confused. It seems to me that they are under more stress that a 6 year old should have] (Parent 2). While a Latino Spanish-speaking father said: “A veces no tiene tiempo suficiente para terminar los problemas de matemáticas.” [Sometimes he doesn’t have enough time to finish the math problems] (Parent 3).

While for Latino Spanish-speaking parents, cultural and linguistic loss was an important concern, Anglo English-speaking parents shared different concerns. The following excerpts show the comments and experiences of these parents.

Not Knowing Spanish Language.

An Anglo English-speaking father said: “I think that’s the only thing that scares me the most...I don’t know what is she going to say...and being a parent I would like to know what is she saying” (Parent 6).

An Anglo English-speaking mother expressed:

“The thing is, {referring to what her child learns}if they're teaching them a song in Spanish send it home in English as well as Spanish for in that way...as I said if they (the children) have a question{such} as "Mom what am I saying?" my answer to my son is: "I have no idea", so in that way I can actually... explain to him what it is what is saying, what it means... I have the kindergarten sight words that are in Spanish, then, I have the kindergarten sight words in English, and I know in Spanish ... when you pair them up they are in alphabetical order so they don't cross correlate ... so if they're almost going to do it for both languages, {I would like to have} the words side by side, even though they may be out of order” (Parent 7).

Another Anglo English-speaking mother reported: “I was concerned that she will be really confounded, because she was going to be in a classroom setting where it was all taught in Spanish. I was concerned maybe she would feel really, really frustrated...and that’s not been the case. (Parent 8) .

Suggestions

All of the parents who participated in this study expressed the desire to see this program continue. Latino Spanish-speaking parents commented they would like to see programs like this one in more schools, both elementary and middle schools. The parents consider that the program works very well, and only had a few suggestions for making improvements to it.

A Latino Spanish-speaking father expressed: “Ojalá que siguiera más, para que lo agarraran bien...que lo siguieran para escribir y leer completamente, no nada más hablarlo.”

[I wish it continue for them to learn it very well...schools should continue so they would read and write completely, not just talking] (Parent 1).

A Latino Spanish-speaking mother commented: “Pues me gustaría que siguiera como hasta ahora. Me gustaría que los papás participaran más, que viniéramos a leer con los niños a la escuela. Me gustaría que se extendiera a otras escuelas, muchos niños se beneficiarían. Que los papás americanos apoyen más a sus hijos, o que les den la oportunidad de aprender español, porque yo sé que hay papás que no están de acuerdo en que los niños aprendan español.” [I wish it to continue as it is now. I would like to see more parents participating. I wish we could come to read with the children. I would like to see American parents letting their children learn Spanish, or at least giving them the opportunity, because I know there are some who disagree with the idea of having their children learning Spanish] (Parent 2).

A Latino Spanish speaking father said: “Me gustaría que en la escuela de mi hija hubiera este tipo de programas para que no se le olvidara.” [I would like it if in my daughter’s school they would have this kind of program, so she wouldn’t forget it [the Spanish language] (Parent 5). One Anglo English-speaking parent shared the same suggestion as Latino Spanish-speaking parents had expressed: “I know I’d like to keep my son [in] all the way through school” (Parent 4). This mother has a “combined” family, she is American and speaks English, her husband is Latino and he speaks Spanish. This could be the reason why her answer is similar to those expressed by Latino Spanish-speaking parents.

Anglo English-speaking parents commented that they would like to have more materials to support their own and their child’s learning. One Anglo English-speaking father

expressed he would appreciate having help with Spanish: “Help parents understand what's going on in the language, I guess that would be better” (Parent 6).

One Anglo English-speaking mother suggested that the school prepare a manual for parents: “I wish there was a guide book for parents. The idea of some kind of literature for parents to prepare us for what we will be encountering through the lessons our children bring home. I've made a suggestion, as a non-speaker of Spanish I would appreciate like a pronunciation guide book, I'd appreciate a basic grammar, some basic vocabulary, so that when my child encounters a word in her book that she doesn't know how to sound out that I can be at some assistance to her. A guide book for parents who don't speak one of the languages” (Parent 8).

Comparing parents' concerns and suggestions, it is clear to see what their needs are. For some of them the school could provide a solution, such as preparing materials for parents, and trying to get more parents involved in the program to enrich it. Yet, there are other needs that do not pertain only to the program, such as the creation of more Spanish two-way immersion programs. Since successful programs open possibilities that would enrich other children's lives.

Anglo and Latino parents both shared their experiences about their children's participation in a Spanish two-way immersion program. Through this exploratory study I was able to learn about parent attitudes and motivations, as well as, to learn about the activities they do to achieve the goals of the TWI program: to have bilingual and biliterate students able to communicate in both languages and to have respect for other cultures.

CHAPTER 5. CONCLUSIONS

This study is focused on exploring the attitudes, motivation and experiences of parents whose children attend a Spanish Two-Way Immersion program that opened recently in a Midwest state. The research questions guiding this study are: What are the parents' motivations for placing their children in a Two-Way Immersion program and keeping them there?

What actions do parents take to enhance language acquisition and language preservation?

How do parents help their children to become bilingual and biliterate?

For this study parents share in common that their children are participants in a Spanish TWI program. For data collection, a questionnaire of seven open-ended questions was designed by the researcher and the NFLRC research team. Parents were contacted by the researcher following a purposeful sampling and eight parents agreed to participate in an interview. After data collection was finalized, the researcher began data analysis. Data analysis comprised several stages. The first stage was the *Epoché* stage in which the researcher analyzed her own attitudes toward the phenomenon under study. This stage aims to minimize research bias toward the study. The researcher then identified the themes, or broad ideas, guided by the interview questions. The themes were subsequently broken down into topics. The researcher organized the data following the coding of the topics and used her findings to create the results tables. The results tables are used to show parents' responses and are organized following the order of the questions used during the interview. Nevertheless,

some responses and questions were re-arranged to show a better contrast or comparison between Anglo and Latino parent responses.

Results from this study represent only the attitudes and beliefs of those parents who participated in it. Yet, this case study produced notable results. Among these was the influence that the linguistic and cultural backgrounds of the participants played in their attitudes and motivations. Three types of families were identified among these parents: Latino Spanish-speaking parents, Latino-Anglo parents, with the Anglo parents speaking English and the Latino parent speaking Spanish, and Anglo English-speaking parents (Table 2). Families with mixed parents (Latino and Anglo family combination) shared responses similar to those expressed by Latino Spanish-speaking parents, rather than with Anglo English-speaking parents. These similarities in responses reflect current conditions of Latinos in the U.S. who have a different dynamic regarding language interaction among their members. It is easy to assume that Latino parents who speak Spanish would have bilingual children, yet this is not true in all cases, as can be seen in Table 2. Parent 3's child has developed a dominance in English, rather than in Spanish, as defined by the TWI teacher, having Latino Spanish-speaking parents.

During the interviews, parents commented on their satisfaction with the TWI program, because it is through this program that their children are acquiring bilingual and biliteracy skills. All of the parents who participated in this study value bilingual education. Through their responses, the parents shared how important it is to them that their children become bilingual and biliterate. All of these parents have a positive attitude toward second language learning and bilingualism, evidenced by the fact that they have kept their children enrolled in

the optional Spanish TWI program. This group of Anglo and Latino parents clearly values bilingualism and wants their children to acquire bilingual and biliterate skills.

Latino Spanish-speaking and Anglo English-speaking parents expressed diverse motivation for having their children participate in the Spanish TWI program. Among the most important reasons expressed by both groups of parents were bilingualism, biliteracy and better job opportunities for the future. These responses clarify the fact that these parents value bilingual education and see it as a medium for their children to prepare for the future. TWI programs provide enriched learning environments where all students are encouraged and stimulated to achieve academic standards. Latino and Anglo parents were grateful to have the opportunity to have their children enrolled in a program such as this one. For some of them, participation in the program required traveling across town to reach the school, yet they reported that it was worth it. Parents who want their children to be exposed to foreign language instruction at an early age are always looking for opportunities and materials to do so (King & Fogle, 2006).

Latino Spanish-speaking parents as a group also mentioned language and culture preservation as one of the primary reasons for having their children participate in the Spanish TWI program. These responses are similar to those obtained from Spanish-speaking parents by Giacchino-Baker & Piller (1992) and Craig (1996). However, one of the Anglo English-speaking parents also expressed a similar reason for enrollment of his child. This is due to the fact that his adopted children are Latino. For this parent, it was important that he find a way to provide a cultural background for his children that he, as an Anglo English-speaking American, was not able to provide on his own.

On the other hand, for Anglo English-speaking parents the motivations deemed most important, besides bilingualism, were multiculturalism and global citizenship, followed by second language learning. Anglo English-speaking parents reported great interest in having their child learn a second language at an early age as a way to stimulate their child's brain and help their child gain confidence in using a foreign language. Parents of families with mixed Latino and Anglo ethnicities report that a motivation for having their child in the Spanish TWI program is maintaining the Spanish language and culture. This response is similar to the responses shared by Latino parents. This is an especially interesting observation because the parents who reported these motivations were the Anglo English-speaking parents of families of mixed ethnicities. When for the parents there is a shared goal and a motivation for raising their children bilingually, parents reported that both take part in their child's education. This can be observed by the activities that parents do with their children to enhance and develop their bilingual and biliterate skills.

Utilizing the system of classification of attitudes developed by Gardner (1985), most of the parents in this study showed Positive-Active attitudes. All of these parents read and speak (in English and Spanish) with their children. Even the Anglo English-speaking parents, who have no background in Spanish, try to speak in Spanish with their children. They reported helping their children with homework and following the teacher's instructions. There is a positive attitude because they actively support their children's learning of a second language. The parents' attitudes and motivation, therefore, influence them to stimulate their children to achieve the goals of the Spanish TWI program.

The value of multiculturalism reported by Anglo parents is noteworthy because it fosters a favorable attitude toward the community that speaks Spanish. Gardner (1985) identified this attitude as an Active Passive attitude. Having a positive attitude towards the partner language community, in this case the Spanish-speaking community, helps to lay the foundation for interactions between the parents in the TWI program.

One recommendation that results from the parent interviews is that the school work to strengthen communication between the school and parents and between the parents. Parents reported valuing the opportunity to collaborate with the school. As one Latino-Spanish speaking father expressed: “Si necesitan podemos venir...” [If they need us to, we can come] (Parent 5). One of the Latino-Spanish speaking mothers expressed a real interest in seeing other parents more involved with school activities: “Me gustaría que los papás vinieran más a la escuela.” [I would like to see parents participating more at the school] (Parent 2) .

It is essential to note that the role of parents is viewed as critical for a successful TWI program (Cazabon, et al, 1993; Epstein & Sanders, 2000). As can be seen from these comments, parents consider it important to have good communication with the school and between all the parents who have children in the Spanish TWI program. The parents interviewed expressed a desire to build a cooperative community and to strengthen the relationships between the school and parents. Therefore seeking ways to enhance the communication and collaboration between the school and parents and among the parents is recommended.

The motivation and attitudes of the parents influence how they help their children to achieve bilingualism and biliteracy. Parents report being involved in a variety of activities to

reinforce their child's development of bilingual and biliterate skills. Anglo English-speaking parents reported that they try to speak the second language even though they do not know Spanish. Latino parents reported that they help their children with both languages. In those cases where both parents are Latino and speak only Spanish they stress the learning of Spanish. For families of mixed ethnicity (Latino and Anglo) each parent has a role using his or her native language to help to child. All of the parents reported using books and materials in both languages, such as music and videos, and they commented that they follow the teacher's instructions for doing homework with their child. These responses reflect the importance of parent attitude and involvement, which is recognized in the literature as an important element for successful student learning and achievement (Zelazo, 1995; Thomas & Collier, 1998; Sung & Padilla, 1998; Smith, 1998; Shibata, 2000; Robledo & Danini, 2002; Giacchino-Baker & Piller, 2006; Lindholm-Leary, 2001; King & Fogle, 2006; Genesse, 1987; Epstein & Sanders, 2000, Cazabon, Lambert & Hall, 1993).

As a result of the parent interviews, some concerns and suggestions surfaced. Anglo English-speaking parents shared their need for having more materials and guidance for helping their child with Spanish. They requested materials to help them practice Spanish with their children and to better prepare them as parents for the challenge of raising bilingual and biliterate children. In contrast, Latino parents did not express not knowing English as a concern in regard to their children's learning. Because Latino-Spanish speaking parents have to deal with the issue of not knowing English well day by day, they may not see it as a significant obstacle, or perhaps they do not associate it with their child's progress in learning

English. Nevertheless, for both groups of parents, it would be helpful to have readily accessible materials to help them support their child's learning.

As part of this research, parent knowledge about TWI programs was also assessed. Most of the parents in this research project did not know much about their child's TWI program prior to this study. As Cazabon et al. (1993) noted in their report, when parents are well informed about how the system works and how they can help, they commit themselves to taking actions that benefit their child's school. Bilingual education and TWI programs provide an important opportunity to enrich the lives of students and their families.

I encourage other researchers to continue the type of qualitative research completed in this study and to consider the additional variables that arose in this study. In this study the researcher interviewed only one parent in each family. Some of the participants in this study were fathers, while it is frequently mothers who are the ones who deal with school issues. It would be helpful to have information from interviews with both parents in each family. In this study, however, further interviews to gather information were not possible due to parents' work schedules. Parents who participated in this study showed great interest in their child's education. A future research study would also be enriched by including the participation of administrators, staff, teachers, and students in order to be more comprehensive.

The present study was part of an NFLRC research project and focused only on information provided by parents at the time of the interview. Nevertheless, parents gave insight into their personal perspectives on what they consider important in bilingual education. Qualitative research brings the opportunity to gain insight into the complexities of family and language interaction. This study provides a snapshot of how complex these

relationships can be as multicultural families make decisions about language and culture preservation. Yet, the research revealed that making such decisions is also complex for monolingual parents.

The researcher recommends that similar studies be carried out in this or other schools in order to compare the responses of additional parents and to have more comprehensive data. TWI programs have been found to be very successful; if parents were better informed about their child's TWI program, they could help to increase parent demand for these programs around the country. Parents have an important role to play in enhancing the bilingual skills of our nation's children by letting other parents know of the value of these programs.

APPENDIX A

PROTOCOLES

ISU IRB # 1	06-381
Approved Date:	21 February 2008
Expiration Date:	12 June 2008
Initial by:	jlc

Telephone Protocol

“Hello, my name is (researcher’s name) and I am a researcher from Iowa State University. I am working with the Spanish Two-way Immersion program at (school name). Your child’s teacher, (teacher’s name), suggested you as someone who might be willing to participate in an interview about the Spanish Two-way Immersion program as part of the ongoing evaluation of this program. May I describe the interview for you?

The interview will explore your attitudes as parent/guardian toward the Spanish Two-way Immersion program. The interview will be no more than 45-minutes long and will include seven questions. You may choose to skip any questions that you do not feel comfortable answering. You can choose to complete the interview by telephone or in person. With your permission I will audiotape the interview to assure I have accurately recorded your answers.

To ensure confidentiality, you will be assigned an identification number that will be used instead of your name throughout the study, and all interview information will be presented as group results. A benefit of your involvement in this evaluation is that you are contributing to program improvement.

If you are willing to participate in an interview, I will send you a letter describing more fully the interview and a consent form that you will sign and return to me in a pre-stamped envelope.

When I receive your consent form, I will call you again to arrange for the interview in person or by telephone.

Do you have any questions about any part of the interview process?

May I confirm that I have your correct mailing address? Is it....?”

Protocolo Telefónico

“Hola mi nombre es (nombre del investigador (a) y soy investigador (a) de la Universidad Estatal de Iowa. Trabajo con el programa de Dos Idiomas en Español. La profesora de su hijo(a) (nombre de la profesora) sugirió que usted podría colaborar en una entrevista sobre el programa como parte de la evaluación continua de este programa. ¿Me permite describirle la entrevista?

La entrevista explorará su actitud como padre/guardián en relación al programa de Dos Idiomas en Español. La entrevista no durará más de 45 minutos y consiste en siete preguntas. Usted puede elegir no responder a las preguntas con las que no se sienta cómodo (a). Usted puede elegir la entrevista ya sea por teléfono o en persona. Con su permiso la entrevista será grabada en audio para asegurar la fidelidad de sus respuestas.

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Para asegurar la confidencialidad se le asignará un número de identificación, el cual será usado en lugar de su nombre a lo largo del estudio, y toda la información de la entrevista será reportada como resultados de grupo. Un beneficio de su participación en esta evaluación es que usted está contribuyendo al mejoramiento del programa.

Si usted desea participar en la entrevista, le enviaré una carta describiendo completamente la entrevista y una forma de consentimiento que usted deberá firmar y enviar en un sobre con franqueo pagado.

Cuando yo reciba su forma de consentimiento, yo lo llamaré nuevamente para hacer arreglos respecto a su elección del tipo de entrevista, por teléfono o en persona.

¿Tiene alguna pregunta sobre el proceso de la entrevista?

¿Me permite confirmar su dirección de correo? ¿Es...?

APPENDIX B

INFORMATION AND CONSENT LETTERS

ISU IRB # 1	06-381
Approved Date:	21 February 2008
Expiration Date:	12 June 2008
Initial by:	jlc

Dear Parent/Guardian:

Thank you for consenting to your kindergarten child's participation in the evaluation of the Spanish Two-way Immersion program, which is funded in part by the Iowa Department of Education. As you may recall the

School District arranged for the National K-12 Foreign Language Resource Center (NFLRC) at Iowa State University to conduct the evaluation of this multi-year (2006-2010) project. Eventually, this project could serve as a model for other schools around the country. Therefore, evaluation is an important part of program improvement. A benefit of your involvement in this evaluation is that you are contributing to program improvement.

With this letter the researchers have enclosed another consent form that they request you sign as parent or guardian of a child in the Two-way Immersion program. The consent form gives consent for you to participate in an audiotaped interview (conducted in your choice of English or Spanish) with one of the researchers. You may choose to complete the interview either in person or by telephone. The 7 questions in the interview will explore your attitudes as parent or guardian toward the Two-way Immersion Program. The time needed to complete this interview is estimated to not exceed 45 minutes.

Please designate that you do or do not give your consent to participate in the research evaluation of the program by completing and signing the consent form provided. To ensure confidentiality for the evaluation, you will be assigned an identification number that will be used instead of your name throughout the study, and all evaluation information will be presented as group results. All information gathered through this interview will be used only for evaluating the effectiveness and impact of the project. Your responses will not be used for evaluating, grading, or promoting your child. There are no foreseeable risks or discomforts anticipated for your involvement in the research evaluation of the Two-way Immersion program. Additionally, neither you nor your child will be excluded from participation in this program if you do not participate in the research evaluation of the program. Your participation in this project is voluntary and you may discontinue participation at any time.

Please return the signed consent form, by sealing it in the postage-paid envelope and mailing it. Please keep this letter and the extra copy of the consent form for your files.

If you have any questions about the evaluation feel free to contact

Director of the NFLRC, ISU, contact

, ISU,

ISU IRB # 1	06-381
Approved Date:	21 February 2008
Expiration Date:	12 June 2008
Initial by:	jl

For questions about participants' rights in research, please contact
 rector of Research Assurances, ISU,

Thank you,

Consent for the Parent/Guardian Interview

Please indicate your desire to participate in this study by completing and signing
 the consent form. Return the consent form by sealing it in the enclosed postage-
 paid envelope and mailing it.

Parent/Guardian Consent

I do ___/ do not ___ consent to participate in an audiotaped interview that is part of the
 research evaluation of the Spanish Two-way Immersion program in my child's school.

Your Name
 (Print) _____

Your Child's Name (Print) _____

Your Signature _____ Date _____

ISU IRB # 1	06-381
Approved Date:	21 February 2008
Expiration Date:	12 June 2008
Initial by:	jlc

Querido Padre/Guardián

Gracias por consentir que su niño en kindergarten participe en la evaluación del programa Dos Idiomas en Español, el cual está financiado en parte por el Departamento de Educación de Iowa. Como Ud. recuerda el School District ha arreglado para que National K-12 Foreign Language Resource Center (NFLRC) de Iowa State University, conduzca la evaluación de este programa de varios años (2006-2010). Eventualmente, el programa de Dos Idiomas en Español puede servir como un modelo para otras escuelas alrededor del país. Es por esto que la evaluación es parte importante para mejorar el programa. Su participación, en este estudio de evaluación es beneficiosa para esta mejoría del programa.

Con esta carta los investigadores han adjuntado otra forma de consentimiento donde ellos le piden a Ud. firmar como padre o guardián de un niño en el programa de Dos Idiomas en Español. La forma de consentimiento *indica su deseo de participar en una entrevista grabada en audio (realizada en inglés o español) con uno de los investigadores. Ud. puede elegir ser entrevistado en persona o por teléfono. Las 7 preguntas de la entrevista explorarán sus actitudes como padre o guardián hacia el programa de Dos Idiomas en Español. El tiempo estimado para completar esta entrevista es de no más de 45 minutos.*

Por favor indique si da o no su consentimiento para participar en el estudio de evaluación del programa completando y firmando la forma de consentimiento adjunta. Para asegurar la confidencialidad, a Ud. se le asignará un número que será utilizado en vez de su nombre mientras dure el estudio y toda la información derivada de éste, será presentada como resultado global de un grupo y no individualmente. Además, toda la información reunida será utilizada sólo para evaluar la efectividad e impacto del programa de Dos Idiomas en Español y no para evaluar, calificar o promover a su niño(a). Por otro lado, no hay riesgos o malestares previsible anticipadamente para Ud. o su niño(a) si Ud. participa en el estudio de evaluación del programa. Además, si Ud. no participa en el estudio de evaluación, ni Ud. ni su niño(a) serán excluido de la participación en el programa de Dos Idiomas en Español. Finalmente, su participación es voluntaria y la puede descontinuar cuando lo desee.

Por favor devuelva la forma de consentimiento firmada. Envíe por correo la forma de consentimiento sellada en el sobre con franqueo pagado. Por favor, guarde para Ud. esta copia de la carta y la copia extra de la forma de consentimiento.

Si Ud. tiene cualquier consulta sobre este estudio, siéntase libre para contactarse con _____, Directora del NFLRC, ISU, _____, o comuníquese con _____.

ISU IRB # 1	06-381
Approved Date:	21 February 2008
Expiration Date:	12 June 2008
Initial by:	jlc

_____, ISU, Para preguntas acerca de los derechos de los
participantes en el estudio, por favor comuníquese con _____, Director del
Research Assurances, ISU,

Gracias,

Consentimiento para la Entrevista del Padre/Guardián

Por favor indique su deseo de participar en este estudio completando y firmando esta forma de consentimiento.

Envíe por correo la forma de consentimiento sellada en el sobre con franqueo pagado.

Quiero ____ / No quiero ____ participar en la entrevista grabada en audio que es parte del estudio de evaluación del <i>Programa Dos Idiomas en Español</i> de la escuela de mi niño(a)	
Nombre (Escriba) _____	
Nombre de su niño(a) (Escriba)- _____	
Firma _____	Fecha _____

APPENDIX C
QUESTIONNAIRE

ISU IRB # 1	06-381
Approved Date:	21 February 2008
Expiration Date:	12 June 2008
Initial by:	jlc

Interview Questions:

Questionnaire:

1. What did you know about Spanish Two-way Immersion (TWI) prior to your child participating in this program?
2. What have you learned about TWI since your child began participating in this program?
3. Why did you want your child to participate in the TWI program?
4. In which ways do you collaborate or participate at school with this program?
5. How can a parent/guardian support his/her child's learning in both languages?
6. What do you like most about your child's' TWI program?
7. What do you like least about your child's TWI program?

Cuestionario:

1. ¿Qué sabía usted sobre programas de Dos Idiomas en Español antes de que su hijo(a) participara en este programa?
2. ¿Qué ha aprendido usted sobre el programa de Dos Idiomas en Español desde que su hijo empezó a participar en el programa?
3. Por qué quiso que su hijo participara en el programa de Dos Idiomas en Español?
4. ¿De qué manera colabora o participa usted en la escuela con este programa?
5. ¿Cómo puede un padre/guardian ayudar a su hijo(a) en el aprendizaje de dos lenguas?
6. ¿Qué le gusta más sobre el programa de Dos Idiomas en Español para su hijo?
7. ¿Qué le gusta menos sobre el programa de Dos Idiomas en Español para su hijo?

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