Engaging 4th/5th Grade Chicanas/os in Code-Switching (CS) Activities to Foster Positive Attitudes About Spanish Language Learning and Ethnic Identity

A thesis submitted in partial fulfillment of the requirements
For the degree of Master of Arts in Chicana and Chicano Studies

By
Annette Trujillo

May 2016
The thesis of Annette Trujillo is approved:

Prof. Fermín Herrera

Dr. Theresa Montañó

Dr. Rosemary González, Chair

California State University, Northridge
Acknowledgements

I would like to express my sincere gratitude to my chair Dr. Rosemary González for her continuous support and guidance of my thesis study and research. Her patience, motivation, and enthusiasm helped me through the writing and research of my thesis. I would also like to thank the other thesis committee members: Dr. Fermín Herrera and Dr. Theresa Montaño, for providing me with the knowledge, encouragement, and helpful commentary. Finally, I want to thank my committee for donating much of their time to help me complete my thesis. Se los agradezco de todo corazón (thank you from the bottom of my heart).

My course professors, Doctors Christina Ayala-Alcantar, Yreina D. Cervántez, Fred Field, Peter J., García, Ramón García, Rosemary González, Fermín Herrera, Marta López-Garza, Eva Margarita Nieto, Theresa Montaño, Ana Sánchez-Muñoz, Mary Pardo: Muchas gracias for giving me an amazing education, sharing your knowledge, and encouraging me to do my best.

I would like to acknowledge everyone in my Chicana and Chicano Studies cohort/co-heart: Fatima Acuña, Jose Amaro, Juan Betts, Norma Franco, Jocelyn Gómez, David Medina Guzmán, Mónica Hernández, Eva Longoria, Bryant Partida, Selene Salas, Mario Tolentino, and Clara Uriñabarrenechea. I am very grateful to have met all of you and have been able to share wonderful conversations with all of you. I will always treasure our hugs, smiles, and laughs. I want to thank you for your support and motivation throughout my time at CSUN.
Lastly, I would like to acknowledge all of my students and their parents for their participation in this study. Thank you for letting me learn from you all and helping me accomplish this research.
Dedication

This thesis work is dedicated to my parents, Hector and Norma Trujillo, who have always supported, encouraged, and loved me. Thank you for believing in all of my hopes and dreams. I would also like to dedicate my thesis to my siblings, Jonathan and Julissa who have cheered me on throughout my challenges and accomplishments. This thesis is moreover, dedicated to my beautiful goddaughter, Emily. Thank you “stinky” for asking me how my writing was coming along. Nina loves you. My thesis topic is dedicated to my “Mema”(my grandmother’s nickname). Thank you for instilling in me the importance of carrying my native language and being proud of our cultura (culture). Finally, I want to dedicate this work to my piel canela (caramel skin), Julio Adrian Barrios. Thank you for being a constant love and support in this journey. I really do not know what I would have done without your presence, love, and support. I love you all.
Table of Contents

Signature Page ii
Acknowledgment iii
Dedication v
Table of Contents vi
List of Figures xii
List of Tables xiii
Abstract xv

Chapter 1: Introduction 1

Chapter 2: Literature Review 11

  Why Teachers use CS 14
  Teachers’ use of CS for Discipline 15
  When Teachers use CS to Enhance Comprehension 16
  Students Reports of CS Aiding Comprehension 18
  When Students use CS: Affective Ties 20
  CS to Reduce Anxiety & Enhance L2 Language Acquisition 21
  Teachers use CS to Increase Comfort & Enhance Motivation to Speak in L2 23
  CS in the Classroom to Enhance Ethnic Pride & Interest in Learning About Culture 26

Chapter 3: Methodology 31

  Setting and Participants 31
  Procedures (Methods) 32
  Measures 34
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Questionnaire &amp; Exit Interview</td>
<td>34</td>
</tr>
<tr>
<td>Exit Questionnaire/Interviews</td>
<td>35</td>
</tr>
<tr>
<td>Student Observation Checklist</td>
<td>36</td>
</tr>
<tr>
<td>Student Work</td>
<td>38</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>39</td>
</tr>
<tr>
<td>Organization of Data</td>
<td>46</td>
</tr>
<tr>
<td>Coding of Preliminary Questionnaire</td>
<td>47</td>
</tr>
<tr>
<td>Coding of Exit Questionnaire/Interview</td>
<td>49</td>
</tr>
<tr>
<td>Analysis</td>
<td>49</td>
</tr>
<tr>
<td>Creation of Three Categories of Students</td>
<td>49</td>
</tr>
<tr>
<td>Chapter 4: Analysis</td>
<td>51</td>
</tr>
<tr>
<td>Creation of Subgroups Based on Preliminary Questionnaires</td>
<td>51</td>
</tr>
<tr>
<td>Spanish Proficiency</td>
<td>54</td>
</tr>
<tr>
<td>“Less Motivated” Group’s Spanish Proficiency</td>
<td>54</td>
</tr>
<tr>
<td>“Moderately Motivated” Group’s Spanish Proficiency</td>
<td>55</td>
</tr>
<tr>
<td>“Motivated” Group’s Spanish Proficiency</td>
<td>57</td>
</tr>
<tr>
<td>Prior Spanish Experience/Exposure</td>
<td>59</td>
</tr>
<tr>
<td>Exposure to Spanish by Subgroup</td>
<td>59</td>
</tr>
<tr>
<td>Importance of Spanish</td>
<td>60</td>
</tr>
<tr>
<td>Results Based on Exit Questionnaire/Interview</td>
<td>62</td>
</tr>
<tr>
<td>Regarding Value of Speaking Spanish</td>
<td>62</td>
</tr>
<tr>
<td>Importance Placed on Spanish in the Present</td>
<td>62</td>
</tr>
<tr>
<td>Importance Placed on Spanish as Adults</td>
<td>65</td>
</tr>
<tr>
<td>Importance Placed on Spanish for Careers/Jobs</td>
<td>67</td>
</tr>
</tbody>
</table>
Pre-Post Exit Interview Responses Regarding Overall Thoughts About Spanish 70

“Less Motivated” Student Reflections about Spanish During Exit Interviews 71

“Moderately Motivated” Student Reflections about Spanish During Exit Interviews 73

“Motivated” Student Reflections about Spanish During Exit Interviews 76

Students’ Pre-Post Responses: Current Value of Spanish 78

Exit Interview Responses Regarding Overall Experiences with CS 80

Exit Interview Responses Regarding Whether CS Activities Aided Spanish Language Acquisition 82

Class Observations of CS Activities 84

Observation: Introduction of CS 84

Observation: Little Red Riding Hood & Isabel and the Hungry Coyote/Isabel y el coyote hambriento 89

Lotería Observation (Day 1) 90

Lotería Observation (Day 2) 92

Observation: Marisol McDonald Doesn’t Match/ Marisol McDonald no combina (Day 1) 92

Observation: Marisol McDonald Doesn’t Match/ Marisol McDonald no combina (Day 2) 94

Observation: Marisol McDonald Doesn’t Match/ Marisol McDonald no combina (Day 3) 95

Observation: Marisol McDonald Doesn’t Match/ Marisol McDonald no combina (Day 4) 96

Responses to Marisol McDonald Questionnaire 97

Observation: ¿Quién Soy Yo? Poema (Sessions 1-4) 101
Appendix C: Activities and Students’ Participation  166
Appendix D: Checklist Observations and Activity Goals  167
List of Figures

Figure 1: Subgroups based on Preliminary Questions About Students’ like or ease with Spanish 53
List of Tables

Table 1: Responses from the “Less Motivated” Group to Preliminary Questions about Spanish Proficiency 55

Table 2: Responses from the “Moderately Motivated” Group to Preliminary Questions about Spanish Proficiency 56

Table 3: Responses from the “Motivated” Group to Preliminary Questions about Spanish Proficiency 58

Table 4: Responses from the “Motivated” Group to Preliminary Questions about Spanish Proficiency 61

Table 5: Response to questions about Importance of Spanish–Present 64

Table 6: Response to questions about Importance of Spanish–Adults 66

Table 7: Responses to questions about Importance of Spanish–Careers/Jobs from Preliminary Questionnaire to Exit Interview (On a scale from 1 to 3). 69

Table 8: Responses to Questions about Spanish Language Attitudes from Preliminary Questionnaire to Exit Interview 70

Table 9: Pre- and Post-Questionnaire responses thoughts about Spanish 78

Table 10: Activities and use of Code-switching for Each Lesson 86
Table 11: Interest in Ethnic Identity, Spanish, and Culture in their Poemas.
Abstract

Engaging 4th/5th Grade Chicanas/os in Code-Switching (CS) Activities to Foster Positive Attitudes About Spanish Language Learning and Ethnic Identity

By

Annette Trujillo

Master of Arts in Chicana and Chicano Studies

Heritage language loss has become prominent in many Chicana/o and Latina/o communities. Since California voters passed Proposition 227 in 1998, the culture of language instruction has dramatically changed in California public schools. It dismantled bilingual education and required the use of English as the primary means of instruction in school classrooms. For this reason, there are more Chicana/o and Latina/o youth who grow up in an environment where Spanish is stigmatized. This, in part, impacts the levels of Spanish proficiency. Even though individuals may desire to speak Spanish and remain connected to their family, Peter Sayer (2008) notes that “… there is also political pressure against educating and providing services in Spanish … and the youngsters face great pressure towards cultural and linguistic assimilation” (p. 99). As a result, many youth increasingly lose their ability to speak Spanish fluently (Lutz, 2006) and are more likely to Code switch. Given this context, this thesis study set out to examine 4th and 5th grade Chicana/o students in an after-school Spanish class. This study examined whether code-switching (CS) between Spanish and English increased students’ (1) interest/motivation in learning Spanish, (2) increased students’ comfort (reduced embarrassment/anxiety) when using Spanish orally, and (3) increased students’ pride in their ethnic identity and interest in learning about their own cultures.
The study found that the use of CS in the Spanish class increased students’ interest in learning Spanish. The results also found strong support that the use of language mixing increased students’ comfort and reduced their embarrassment in using Spanish orally. The research moreover, found some support that CS increased students’ pride in their ethnic identity and learning about their cultures. An implication is that CS can be used as a pedagogical tool to motivate students’ Spanish learning.
CHAPTER 1: INTRODUCTION

I love Español pero hablo English. 
Me dicen, “Pelirroja, eres pocha.”
But I am not; 
Spanglish sí soy.
A proud Mexicana, 
Una Americana 
En-pochada 
Una Chicana

-Annette Trujillo

Although many individuals may say that they value bilingualism, children are well-aware of a different sociopolitical reality. In the following paragraphs I will discuss two problems that many Chicana/o and Latina/o communities face when it comes to language maintenance and pride in their language and culture.

Chicanas/os and Latinas/os often struggle to fit into one social or cultural group because they receive influence from different groups. For example, these individuals may be influenced by the language, food, and culture from the U.S community but also be influenced by the language, food, and culture from their homeland. Many cannot fully assimilate into one group because it does not represent their identities as a whole. When it comes to language, for instance, many Chicanas/os and Latinas/os are criticized because they do not speak English or Spanish like the monolingual community. Their cultural communities remind them, “Que no son ni de aquí ni de allá.” As a result, many feel that they live in an in between state; a space, a periphery, or borderland where they mix their cultures and languages. Being marginalized linguistically is also related to being

1 A saying that is popular in the Chicano/ Latino community. Translation: We are not
marginalized socially and economically.

Heritage language loss\(^2\) has become prominent in many Chicana/o and Latina/o communities. In her research Lutz (2006) found that third and later generation students of U.S born parents are less likely to develop Spanish speaking proficiency skills than first generation students (p. 1424). To illustrate, “...third-and-later-generation children are more than 3.5 times less likely...to speak Spanish well compared to their first-generation peers” (Lutz, 2006, p. 1424). Language loss may be even more pronounced given that the culture of language instruction has dramatically changed in California public schools since proposition 227. In 1998, California voters passed Proposition 227, which dismantled bilingual education and required the use of English as the primary means of instruction in public schools for the majority of the day. Thus, English became the language of instruction for all students in California, including students with limited proficiency in English (ELLs). The law affirmed the dominance of the English language, not only because it is the primary language present in schools but also because it was deemed to be the dominant language in society. Wentworth, Pellegrin, Thompson, Hakura (2010) found that this law has, “...affected one-fourth of California students and over one-third of English learners in the United States” (p. 37).

Although becoming fluent in English is necessary for students to succeed in school, the elimination of Spanish, can also be detrimental to ELLs. The maintenance of

\(^2\) I use Guadalupe Valdés’ definition. She states, “In recent years, the term *heritage language* has been used broadly to refer to nonsocietal and nonmajority languages spoken by groups often known as linguistic minorities”(p.411). In this study, the heritage language is Spanish and the linguistic minorities are Chicanas/os and Latinas/os.
their heritage language enables Chicanas/os and Latinas/os to communicate with parents and relatives. Socially, challenges may arise for individuals who forget or do not know their native language because they may have difficulty communicating with relatives who speak the familial language. For example, in his study Farruggio (2010) found that, “Some parents voiced anxiety about Spanish loss as a problem for intergenerational communication and the maintenance of Latino values and identity” (p. 11). In addition, one of the mothers in the study shared that her daughter began to lose the ability and desire to speak Spanish. The child was unable to understand when her parents spoke Spanish and as a result could not translate for them (Farruggio, 2010, p.14).

Individuals who retain their native language are more likely to learn about family histories, cuentos\(^3\), recipes etc. because they are able to communicate with grandparents and other relatives who can share a rich culture. In my personal experience, I learned a lot about my culture and family history because I retained my native language. Through my Mempo’s\(^4\) historias\(^5\) for example, I learned of his experiences as a bracero and his struggles to provide for his familia\(^6\). My Mema\(^7\) also told me stories of how my great-grandmother healed people with her limpias\(^8\). She showed me the tools that my great-grandmother used in order to cleanse the spirit of a person. According to my Mema and my mother, many people came from all around the pueblo\(^9\) to get treated by my great-grandmother. The stories are very powerful because they produced in me a deep

---

\(^3\) Stories and or legends  
\(^4\) Abuelito/grandfather  
\(^5\) Here historias is translate to family history  
\(^6\) Family  
\(^7\) My Abuelita/Grandmother nickname  
\(^8\) Soul cleans  
\(^9\) Small town/ Village
admiration for my family and made me realize the importance of preserving family ties. Unfortunately, not everyone in my family knows of these historias because they cannot communicate with my abuelitos\textsuperscript{10} in Spanish. Through the conversaciones,\textsuperscript{11} with my abuelitas and abuelitos I learned the importance of carrying on my family history and traditions because they enriched my overall knowledge. The stories are a part of history that I learned from my comunidad\textsuperscript{12}. In contrast, one of my cousins has often expressed to me that, although she lives with my abuelos, she does not feel as connected as I do because of her limited Spanish skills. I have sensed the pain and frustrations my prima\textsuperscript{13} has carried when she tried communicating with my abuelitos and the difficult time she has had in being understood. She has often times felt alienated because it was hard for her to keep up with family conversations which led her to walked away. Later, she would explain that the language barrier between her and my abuelitos has made it challenging for her to foster a relationship with them. These experiences are consistent with Farruggio (2010) who found that “…Spanish language serves as a tool for preserving Latino cultural values and family unity” (p.11). Parents in Farruggio’s study (2010) expressed that Spanish fluency was important for conversing with relatives and that, “… children’s limited Spanish skills hampered cross-border family unity” (Farruggio 2010, p.11).

Even though individuals may desire to speak Spanish and remain connected to their family, Peter Sayer (2008) noted that, “… there is also political pressure against educating and providing services in Spanish … and the youngsters face great pressure towards cultural and linguistic assimilation” (p. 99). Sayer (2008) found that, “… by

\textsuperscript{10} Grandparents
\textsuperscript{11} Conversations
\textsuperscript{12} Community
\textsuperscript{13} Female cousin
seventh grade the kids have a lot of pena [shame] to use their language” (p. 109). In fact, it is a topic of discussion that my family frequently raises at the dinner table. My nina\textsuperscript{14} always asks me why it is that my older cousins and I know español but my younger cousins and their children do not. Transmitting the native language to many Chicanas/os and Latinas/os is important because it is part of their culture, pride, and identity yet, it can also be a source of stigmatization.

Official language policies, like proposition 227, reinforce the belief that speaking English has more “value” and “prestige” than speaking Spanish. Bedolla (2003) found that, “English is the dominant and preferred language in the United States, and as a result language minorities have been encouraged by the state institutions to adopt English as quickly as possible” (p. 266). Sayer (2008) also explained that children from an early age have a sense of which language holds prestige and which is the subordinated one (p. 96). As a result, many students begin to lose their native language because there is little or no room in schools for their first language (L1) to grow. Bedolla (2003) stated, “... Latinos’ relationship to Spanish language is problematic largely because of the racialized value attributed to English-language usage… and the stereotypes associated with both” (p. 275). I myself found that Latino parents have a hard time trying to negotiate between Spanish and English and deciding whether or not to teach their children the familial language. During a conversation I had with my comadre,\textsuperscript{15} I found out that she did not want Spanish to be her son’s first language because she wanted to keep him from speaking English with an accent. She did not want her son to be teased as she had been

\textsuperscript{14} Godmother

\textsuperscript{15} This term is commonly used between Friends who have a close bond and trust one another or between the godmother and mother of the child.
teased when she was a child. She, moreover, wanted to prevent her son from being called a “beaner”\(^{16}\) as she had. Although I was shocked by her response because she uses Spanish on a daily basis, she shared with me that she did not want her son to have an accent and be judged. Bedolla (2002) expressed that although Spanish can be a key factor to Latinos’ ethnic identity, their relationship with Spanish becomes paradoxical. Even though I am proud to call myself a Chicana who speaks Spanish, there were times when I avoided its usage. I did not want the stigmatized thoughts that came with the language to identify me. There were times when I felt embarrassed and even ashamed to speak Spanish because there were people who looked down upon me.

Unknowingly, families and peers may not be supportive of practicing their native language because they do not understand the challenges of language maintenance. Family members, peers, and Spanish teachers may criticize Chicanas/os and Latinas/os who seek to learn and or speak Spanish. For example, if someone were to say, “troca, lonche or parquear” in an academic setting, they would be corrected or criticized because they would not be speaking “proper” Spanish. Moreover, if someone were to use Spanish and English within the same conversation, they would be judged or looked down upon because they mixed the languages. Spanish purists believe that the two languages must be kept separate. Speakers who mix their languages are often times labeled as “lazy” or “sloppy” individuals. Sayer (2008) found that Spanglish\(^{17}\) has been accused of corrupting and endangering the “real” Spanish language (p. 96). As is the case with linguistic

\(^{16}\) Here this term is used as a derogatory term to identify someone of a Mexican background.

\(^{17}\) In his article Sayer defines Spanglish as an umbrella term. He states, “...Spanglish takes three main forms: borrowing words, switching from one language to another between or even within sentences, and mixing the grammar of one language with the word of another” (p. 97).
borrowings\textsuperscript{18}, people may carry a negative mindset regarding code-switching (CS). The premise of my thesis is to examine how we could build on the strengths of Chicanas/os who code-switch and if CS can be used to empower students who may feel stigmatized or ashamed of speaking Spanish.

Code-switching (CS) is a language activity, a linguistic phenomenon in which speaker(s) use two or more linguistic codes within a conversation. “Code-switching describes the mixing of two languages, either between [Intersentential CS] or within sentences [intrasentential CS]” (Sayer, 2008, p. 104). Code switching naturally emerges in communities where Spanish and English co-exist. Sayer (2008) explained, “Whenever peoples speaking different languages share social settings for some length of time, the two languages will mix to some degree” (p. 95). Unfortunately, prejudices and school practices demonize and limit such a natural form of communication. Partial bilinguals, who may only know a few words in Spanish, as well as compound bilinguals, who may use both languages on a regular basis, can find themselves CS from time to time. It is a normal language activity that is often times tied to their identity. This hybridity can be seen as a representation of their fluid cultures and mestizo\textsuperscript{19} identities. It is a language activity that many Chicana/os have adopted as a way of embracing two tongues and cultures. As a hybrid community, they create what Emma Pérez identifies as a third space; a space that encompasses community that intermixes their language varieties. Chicanas/os and Latinas/os create a space where Spanglish\textsuperscript{20}, a mestizaje de culturas, and

\textsuperscript{18} “... borrowing is the use of a word, form, structure in one language, say, in one’s native language, that comes from a different language or dialect” (Field, 87).

\textsuperscript{19} Here mestizo is defined as the cultural mixing of indigenous and European backgrounds

\textsuperscript{20} Here Spanglish is being used to identify Code-Switching.
*nepantla*\textsuperscript{21} co-exist. Although this *mestizaje*\textsuperscript{22} of languages is as Gloria Anzaldúa states, “... A patois, a forked tongue, a variation of two languages” (p. 77) this hybridity of languages has not been widely accepted and has been viewed as an inferior language activity. Some code switches can be labeled as crutches or pragmatic. Crutches occur when the speaker switches from one language to another because he/she cannot find the word in one language and therefore switch to the other. Pragmatic switches “... add to the richness of meaning” (Sayer, 2008, p. 105).

Sayer (2008) stated that, “Code-switching, like other colloquial uses of a language, tends to be viewed as inappropriate in the classroom” (p.108).” Peter Sayer (2008) moreover found this to be a problem in bilingual and dual-language programs. He stated, “…they [bilingual/dual language programs] generally attend to the standard, not vernacular, varieties of the languages and actively discourage language mixing” (Sayer, 2008 p. 94). This has a negative impact because as Sayer (2008) expressed, … students from linguistically and culturally diverse(i.e. non-English speaking/mainstream White America) backgrounds are often disadvantaged by being submersed in a language and curriculum that does not connect to their cultural knowledge or lived experience (p. 96). He furthermore stated that, “… as educators we need to look for ways to validate and raise the status of the vernacular in the eyes of teachers, children, and their peers” (Sayer, 2008, p. 109).

Given that many Chicana/os and Latinas/os may feel fear or experience shame when mixing Spanish and English (e.g., non-academic, choppy Spanish), the objective of this study is to explore ways CS can motivate students to learn Spanish. Specifically, I

\textsuperscript{21} Nepantla is a Nahuatl term meaning in the middle or in between.\\textsuperscript{22} Blending or fusion
will examine whether CS activities / lessons in my Spanish class change 4th and 5th grade students’ attitudes toward Spanish. The study will identify if code-switching (CS) between Spanish and English:

A.) Increases their interest/motivation in learning Spanish (e.g. I like/love Spanish, Spanish is easy now, I learned a lot of Spanish, It is important to know Spanish).

B.) Increases comfort and reduces embarrassment/anxiety when using Spanish orally.

C.) Increases students’ pride in their ethnic identity and interest in learning about their own cultures (e.g., willing to share family experiences related to course content).

It is important to note that the students in my study are partial bilinguals who have some or little familiarity with Spanish. Even though CS is a natural and unplanned activity that occurs when compound bilinguals communicate, as a teacher, I used CS consciously to help my students acquire greater mastery of Spanish. As an alternative to running my class solely in Spanish, I adopted Spanish and English CS as a way to introduce the Spanish language. I felt that keeping the English language would also make it easier for students to follow the class material.

Although there have been studies that have focused on CS in the classroom, there have not been studies that have used CS as a tool to encourage and empower students to not only learn Spanish but also to increase students’ pride in their ethnic identities and interest in learning about their own cultures. I hope that with the help of the English language, students will find it easier to learn Spanish and show interest in their culture
and pride in their ethnic identities. My thesis will examine whether using student’s first language can be useful to motivate them to learn Spanish. In the next chapter, I will review studies that examine how and when CS is used in the classroom and its impact on language attitudes.
CHAPTER 2: LITERATURE REVIEW

In this chapter I discuss the literature on the use of CS in the classroom. It is important to point out that this literature review also includes literature regarding what some authors call Spanglish and translanguaging. In general, the literature on CS overlaps with literature on Spanglish and translanguaging. Unfortunately, the words are confounded. Authors may use the terms "Spanglish" and "translanguaging," in reference to a definition of CS in this thesis. In this chapter, I review studies that referenced Spanglish and translanguaging only when studies were examining CS. As one will see throughout the scope of this chapter, researchers have found that these language activities: CS, translanguaging, and Spanglish, are helpful resources/tools to teach a second language and enhance students’ understanding. For the purpose of this thesis, CS is defined as the movement from language A to language B and vice versa. Studies have reported that teachers use CS to clarify concepts (e.g., vocab), for urgent matters (e.g., discipline), and to help students feel at ease (relaxed) when learning (Nordin, Ali, Zubir, & Sadjirin, 2013; Rose and Dulm, 2006; Van der Walt, 2009; Franklin, 1990; Cook, 2001; Chimbganda & Mokgwathi, 2012; Martínez, 2010; Fennema-Bloom, 2010; Ahmad & Jusoff, 2009).

Mysters-Scotton’s Markedness Model framework (1993) identifies four types of CS: marked CS, unmarked CS, sequential unmarked CS, and exploratory CS. Rose and Dulm (2006) explained that, “The Markedness Model uses the marked versus unmarked distinction as a theoretical construct to explain the social and psychological motivations for making one code choice over another” (p. 3). Unmarked CS is the predicted and acceptable behavior in a community (Rose and Dulm, 2006, p. 3). This type of CS occurs
when speakers are aware of their CS usage. Marked CS on the contrary, is not the normal or predicted behavior (Rose and Dulm, 2006, p. 3). It may happen when a speaker switches to another language for affect. Field (2011) explained that a speaker can “...[pull] the language of the conversation to English or to Spanish ... for affect, to provoke some sort of reaction, or to demonstrate proficiency in one [language] or the other” (p. 97). Sequential unmarked CS occurs when the relationship between speakers is altered. Myers-Scotton (as cited by Rose and Dulm, 2006) explained that, “Exploratory CS occurs when unmarked code choice is not clear, to make alternative exploratory choices when speaker-hearers themselves are unsure of the expected communicative intent” (p. 11).

As the teacher, I used unmarked CS to lead my class lessons and sequential CS when I wanted to redirect students to class material. Students used marked CS when they wanted to show the class their Spanish language improvement and proficiency. Exploratory CS occurred when my students took a leap to speak Spanish but switched to English to clarify their statement.

Before I proceed to review the literature on CS, I want to define Spanglish and translanguaging and how they overlap with CS. The articles by Sayer (2008) and Martínez (2010) were included in this thesis because their definitions of Spanglish overlap with definition and usage of CS in my study. Sayer (2008) used Spanglish as an umbrella term to include loan words, calques, and CS. He explained that, “The fusion that is Spanglish takes three main forms: borrowing words, switching from one language to another between or even within sentences, and mixing the grammar of one language with the words of another” (Sayer, 2008, p. 98). Martínez (2010) pointed out that,
“Spanglish is a dynamic and creative language practice that has tremendous untapped potential as a tool for literacy teaching and learning” (p. 125). In my thesis, I used CS as pedagogical strategy and an interactive tool to teach literacy.

In my classroom, I encouraged students to use all of their linguistic repertoires. Sayer (2013) noted that translanguaging is a movement between “… not just Spanish and English, but also [represents the overlap between] the standard and vernacular varieties...” (p. 63). Esquinca, Araujo, and de la Piedra (2014), stated that translanguaging is, “The flexible and dynamic use of bilingual discourse practices,...” and that it “… mediate[s] learning for bilingual learners” (p. 167). In other words, translanguaging includes the flexible use of students’ linguistic resources to help them make meaning of class content but also of their own complex worlds and cultures. Literature on translanguaging was included in this thesis when, like CS, translanguaging was used as a pedagogical strategy that was strategically planned and deliberately used to teach.

This chapter is broken down into six different sections. The first three sections include a general overview of research related to CS in the classroom. Then, I will proceed to review studies that are related to my research questions. The first section provides an overview of what other researchers have found as to when teachers use CS, Spanglish, or translanguaging to enhance literacy. This includes a brief overview of when it is used to enhance literacy and how it is used for classroom discipline. The third section will identify why and when students use CS. Sections four through six will review literature related to three research questions in this thesis. I will identify research that has found that CS enhances students’ engagement and motivation to learn Spanish. I also discuss research that has found the use of CS to reduce the embarrassment and increase
comfort in speaking the L2. Finally, I review research that examines teachers’ use of CS in the classroom to enhance ethnic pride and interest in learning about one’s culture.

It is important to point out that much of the literature in this chapter does not focus solely on Chicano/Latino students given the dearth of research on Chicano/Latinos. For this reason, other research on ethnic minority students was used. Furthermore, it is important to highlight how this thesis is vital to the area of this study because it adds to a huge gap in the literature. Although it is beyond the scope of this paper to discuss all the ways CS helps students learn, I highlight some key findings in this area. CS was often used to help students comprehend, explain, and clarify material.

*Why Teachers use Code-Switching*

Research has also explained the benefits of using CS in the classroom. In the research done by Jacobson in 1983 (As cite by Nordin, et al., 2013), he listed four rationales for using CS in second language classroom:

... [1] it provides students with sufficient input in the two languages for them to derive grammatical and lexical information, [2] it enables students with differing relative language proficiencies to focus on learning the concepts being presented during content area instruction, [3] it provides a way of establishing equal prestige for both languages within the classroom setting, and then is likely to encourage a balance distribution of the two languages, [4] it encourages the kind of language behaviour commonly used among bilinguals who are proficient in both languages and [5] it keeps students on task and thus contributes to the accumulation of academic learning time. (p. 480)
Martin (1999) (as cited by Nordin, Ali, Zubir et. all, 2013) similarly shared seven reasons as to why teachers CS:


Thus, from these two studies, we see the potential of CS for both academic purposes, as well as for reinforcing the value or prestige of both languages. I will proceed to examine specific uses of CS by teachers in the classroom.

Teachers’ use of CS for Discipline

As briefly mentioned above, studies also found that teachers used to keep students on task. Interestingly, other teachers use CS to discipline their students. Rose and Dulm (2006) found that marked CS was used to clarify, confirm, explain, as well as express when the teacher was angry. In other research, CS was especially used when there was an urgent matter. For example, Van der Walt (2009) found that teachers used CS to maintain discipline in the classroom (p. 38). The researcher found that the teacher used students’ L1 to, “...signaled the gravity of the situation or the offense” (Van der Walt, 2009, p. 39). Interestingly, teachers code switched to Afrikaans to talk about life goals, future activities in the classroom, life lessons and personal matters. While CS has been used for affective reasons, many more studies examine how CS is used to aid comprehension.
When Teachers use CS to Enhance Comprehension

Franklin (as cited in Cook, 2001) reported the percentage of the time CS was used when students had difficulties in understanding the material. Franklin found that 80% of teachers used the first language to explain grammar and to discuss objectives; 50% for tests, correcting written work, and teaching background; and a little less than 16% for organizing the classroom and activities and chatting informally (Cook, 2001, p.155). Cook (2001) indicated that teachers switch to students’ L1 to explain grammar, tasks, and as a way into making meaning of the second language. She explained that, “The first language can provide part of the scaffolding that goes with... [students’] dialogue” (Cook 2001, p. 157). Chimbganda & Mokgwathi’s (2012) also reported that CS can aid in comprehension. Teachers used CS in biology lessons to emphasize, clarify, the discourse (p. 26). They examined CS in Botswana’s senior secondary schools where English is the official language of learning and teaching, while Setswana is the national language used for identity, unity, and national pride.

Van der Walt (2009) also found evidence that the use of the L1 was a helpful tool to help students understand the L2. In Van der Walt’s (2009) study, she found that student teachers used Afrikaans, to explain a difficult English word (p.36). Her observational study looked at 12 middle schools and 4 elementary schools in Western Cape, and looked at the general patterns and functions of CS in English language teaching. In her research she noted that one of the student teachers found that CS was a continuous activity that happened throughout the lesson to ensure that learners of both languages understood the concepts (Van der Walt, 2009, p. 37). Van der Walt (2009),
moreover, explained that teachers used CS, “…to narrow the gap between them and the learners” (p. 39). Van der Walt’s (2009) explained that one of her research assistants reported that when a teacher was giving examples of a simile to her class, it was difficult for the students to grasp the meaning until the teacher began to give them examples in Afrikaans- the students’ first language (p. 36-37). Students’ understanding of a simile began to increase once the teacher used Afrikaans. The act of switching from English to Afrikaans helped students understand what a simile was. In the same way, another research assistant explained that one of the teachers in the study used Afrikaans language studies to help students understand concepts covered in class and then would switch back to English (Van der Walt, 2009, p. 37). Thus, several studies have found that scaffolding through students’ first language can be a resourceful tool to help students understand the second language.

Rose and Dulm’s (2006) study also revealed that the use of language mixing can help students’ understanding of the L2. What was unique in this study was that all four types of CS were used in this study. Their research paper discussed the functions of CS between English and Afrikaans in a secondary school in Western Cape South Africa. The participants in the study were girls from 14 to 16 years of age. The data was collected through audio recordings of classroom interactions. Rose and Dulm (2006) identified that sequential CS was witnessed when a teacher switched codes to reprimand the students (p.7). Rose and Dulm (2006) reported that teachers used unmarked CS to further explain a topic/subject to their class. They stated, “…unmarked code switching is an observable reality, and that such code-switching may fulfill a variety of functions in the

---

23 CS that is the normal and acceptable behavior
marked CS was used to clarify, confirm, explain, as well as express when the or when the teacher was angry. In sum, various types of CS were used by the teacher to aid in the teaching/learning process.

Student Reports of CS Aiding Comprehension

In a qualitative study of Spanish-English CS of sixth grade Latina/o students in an East Los Angeles middle school, Martínez (2010) reported six reasons why students use CS. He reported that students used CS to (1) clarify what they were saying; or reiterate utterances; to (2) report speech or quote speech; students furthermore used CS to (3) joke or tease; students also switch for (5) different audiences; and also to (6) communicate subtle nuances of meaning (p. 131). Importantly, other studies have also found that students also report that CS aids comprehension. Fennema-Bloom (2010) argues that CS is a pedagogical tool that can make class content comprehensible.

Fennema-Bloom’s (2010) ethnographic research study examined the linguistic practices of three bilingual science content teachers in an alternative Mandarin/English bilingual high school located in Manhattan’s Chinatown. The majority of the students in the school were recent immigrant Chinese students between 17-21 years of age. In a school-wide survey one student expressed why she/he decided to attend an alternative high school. The student said,

The teachers here check to see if we are following the material. They’ll ask us what they said allowing us to say it in Chinese or they’ll ask us what’s this in
English or what our English vocabulary word is in Chinese. It’s really helpful. I think it helps me learn and improve my English too. (Fennema-Bloom, 2010, p. 2)

Like Fennema-Bloom (2010), Nordin, et al., (2013) also found that with respect to learning students’ L2, 82.2% (n=37) of the students thought that CS helps them learn English while 17.7% (n=8) perceived it as not helping them learn (Nordin, et. al., 2013, p 482). They also reported that when it came to explaining new words, the majority of the students (44.4%) expressed that teachers should use CS a lot of the time (Nordin, et. al., 2013, p. 484).

In another study, Ahmad and Jusoff (2009) found that 72.4% of the students-subjects identified that CS helped them understand new words while 68.8% expressed that teachers’ CS helped them understand the grammar being taught (p. 51). Ahmad and Jusoff (2009) moreover, explained how the use of CS made the process of learning the L2 easier and more effective. In his findings, Ahmad and Jusoff (2009) reported that of the 257 subjects, 71.6% perceived that CS helped them understand difficult concepts and 67.3% “perceived that they were able to carry out any task assigned by the teachers when teachers code-switched” (p. 51-52).

Sampson (2012) described a study on the functions of CS in EFL (English as a Foreign Language) classes at a private Colombian school. The study looked at 2 groups of Spanish monolingual adult groups: 6 upper- intermediate and 4 pre-intermediate. Students received two hours of class each day from teachers who spoke the students’ first language. Sampson (2012) reported that during student interviews, 7 out of 10 learners expressed that they found the L1 as a useful tool in the classroom for lexical equivalence
Based on Sampson’s (2012) research, CS was reported as a useful tool for students’ literacy development in the L2. Importantly, Sampson found that students’ CS strategies were not connected to students’ language abilities or the avoidance to use the L2. For this reason Sampson (2012) believes that banning the use of L1 in the classroom would be detrimental to the communication and learning that takes place. Similarly, Martínez (2010) concluded that CS is not necessarily attributed to students’ limited literacy or “laziness” but identifies their ability to move from one language to the next. Martínez (2010) found that students switched to their L1 to address other students’ L1 or to address a different audience. He explained that, “…students displayed a knowledge of when and with whom to code-switch which presupposed a deeper awareness of the communicative abilities and needs of different audiences” (Martínez, 2010, p. 136).

In sum, the literature discussed in this chapter shows support that the use of CS in the classroom can enhance students’ comprehension and literacy. Thus, this research supports the idea that CS can be a tool for learning a language. Moreover, the use of CS by students has been noted as a skill and not as evidence of intellectual deficit. This latter view reinforces the stigma of CS. As noted previously, teachers can use CS for affective reasons. Similarly students also report using CS for affective reasons.

*When Students use CS: Affective Ties*

Language is often a representation of one’s ethnic identity. Gloria Anzaldúa (2007) explained that identity and language are intertwined. She stated, “Ethnic identity is twin skin to linguistic identity- I am my language” (Anzaldúa, 2007, p. 81). Martínez (2010) found that students CS between Spanish and English when they illustrated (4)
solidarity and intimacy (p. 131). Sampson (2012) conducted research on Spanish speaking adults attending EFL classes in a Colombian private school. Based on his research, he found that students code switch when they were, “... expressing meaning, identity, and humour” (Sampson, 2012, p. 294). Rose and Dulm (2006) also found that within a classrooms setting, students used marked CS as a way to express humor or express their ethnic identity. As described previously (Martínez, 2010), one of the six reasons why students use CS was reasons was related to humor. Similarly, Sampson (2012) found a connection between CS and humor. Sampson’s (2012) study focused on Spanish speaking adults attending EFL classes in a Colombian private school. Sampson (2010) found that students code switch when they are, “expressing meaning, identity, and humour” (Sampson, 2010, p. 294). Thus, research suggests that CS may be useful to reduce anxiety and engage students in learning. The section below will explain further how the use of students’ L1 in the classroom helped reduce students’ embarrassment and increased their comfort level when using the L2 orally.

CS to Reduce Anxiety & Enhance L2 Language Acquisition

According to Lai (1996), Brice and Roseberry-McKibbin (2001), and Widdowson (2003), Ahmad and Jusoff (2009) stated that, “It has been argued that English Only classroom would only lead to frustration since the input is incomprehensible to the learners” (p. 50). Given this reality, the use of CS can ease and support students in learning the L2. The study by Ahmad and Jusoff (2009) investigated 257 low English proficient learners attending a Communication 1 proficiency course in a public university in Malaysia. Ahmad and Jusoff (2009) “investigated learners’ perceptions of teachers’
code-switching in English language classrooms and its relationship to the learners’ affective support and learning success among a group of low English proficient learners...” (p. 50). The objectives of the study were to find out about “a) learners’ perceptions of teachers’ CS, b) the relationship between teachers’ CS and learners’ affective support, c) the relationship between teachers’ CS and learners’ learning success and d) the future use of CS in students’ learning” (p. 49). Ahmad and Jusoff (2009) reported that 69.3% of the students indicated that teachers’ CS made them enjoy their class; 72.4% of the students expressed that CS helped them understand new words; 67.7% of the students acknowledged that their teachers’ CS helped them learn English and 68.1% indicated that the use of CS made them feel comfortable (p. 51). Hence, the majority of students had increased enjoyment and comfort in the classroom. In addition, the classroom in which a teacher used CS also mentioned the increased ability to understand new words. This suggests a possible connection between affective aspects of CS and acquisition of a second language (L2).

In their observational research, Chimbganda and Mokgwathi (2012) reported that CS from English to Setswana was used as a pedagogical resource to clarify the knowledge in the subject, to reduce the social distance between teachers and learners, and as a way to create classroom warmth and friendliness (p. 21). Chimbganda and Mokgwathi (2012) found that greeting students in their native language, “… [helped] build a friendly atmosphere…” and create[d] a “…linguistic and ethno-cultural solidarity…” (p. 26). Chimbganda and Mokgwathi (2012) also reported that using the native language helped students understand the scientific technique terms L2 (p. 27).
Similarly, a study by Esquinca et al., (2015) revealed a more explicit connection between reduced anxiety in the classroom and enhance motivation. In that study, Ms. O encouraged her students to use Spanish even though she conducted her science class in English. The study reported that, “Ms. O took students’ ways of knowing and talking seriously and engaged with them mediated by translanguaging and multiple modalities” (Esquinca, et al., 2015, p.171). Ms. O encouraged students to participate during class discussions using their dominant language and also make connections to class content (Esquinca, et al., 2015). During a multimedia lecture on Forms of Energy, the researchers observed Ms. O pause the video in order to review concepts, create dialogue, and encourage students to make connections to their lives. The researchers explained, “Social interactions in both Spanish and English about the content of the video allowed students to construct understandings about concepts being discussed in the video” (Esquinca et al., 2015, p.171). Thus, the research study illustrates how the use of CS, between the L1 and L2, for affective reasons can also help motivate students and their learning process. The following section will highlight research studies that suggest that the use of CS to reduce their embarrassment, fear, or anxiety and increase their comfort in learning, can also enhance the motivation and learning of the L2.

Teachers use of CS to Increase Comfort & Enhance Motivation to Speak in L2

Nordin, et al., (2013) found supporting evidence that CS helped students feel more confident and comfortable in learning the L2. To illustrate, 33.3% reported that they felt confident and comfortable some of the time, 31.1% said they felt comfortable a lot of the time, and 24.4 said always (Nordin et al., 2013, p. 484). In another study, Ahman and Jusoff (2009) stated that, “The anxiety-free classroom atmosphere encourage[d] them
[students] to participate more actively in the classroom activities” (p. 52). Specifically, Ahmad and Jusoff (2009) reported that, 68.1% of the students felt more comfortable with the lessons when teachers CS and 64.6% of the student-subjects felt less tense when code-switching was used in the classroom (p. 51). About 52.1% of students acknowledged that the use of CS made them feel less lost during the lesson (Ahmad, 2009, p. 51). Similarly, Brown (2011) highlighted that the use of CS could ease students’ embarrassments, fears, and anxieties when speaking the L2.

Brown’s (2011) case study examined the school experiences of a Puerto Rican child in kindergarten and his family’s attempts to keep their native language alive. The six-year old child, Jorge, attended an English dominant school where he received ESL services. The research questions were the following: (1) “What are the experiences, beliefs, and attitudes of this Puerto Rican family about language and schooling in an English-dominant era, and (2) How do the schooling experiences of Jorge and his family educate us about the ways to improve the schooling of young bilingual children in English-dominant schools?” (Brown, 2011, p.1220). Data was collected during one academic school year. Data included interviews, audio recordings, artifacts, and field notes. The Lopez family kept close ties with their family in Puerto Rico, however, Jorge had internalized negative stereotypes which led to a desire to not want to speak Spanish (p. 1221). Brown (2011) stated, “There was an underlying message being sent at school that English was more valued than Spanish” (Brown, 2011, p. 1221). Brown (2011) reported that Jorge’s mother used CS to develop bilingualism in her children (p. 1222). The study found that the family had experienced discrimination because they had spoken Spanish in a grocery store (Brown, 2011). With respect to school, throughout class time,
a fellow bilingual classmate, Mandy, and Jorge interacted and spoke Spanish. Although Jorge received help from Mandy, in order to understand the teacher, Jorge had a negative school identity because his teacher had low expectations of him. Jorge’s teacher was unsure of the benefits of having Mandy help Jorge, she allowed it because her knowledge about bilinguals is limited (p.1224). Brown (2011) argued that a change in attitudes about letting students use their L1 needed to occur. Brown (2011) expressed,

There should be an opportunity and safe space for children to speak their native languages or code-switch between two languages. Code-switching allows children to participate in conversations as they build competence in more than one language. (p. 1226)

In sum the research discussed thus far, illustrates how the use of CS positively influences students’ learning of the L2.

Given the benefits CS can bring to students who are learning a L2, Chimbganda & Mokgwathi (2012) find it important to recognize CS as a “legitimate pedagogical approach” (p. 30). De la Luz Reyes (2012) also found that, “In culturally affirming learning environment where children are free to use all of their linguistic resources to make sense of instruction, bilingual children demonstrate remarkable control over the two languages and literacies” (p. 249). De la Luz Reyes (2012) focused on spontaneous biliteracy of young Latinos in a small school district in Colorado in which forty-five percent of students in the elementary school came from low-income Mexican-origin households. Biliteracy in this article is defined as, “... the ability to decode and encode meaning from written texts in two languages” (De la Luz Reyes, 2012, p. 249). De la Luz Reyes (2012) stated that, “The academic success of the focal students here suggests that
affirming and integrating Latinos’ emerging bilingual skills is key to their motivation and interest in learning and literacy” (p.248). De la Luz Reyes (2012) added, “it makes little sense, then, to demand that students ignore the reality of their dual language existence and insist that they refrain from using their knowledge of Spanish as a way to support their learning” (p. 253). For example she stated, “...the Spanish safety net did not interfere with Humberto’s attainment of academic content or with his interest and motivation to learn” (De la Luz Reyes, 2012, p. 252).

Cook (2007) also argued that, teachers should not look at CS as a barrier but rather, “... as a means to facilitate and ease the learning process” (p. 481). Cook (2007) added that allowing the L1 in a L2 classroom is consistent to a “humanistic approach” that gives students the opportunity to speak without the fear of making a mistake (Cook, 2007, p.481). Such a humanistic approach could also pave the way to honor one’s cultural strengths. The following section will review research on how CS can impact ethnic identity (e.g., pride vs shame) and interest in learning about one’s culture (i.e., the third research question in this study).

CS in the Classroom and Enhanced Ethnic Pride and Interest in Learning About Culture

Research by Ballenger, Moll, and Greenberg, (as cited by Brown, 2012) “...has identified the need for schools to create a learning environment that values the bilingual and bicultural backgrounds of children” (p.1216). In addition, Creese and Blackledge (2010) stated that, “... flexible bilingualism is used by teachers as an instructional strategy to make links for classroom participants between the social, cultural, community, and linguistic domains of their lives” (p. 112). Their ethnographic study focused on
Gujarati schools in Leicester, Turkish schools in London, Cantonese and Manderine schools in Manchester, and Bengaili schools in Birmingham. Specifically, they examined four case studies in two schools. Creese and Blackledge (2010) observed, recorded, and interviewed participants. After four weeks of observations, two subjects were identified from each school. These key participants and their teachers were audio-recorded during class observations, break times, and whenever possible. Creese and Blackledge (2010) found that translanguaging was used by students and teachers for “...identity performance as well as the business of language learning and teaching” (p.112). Creese and Blackledge (2010) explained translanguaging as, “language fluidity” (p. 112). Li Wei (2011) suggests that allowing students to use their linguistic structures (translanguaging) can create a space where their personal backgrounds and cultures can co-exist. He explains that translanguaging creates a social space for multilingual speakers, “...by bringing together different dimensions of their personal history, experience and environment, and their attitudes, beliefs and performance...and making it into a lived experience.” (Wei, 2011, p.1223).

Creese & Blackledge (2010) found that the teachers and students in this study, “used whatever signs and forms they had at their disposal to connect with one another, indexing disparate allegiances and knowledge and creating new ones” (p. 112). They also stressed that both languages are needed not only to run the classroom but also for students to make meaning and convey the message that was being said. Creese and Blackledge (2010) explained that the teachers languages are, “... a resource to negotiate meanings and include as much of the audience as possible” (p. 108). Creese and Blackledge (2010) found that the teacher’s utterances “... are examples of
translanguaging in which the speaker uses her languages in a pedagogical context to make meaning, transmit information, and perform identities using the linguistic signs at her disposal to connect with her audience ...” (Creese & Blackledge, 2010, p. 109). They concluded by stating that, “... flexible bilingualism is used by teachers as an instructional strategy to make links for classroom participants between the social, cultural, community, and linguistic domains of their lives” (p.112) These finding show support that CS can increase students’ pride in ethnic identities and interest in learning about their own cultures.

Sayer (2013) provides additional insight on how teachers can play an important and supportive part in helping students learn about their cultural identity. He reported that Ms. Casillas, a bilingual teacher, interjected mini-lectures into her lessons where she expresses her desire for her students to “accept and embrace their ethnicity” (Sayer, 2013, p. 78). Sayer (2013) quoted Ms. Casillas who said, “We need to be bilingual because our families are from Mexico, and we will always speak Spanish, but we are American too so that’s why we speak both” (Sayer, 2013, p.78). I mention this particular study on translanguaging because it explicitly mentions the relationship to CS. Sayer (2013) stated, “...Translanguaging is the use of linguistic aspects, such as code-switching and TexMex, through which the students and teachers perform, construct, and legitimize their identities as bilingual Tejanos” (p.78). He explained that Ms. Casillas’ translanguaging should be in part seen as, “... imparting lessons that instill ethnolinguistic consciousness and pride” (Sayer, 2013, p.85).

Brown (2012) highlighted that, “The school and teacher[s] can set success in motion by developing a responsive curriculum that draws from the funds of knowledge
young children bring with them as they enter the school” (p. 1226). Brown (2012) explained that teachers can do this by having students share stories about their life experiences to gather information about students’ backgrounds. She additionally stated that, “Using students’ home experience and language as part of the school curriculum allows students to retain their cultural roots” (Brown, 2012, p. 1227). This moreover, can positively affect students by making them feel like they are the experts in order to teach their classmates. Brown (2012) stressed that, “It is essential for young children to maintain their sense of cultural identity while they [students] navigate English academics” (p. 1227).

Sayer (2008) argues that Spanglish in the classroom can play an important part in students’ “linguistic toolkit for academic content learning and to valorize and promote pride in students’ ethnolinguistic identities” (p. 110). He (Sayer, 2008) examined the use of Spanglish among four bilingual Mexican American third grade students engaged in a reading activity (p. 110). Sayer (2008) explained Spanglish was used an umbrella term to define loan words, calques, and CS (p. 97). In his study, Sayer (2008) found that students used Spanglish loan words a total of 16 times, calques a total of 36 times, and CS was the most common variation of language and used a total of 113 times to retell the stories read in this study (p. 102). Sayer moreover, found that pragmatic switches were used 40% of the time while crutches were used 33% of the time (p. 104).

In this article Spanglish loan words are defined as, “... lexical items (single words or idiomatic expressions) that are phonologically integrated” (Sayer, 2008, p. 97). Examples of loan words here include troca for truck as opposed to the Spanish standard word camioneta. Calques were explained as, “The systematic structure of one language is
mapped onto the other. For instance, the mother of her father instead of her mother’s father” (Sayer, 2008, p.97). Sayer (2008) argued that, “…using Spanglish reduces distance, highlights shared identities, and reinforces ethnolinguistic solidarity between speakers” (p.106). In his discussion, Sayer stated “…we feel if educators and scholars conceptualize Spanglish without putting it in ‘quotation marks’ and treat it as an intellectual tool that is part of students’ identities, this may have the effect of legitimizing it” (Martínez–Roldán and Sayer, 2006, p. 316).
CHAPTER 3: METHODOLOGY

The data for this thesis was collected during the Spring semester of 2014, at a school site in which I had been hired to teach Spanish to elementary students. When I first started teaching Spanish, in the 2012-2013 academic year, I noticed students who displayed excitement to be in the class and others who expressed concerns about understanding and following the class material. The two types of responses were similar during both the 2013-2014 academic years. For instance, some of the newer students were nervous, shy, and some even questioned their Spanish language abilities. Although it made me happy to see part of the class excited to learn Spanish, it was important for me to make the rest of my students feel comfortable.

Setting and Participants:

This study examined 4th and 5th grade students who attended the class. My data collection took place in an after school program Spanish class that I coordinated and taught. I started teaching in late August of 2013-2014 and began collecting data in early March. The after school program was held in an elementary school. In order to protect students’ identities, the names of the elementary school and after school program will not be mentioned. According to the Education Data Partnership, 99.1% of the student population is Latino/Hispanic. The Academic Performance Index (API) growth for 2013 was 779. In addition, 87.6% of students were on free/reduced meals. Ed-Data partnership also reports that 41.4% of students are English learners and 14.2% are fluent-English proficient.
The after school class I taught met on Tuesdays from 4:30PM to 5:10PM. At the beginning of the school year there were a total of 24 students enrolled in the Spanish class; 10 were boys and 14 were girls. Their ages ranged from 9-10 years old. A total of 16 students and their parents gave consent to participate in the study. From the 16 participants, only 14 were interviewed because 2 left the after school program in the middle of data collection. The after school program not only offered homework support to students, but also encouraged them to learn in alternative ways. As program leaders, we are encouraged to develop activities with the concept of “hidden learning,” that is, activities where students have fun and engage in hands on activities while simultaneously learn academic subjects.

Procedures (Methods)

I was the program leader for the after-school Spanish class. In order to take part in the study, students were asked to sign the Child Assent to be in a Human Research Project form and parents were asked to sign the Parent or Guardian Consent for Child Participation in Research forms that explained the details of the study. These forms were read and approved by the Human Subjects Committee at California State University, Northridge. The Elementary school principal as well as the Director of Operations from the after-school program also granted me permission to conduct my research study.

Students were given the Child Assent form to be in a Human Research Project, which introduced and explained the project, procedures, and purpose of the study. If they wanted to participate in the study, students were asked to sign the form. Once I had the

24 The program leaders are the staff that teach and lead a class.
child forms signed, I then spoke to each of their parents/guardians about the study. The “Parent or Guardian Consent for Child Participation in Research” forms were handed out and, if the parents agreed to have their child in the study, they signed the form. The Parent or Guardian Consent for Child Participation in Research forms asked permission to analyze student work, observe their children during class activities, and interview their children. The form, moreover, asked students and parents if the interview could be audio recorded. Before I began each interview, I asked students individually if they wanted to be interviewed and if the conversation could be audio recorded. As stated earlier, 14 students were interviewed of which 12 gave consent to have their interviews audio recorded. The 2 other students’ answers were hand written.

The data collection took place from March to June. I used a number of methods and measures (for example, checklists, student work, reflection logs...) to collect my data. During class observations, I used checklists to keep track of students’ reactions to the activities and lessons. Reflection logs where also used to take notes of any interesting activity or comments that were relevant to my research. I also, kept a copy of student work, such as their answers to questions from class literature, Venn diagrams, and their *poemas*.

I created two questionnaires as part of collecting my data. Both questionnaires asked some of the same questions. This was done in order to note if there were any changes in students’ answers from the Preliminary Questionnaire to the Exit Interview. I wanted to examine whether students had an overall positive or negative growth in their attitudes toward Spanish after being in a Spanish class that CS between English and Spanish. The Preliminary Questionnaires were given at the beginning of the study and the
Exit Interviews were given at the end of the study. The Preliminary Questionnaire was handed out to each student during the class sessions on March 11th and 18th. It is important to note that the Preliminary Questionnaire was part of the class curriculum. For this reason, the class focused on these questions over two class sessions because not all of the students had time to complete them. However, only students who were granted parent consent were the individuals whose answers were used in this study.

At the end of the semester, students were interviewed to capture their thoughts about CS and their overall experience in the classroom. The Exit interviews began at the end of May and the beginnings of June (i.e. between May 29 and June 5th). The interviews took place on the school’s playground. There were a total of 14 students who were interviewed. Before I interviewed each student I asked him or her if he/she still wanted to participate and if he/she felt comfortable being audio recorded. The interviews were only audio-recorded if parents and students gave consent. Only twelve out of the fourteen interviews were audio recorded because two students declined to be tape-recorded. I hand wrote the responses for the two students who felt uncomfortable being audio recorded. Ten of the students interviewed were girls and four were boys.

Measures

Preliminary Questionnaire & Exit Questionnaire/Interview.

As mentioned above, the Preliminary Questionnaire was one of my measures to collect data. This questionnaire had a total of 7 questions (See Appendix A). The questionnaire included open-ended questions and 5 Likert-item on language attitudes. Some of these questions asked about their background with speaking, reading, and
writing Spanish. The purpose of the Preliminary Questionnaire was to get a better sense of their Spanish language attitudes, background, and prior exposure with Spanish. Some questions included, What do you think about Spanish? And Do you know how to read and write in Spanish?. The last question on the questionnaire had 3 sub-questions and asked, How important is it that you speak Spanish now?, How important is it that you speak Spanish when you grow up?, and How important is it that you speak Spanish for job or career?. During this class session I read each question out loud and I addressed and clarified any questions students had. I walked around the classroom to make sure students understood what they were being asked. This procedure took a total of two class sessions. As mentioned above, the Preliminary Questionnaires were first handed out March 11th and then on 18th to give all students time to complete them.

*Exit Questionnaire/Interviews*

As mentioned above, these interviews occurred in late May and early June. Like the Preliminary Questionnaires, the Exit Interviews included open-ended and Likert-item questions. There were a total of 6 questions. These interviews were done on a one-on-one basis. The exit questionnaire/interview was administered over two class sessions, as well. Each interview took about 10 minutes. See Appendix B for the Exit Interview questions. The following questions were similar to the preliminary questionnaire:

- What are your thoughts about Spanish now? Did they change from your thoughts at the beginning of the year? (e.g. do you like it? Is it hard?)
- How important is it that you speak Spanish now?,
- How important is it that you speak Spanish when you grow up? ,
• How important is it that you speak Spanish for job or career?

In part, the purpose of the Exit Interview was to examine if the use of CS increased students’ comfort and reduced embarrassment when speaking Spanish. The Exit Questionnaire also included questions about CS (i.e., “What do you think of CS in Spanish and English? (Is it cool/helpful/confusing/weird/not helpful)?, Did the activities using CS make you feel more comfortable learning and speaking Spanish? Why or why not?) (see Appendix B).

Student Observation Checklists

Checklists were another way I collected my data. I developed checklists of behaviors. These checklists helped me keep track of when students were confused, engaged in the activities/lessons, bored, laughing, participating etc. I was able to observe 9 class sessions. Since not all assignments/activities involved written student work, it was important for me to observe and collect observation checklists to analyze. For example, I used an observation checklist on March 25, 2014 when students were reintroduced to CS. I reviewed the concept of CS in order for them to have a clear understanding of it. On this day I observed how students responded to the definitions of CS and the video and audio clip examples that were shown. After we reviewed the definitions of CS, the class watched an *I Love Lucy* clip in which her husband, Ricky Ricardo, code-switched between Spanish and English as he told a bedtime story to his son. Then students heard an audio radio clip in which the hosts code-switched between Spanish and English. While students watched and heard these examples, I observed students’ reactions and took notes.
Students were also observed on April 22\textsuperscript{nd} and 27\textsuperscript{th} when they played \textit{Lotería}. On the first day of the \textit{Lotería} observation, students were instructed to fill in their playing cards with the vocabulary from \textit{Isabel and the Hungry Coyote/Isabel y el coyote hambriento}. The vocabulary list had 18 Spanish words from the book in one column and the translation of each word in the second column. Students were told to write the Spanish word in one square and the definition/translation of that term in different square. As a rule of thumb, students were encouraged to not put the Spanish word and its translation/definition next to each other. The \textit{Lotería} cards had a total of 25 spaces- 24 for their words and translation/definitions and one space for their \textit{gratis} (free spot). On the first day of observation, I walked around the classroom to make sure students understood how to fill in their \textit{Lotería} cards. On the second \textit{Lotería} observation day, the class focused on playing the game. As students played, their job was to find the Spanish word and definition/translation of that word. During these observation days with \textit{Lotería} I looked to see if students were excited/engaged and if they made personal connections with the \textit{Lotería} game. I took note of any students who wanted to lead the game by reading the words and practicing their Spanish. See Appendix C for a chart that illustrates what activities/assignments I observed.

Once I collected my checklists for a given session, I wrote a reflection log about what happened in class that day. I wrote about how I introduced the activities, how kids responded, and noted anything that could have affected students behavior. The reflection logs helped me explain and expand on the data from my checklists.
**Student Work**

Student work was also another source of data. Student work was not graded, but written comments were provided. Student work included three major assignments. The first assignment was a Venn diagram and a response to three questions. Students were instructed to compare and contrast two books (i.e. *Little Red Riding Hood* and *Isabel and the Hungry Coyote/Isabel y el coyote hambriento*) in a Venn diagram. The questions asked students about enjoyment of the stories, personal cultural connections to the stories, and students’ thoughts about Spanish in *Isabel and the Hungry Coyote/ Isabel y el coyote hambriento*.

The second major assignment that I analyzed were student responses to the book, *Marisol McDonald Doesn’t Match/ Marisol McDonald no combina*. The questions asked students about their understanding of *mestizaje*, Marisol’s views about mixing, and whether they could relate to the story. I felt *Mestizaje* was an important topic for my class because their Mexican-American roots are hybrid/mixed and so are the CS activities we engaged in.

The last assignment that was used as part of my data collection of student work included students’ *Quien soy yo poemas*. Students were encouraged to write a poem to express and talk about their identity. I told them that they could CS between Spanish and English in their poems. After hearing this, students felt confident to write. Some students cheered and smiled. For example, Melissa said, “This is going to be fun.” Mia also said, “It’s going to be fun to use both languages.” Lucio moreover said, “Oh cool, I am going to talk about baloncesto.”
Curriculum Development

Since many students were English dominant, I did not want to eliminate the use of English in my classroom. I wanted to build on a language that they already knew. I continued to implement my code switching (CS) method in the classroom to see if my students would have a comfortable and enjoyable learning experience like my students from the previous academic year. It is important to point out that the data presented in this thesis is based on the second time I taught this class during the 2013-2014 academic year. I code-switched between English and Spanish to keep students engaged in class activities.

In the fall of 2013, during the first few days of school, I gave students a course overview. Students were told that, although it was a Spanish class, they would be able to use English and that I would be CS between both languages. I defined CS to my students as moving from language A to language B and vice versa. In order to explain the concept of CS to the class, I separated the word “code-switching” into two parts to give them a clear definition. “Codes” were identified as languages A and B (Spanish and English) and “switching” was described as being related to the activities we would do with both of languages. My supervisor and I decided to incorporate radio and video clips to give students real life examples of language mixing. Below is a description of the major assignments in the class.
Assignment 1: Venn Diagram & Questions about *Little Red Riding Hood and Isabel and the Hungry Coyote/ Isabel y el coyote hambriento*

In one of the literature activities, students compared and contrasted two versions of Little Red Riding Hood. One of the stories was a traditional version and was read in English. The other story was *Isabel and the Hungry Coyote/ Isabel y el coyote hambriento* written by author Keith Polette. I chose this book to slowly transition students into CS. This story is a Mexican-American version of the *Little Red Riding Hood*. The story takes place in the Chihuahua desert of the American southwest where Isabel takes *tamales*\(^{25}\) and chile sauce to her *abuelita* and runs into a hungry coyote.

Although this story is predominantly written in English, Keith Polette introduces Spanish words throughout the story. For example Polette (2004) wrote, “The little girl in the *caperuza*\(^{26}\) *roja*\(^{27}\) picked more *flores*\(^{28}\)” (p.7).

I asked students to fill in a Venn diagram. A Venn diagram consisted of two overlapping circles where they compare and contract two ideas or stories. It helps students see how both stories are both similar and different. I strategically chose a Venn diagram activity to analyze which story (English or CS) students enjoyed and preferred. I also wanted to know if students could relate and make personal connections to the literature and their own cultures represented in the stories. Lastly, I was also interested to know their feelings about the author using Spanish in *Isabel and the Hungry Coyote/ Isabel y el coyote hambriento*.

---

\(^{25}\) Is a traditional Mexican dish made of dough and wrapped in a corn husk or banana leaves.

\(^{26}\) Hood

\(^{27}\) Red

\(^{28}\) Flowers
Once the books were read and the students were done with their diagrams, we began discussing what they had found. To encourage self-reflection process in my students, I came up with three questions: (1) What story did you like better and why?, (2) Can you see any representation of your culture in the stories?, and (3) How do you feel about the author in Isabel and the hungry coyote using Spanish in the story?. In order to help my students answer this question, I asked them if they liked or did not like the use of Spanish, if they thought it was a “cool” or a confusing element in the story, or if they found the use of Spanish hard or helpful to follow and learn Spanish. These three questions were developed to help me analyze students experiences and reaction to CS in the classroom. Specifically, I wondered if CS helped boost students’ interest/motivation in learning Spanish (my first research question) and students’ ethnic pride (my third research question). Since class time was running short, students had the choice of answering two out of the three questions. I walked around the classroom during this activity to clarify or answer any questions they may have had. While walking around the classroom I noticed that students did not ask me any questions. They did, however, tell me that they thought the book was really helpful because it had both languages. This activity and data collection took one class session.

Assignment 2: Questions about Marisol McDonald Doesn’t Match/ Marisol McDonald no combina

On May 6, 2014 students were introduced to, Marisol McDonald Doesn’t Match/ Marisol McDonald no combina by Monica Brown. Like, Isabel y el coyote hambriente/Isabel and the Hungry Coyote. This story also uses Spanish and English.
also incorporated this book in my curriculum because Monica Brown illustrates the concept of *mestizaje*\(^{29}\) and multiculturalism. It is a story about a little girl who likes to mix her languages, game activities, foods, and clothing choices even if they are seen as “abnormal” or “weird.” Throughout the story, Marisol McDonald embraces her individuality because it represents her identity.

It took four class sessions to discuss the book. The culminating activity was to write response to key questions. On the first day, I introduced the concept of *mestizaje*. I began by asking students if they knew what the word meant or if they could make an educated guess. I then told students that *mestizaje* meant the mixing of two or more things. In order to give students a better understanding of the term I used their cultures as part of explanation. I first used my own cultural background as an example and then used my students’ backgrounds to deepen their understanding. I expressed to them that my cultural background could be seen as a *mestizaje* of cultures because I have Mexican roots that come from my family but also American roots because I was born and raised in the U.S. I also told them that the idea of mixing could also be seen in the way we speak and how we use English and Spanish to communicate. After giving them examples of *mestizaje*, students began participating and sharing their own examples of what the term meant to them. I passed out copies of the book to make it easier for students to follow the story while reading to them and encourage them to read along even if they heard a word in Spanish that they did not know.

On May 12, 2014, the second day of observing the *Marisol McDonald* reading activity, I introduced students to the concept of multiculturalism. It was important for

\(^{29}\) Here *mestizaje* is used as the concept of mixing cultures and languages…
students to learn about multiculturalism because, like their code-switching activity between Spanish and English, their cultures were also mixed. I explained that the term multicultural describes someone who is influenced by more than one culture. I wanted my students to understand that our languages and our language activities often times are a representation of our identities and cultural backgrounds. I did this by reading a section of the book in which Brown explains how she is multicultural. She says, “Like Marisol McDonald, my cousins and I are mixed-indigenous Peruvian and Spanish mixed with Scottish and Italian and Jewish, not to mention Nicaraguan, Mexican, Chilean, and African” (Brown, 2011, p. 32). This quote not only gave students a better understanding of the term, but it also helped them understand that they are multicultural. I then deepened students’ concept of mestizaje by using students’ personal cultural backgrounds. I began asking students if they considered themselves mestizos/as or if they thought they were multicultural. Some students began to make connections to the story and character. Some, for example, began saying they were mestizas and mestizos like Marisol McDonald, while others shared that they ate the same foods, or code-switched between Spanish and English like she did.

Once we finished talking about both vocabulary words (i.e., mestizaje and multiculturalism) and I felt that students understood them, we began reading the book. On days three and four (i.e., May 16th and May 20th) we read the book and students wrote their answers the questions I posed. As I read the book, I code-switched between the Spanish and English text to introduce more Spanish vocabulary to the class and keep students interested in the story. Reading the book necessitates CS. For example I read, “
My name is Marisol McDonald, y no combino. At least, eso es lo que me dicen todos. (Words from the book, Marisol McDonald, p. 2). After reading a couple of pages I asked my students if they wanted to read. Many of the students raised their hands because they wanted to read in CS. At the end of these class sessions, students wrote out their answered to a list of questions that pertained to the story and concepts of mestizaje/mixing. The questions were:

1. How can you explain mestizaje in your own words?
2. Where do you see the idea of mixing (mestizaje) in the story?
3. What do you think about Marisol’s unique ideas (clothes, writing, food choices, etc...)
4. Why do you think Marisol stood up for herself and her ideas?
5. Can you relate with Marisol McDonald? If so, how?
6. Did you like the story? Why or Why not?

Students’ written responses were transferred on a spreadsheet to analyze their responses and identify major themes. Their hand written responses were about one to two pages in length.

Assignment 3: Un Poema de Quien Soy Yo

The last assignment that was part of my data collection was the Quien soy yo poema. Once the class read the books and reviewed the key vocabulary through Loteria games, students were introduced to the poema assignment. Students were given four-class sessions to complete their poemas. The main goal of this assignment was for students to

---

30 and I don’t match.
31 That’s what everyone tells me
write a poem about themselves. In order to give students an example of this writing assignment, I shared my own, “Quien soy yo poema.” Part of the poem I wrote and read to my students was, “I love Español pero hablo English me dicen, Pelirroja, eres pocha But I am not, Spanglish si soy A proud Mexicana, Una Americana En-pochada Una Chicana.” After reading my poem students had a better idea of how to write their own. Students were encouraged to write about their likes and dislikes and what made up their persona. They were also reminded that they could talk about their culture, family, and traditions. Although their poemas did not have to rhyme, students were instructed to use both Spanish and English. I provided students with Spanish vocabulary lists from the literature covered in class and also a Spanish and English dictionary as tools to help them write in Spanish. To distinguish both languages, the class was advised to underline their Spanish vocabulary words. Students were also told that they could work with each another and with me if they needed support and/or writing guidance. I gave students the choice of writing and sharing as much as they wanted. Although this assignment did not receive a letter grade I did read and add comments to all poems for grammar and clarity.

As a way to engage students, I played Spanish music at a low volume. Although some students were not thrilled about writing their poems, the atmosphere changed once they heard the music. I chose to play some traditional Mexican songs and Spanish language pop songs. The music helped students relax during the writing process. During their writing process, I observed students and took notes on checklists and later added information on the reflection log. During this activity many students worked together and helped each other compose their sentences. Some students would walk over to their friends and help them translate, write a word or simply get/give advice. Other students
came to me to ask questions. Some of my students even asked me if they could read their *poemas* to the class. There were also some students who asked if they could continue writing their *poemas* after class was over. All students wrote rough drafts prior to submitting a final draft. There were a few students who wrote more than one rough draft before they could move on to their final because they needed more time to develop their ideas. I corrected all drafts within one week. I made sure that there were no grammatical or spelling errors. Students’ final drafts were written on a 10-by 12-inch white paper where they could draw and decorate their *poemas*.

*Organization of Data*

There were a total of 10 students who participated in the Preliminary Questionnaire, Exit Interview, and turned in all three class assignments described above. I created a table (see Appendix C) that illustrates what activities each student participated in. I used excel spreadsheets to organize and analyze all of my data. I used the spreadsheets for my observation checklists and also to enter students’ answers to the Preliminary and Exit Questionnaires, and students’ responses to the literature questions. I will describe the spreadsheets in more detail below.

The observation checklists were organized with students’ names on the vertical axis and behavior categories on the horizontal axis. This made it easy for me to check off any behaviors students were displaying as I observed and taught my class. The observation checklists helped me note whether or not students were engaged, confused, and participated, laughed, and made family connections. I collected nine observation checklists. Appendix C illustrates the list of activities and or assignments I observed and
the goals I had for each activity/lesson. After inputting my findings, I coded my results based on the relation to the three themes in my research questions (i.e., enthusiasm, interest, motivation in learning Spanish, increased comfort and reduced embarrassment when using Spanish orally, and pride in their ethnic identity and interest in learning about their own cultures). With respect to the responses to literature questions, the spreadsheets were organized with students’ pseudonym names on the horizontal axis and the questions on the vertical axis.

*Coding of Preliminary Questionnaire*

Students’ answers to the Preliminary Questionnaire were also placed on spreadsheet and coded. I used different types of codes to best represent my students’ responses. Three number codes were used for question 1 (What do you think about Spanish?). A number “1” was given to the students who expressed that they did not understand or like Spanish. A “2” was used if students’ answers reflected that they liked Spanish and or thought it was hard. Students who said they liked Spanish and or found it easy were given a “3.” The coding was the same for question 2 (i.e., When you hear people speak Spanish do you understand them?). Students’ responses to question 3 (Can you speak Spanish?) were given a letter code. A “Y” for yes, was given to the students who reported that they could speak Spanish. Subjects who said they could speak Spanish to some degree were labeled with an “S” to indicate sometimes. Individuals who stated that they could speak little Spanish were given an “L.” Lastly, an “N” was used if students expressed that they could not speak any Spanish.
With respect to question 4 (Do you know how to read and write in Spanish? Explain.), two number codes were used to distinguish reading and writing abilities in Spanish. Students who identified that they could read/write in Spanish were given a “3.” If their responses were labeled with a “2” it was because students indicated that they could read/write a little. Students’ responses were labeled with a “1” if they wrote that they could not read or write.

Student responses to question 5 (Do your parents speak Spanish?) were given a letter and number code. This was done because some students shared more information about their parents’ Spanish speaking abilities. I first labeled their responses with a “Y” if they said yes and an “N” for those who said no, and then I used a number code to include the details some students noted. For example, a “1” was given to the answers who said that only 1 parent spoke Spanish. I labeled answer with a “2” if students said their parents spoke Spanish some of the time. A “3” was noted to the responses that indicated that parents spoke a lot of Spanish.

Question 6 (Do you think it is important to know Spanish. Why or why not?) was coded with a “Y” or “N” response. Students who said it was important to speak the language were labeled as a “Y” and for those who said it was not important were labeled as “N.” This was done to collect percentages of each category.

As seen in Appendix A, question 7A-C (How important it is that you speak Spanish now, as adults, and for jobs/careers?) was rated on a 0 to 3 scale ((0=not at all important, 1=somewhat important 2= important, 3=Very important)).
Coding of Exit Questionnaire/Interview

Like the Preliminary responses, students’ answers to Exit Interviews were also coded to analyze major themes. Questions 1, 7a, 7b, and 7c from the Preliminary Questionnaire were also asked in the Exit Interviews (Exit Interview questions 3, 6a, 6b, and 6c). Questions 1, 2, and 5, were coded by a yes or no response. This helped me tally and find out what most students agreed on. Questions 6a, 6b, and 6c were divided into 3 sections (e.g. very important, important, and somewhat important).

Analysis

After coding the data, I calculated percentages (e.g., % of students who said yes, or no). With respect to themes I found, I re-read all of the responses with a given code (e.g., interest/motivation) in order to write my results. I also compared Preliminary and Exit Interview responses to examine shifts in Spanish language attitudes.

Creation of Three Categories of Students

After collecting and analyzing my data, I decided to place my students in three different groups. These groups were the “Less Motivated,” the “Moderately Motivated,” and the “Motivated” groups. Students were placed in these categories based on the answers they gave to question “1” (e.g., What are your thoughts about Spanish?) from their Preliminary Questionnaires. Students who said they did not like Spanish and/or found it difficult to speak it were labeled as “Less Motivated.” Students who thought that Spanish was hard, but said they liked it were placed in the “Moderately Motivated” group. Students who expressed that they liked Spanish and found it easy were placed in
the “Motivated” group. Having students in these categories helped me identify students’ initial thoughts about Spanish and also understand how motivated or interested they were to be in the Spanish class. Placing students in these groups in addition, helped me examine whether the use of CS between Spanish and English had an impact on three types of students with varying levels of motivation to learn Spanish.
I will first present the overall exposure to Spanish my students had. Then, I will present the results based on the three subgroups of students in my study: “Less Motivated,” (n = 4), “Moderately Motivated” (n = 6), and “Motivated” (n = 4). I will provide more detail about how the groups were formed, based on the Preliminary questionnaire responses below. The Primary Questionnaire were used to categorize students in one of the motivational groups with the questions- Do you like it [Spanish]? Do you dislike it? Is it easy/hard? Is it cool or boring? It is important to note that the students were not grouped into these categories until after the data was collected and analyzed.

I have given all students pseudonyms. All students in the “Less Motivated” group have names that begin with the letter “L.” Students in the “Moderately Motivated” group have names that begin with “Me” or “Mi” or “Mo.” The remaining students who were in the “Motivated” group have names that begin with “Ma.” I will share how students’ views of Spanish shifted during the Exit Interviews. I will also present the overall results and experiences of all of the students during classroom observations and will analyze student work. In particular, I report on whether students believed CS helped them learn and speak Spanish and which CS activity they enjoyed most.

Creation of Subgroups based on Preliminary Questionnaire

Question 1 in the Preliminary Questionnaire, I asked students what they thought about Spanish (e.g. Do you like it? Do you dislike it? Is it easy/hard? Is it cool or
This question was asked for two reasons. As explained at the beginning of the chapter, students’ responses to this question were used to place them in one of the motivational groups (e.g. “Less Motivated,” “Moderately Motivated,” or “Motivated”). This question was also asked to see if students’ thoughts about Spanish changed over the course of this study, this was done by comparing students’ initial and final thoughts about Spanish. These results will address my first research question (Did CS increase students’ interest/motivation to learn Spanish?).

After analyzing their responses to question 1, I identified three categories of students. According to their responses I found, that 4 students did not like Spanish and/or found it difficult to speak it. These students were labeled as the “Less Motivated” group because their answers did not express enthusiasm about Spanish. To illustrate, in his response Lucio said, “I don’t like it [Spanish] because it gets boring.” Lupita, another student who fell in this group said, “I don’t like it because it is hard to speak.”

There were also a group of 6 students who expressed that although Spanish was hard for them, they liked the language. These students were the group that fell in the “in between” state of the other 2 groups and for this reason, they were labeled as the “Moderately Motivated” group. To give an example of this group’s responses, Mia said, “It is kind of hard. I kind of like it because sometimes I can understand it. I think it is kind of hard cause sometimes I don’t understand it and I get confused.” One can see that, although she had a hard time with Spanish, she liked it when she could interact and use the language.

The third category that was created included those who said they like Spanish and or found it easy. These four students’ responses had a positive outlook on the language...
and for this reason were labeled as the “Motivated” group. One of the students in this category, Marisol, said, “I like Spanish and I think that Spanish is kind of easy.”

As shown below, figure 1 illustrates the number of students and the percentages of each category. From this image, one can see that there were more students in the “Moderately Motivated” group (42% of my sample). The “Motivated” and “Less Motivated” groups each were 29% of my sample.

![Column Chart](image)

Note: LM- “Less Motivated”
MM- “Moderately Motivated”
M- “Motivated”

Figure 1: Subgroups based on Preliminary Questions About Students’ like or ease with Spanish
Spanish Proficiency

Questions two through four in the Preliminary Questionnaire (Can you understand Spanish?, Can you speak Spanish? and Do you know how to read and write in Spanish?) were asked to obtain background information about students’ prior Spanish knowledge.

“Less Motivated” Group’s Spanish Proficiency

Although the “Less Motivated” group did not like Spanish and or thought it was hard, it was interesting to see how they responded throughout the rest of the Questionnaire. There were cases for example, in which students’ answers from the “Less Motivated” group had similar answers compared to students’ responses from the “Moderately Motivated” and “Motivated” groups. To illustrate, most of the students’ answers from the “Less Motivated” group reflected that they could in fact, speak, read, and write Spanish to some degree. Fifty percent (50%; n = 2) of the students said that they could speak little Spanish; 25% (n = 1) said that she knew no Spanish; and 25% (n = 1) said that he knew Spanish. When students in the “Less Motivated” group were asked if they could understand Spanish, 50% (n = 2) reported that they understood little Spanish and 50% (n = 2) said they understood a lot of Spanish. When students were asked about their reading and writing skills, 50% (n = 2) stated that they could read and write a little Spanish while 50% (n = 2) said they could not.
Table 1. Responses from the “Less Motivated” Group to Preliminary Questions about Spanish Proficiency.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Q2: Und.</th>
<th>Q3: Speak</th>
<th>Q4: Read/Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucio</td>
<td>3</td>
<td>Y</td>
<td>R-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W-2</td>
</tr>
<tr>
<td>Lupita</td>
<td>3</td>
<td>L</td>
<td>R-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W-2</td>
</tr>
<tr>
<td>Luis</td>
<td>1</td>
<td>L</td>
<td>R-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W-1</td>
</tr>
<tr>
<td>Lucero</td>
<td>1</td>
<td>N</td>
<td>R-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W-1</td>
</tr>
</tbody>
</table>

Note: Question 2: 3= Understand Most; 2=Understand Half; 1=Understand Little / None
Question 3: Y=Yes; S=Sometimes; L=Little; N =No
Question 4: 3=Yes; 2=A Little; 1=No; R=Reading; W=Writing

The table shown above illustrates the codes that students reported for questions two through four in the Preliminary Questionnaire. One can see a split between Lucio and Lupita, who stated that they understood Spanish, and Luis and Lucero, who said they understood little to no Spanish. This is also true for question four because Luis and Lucero said they could not read or write Spanish, while Lucio and Lupita said they could read and write a little Spanish. From the results above, it can be said that although this group of students seemed unmotivated because they thought Spanish was hard or boring, three out of the four subjects (75%) reported that they had some understanding of Spanish.

“Moderately Motivated” Group’s Spanish Proficiency

Like the “Less Motivated” group, the “Moderately Motivated” group, also had a range of answers. For example, 17% (n = 1) reported that she understood little Spanish;
17% (n = 1) reported that she understood a lot of Spanish; and 66% (n = 4) who identified that they understood some Spanish. When it came to speaking Spanish, 67% (n = 4) said that they knew little Spanish and 33% (n = 2) reported that they knew some Spanish. When asked about their reading and writing abilities, three students shared that they could only read or write some Spanish while three said they could not read or write any Spanish.

Table 2. Responses from the “Moderately Motivated” Group to Preliminary Questions about Spanish Proficiency.

<table>
<thead>
<tr>
<th>Names/Questions</th>
<th>Q2: Und.</th>
<th>Q3: Speak</th>
<th>Q4: Read/Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miguel</td>
<td>2</td>
<td>L</td>
<td>R-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W-1</td>
</tr>
<tr>
<td>Mía</td>
<td>2</td>
<td>L</td>
<td>R-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W-2</td>
</tr>
<tr>
<td>Mireya</td>
<td>3</td>
<td>L</td>
<td>R-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W-1</td>
</tr>
<tr>
<td>Melissa</td>
<td>1</td>
<td>L</td>
<td>R-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W-1</td>
</tr>
<tr>
<td>Mónica</td>
<td>2</td>
<td>S</td>
<td>R-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W-2</td>
</tr>
<tr>
<td>Moisés</td>
<td>2</td>
<td>S</td>
<td>R-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W-2</td>
</tr>
</tbody>
</table>

Note: Question 2: 3= Understand Most; 2=Understand Half; 1=Understand Little/None Question 3: Y=Yes; S=Sometimes; L=Little; N=No Question 4: 3=Yes; 2=A Little;1=No; R=Reading; W=Writing
After looking at Table 2, I noticed that Miguel, Mía, and Mireya reported that they felt more competent in understanding Spanish versus speaking Spanish. As seen in the table, their codes are higher in understanding than in speaking the languages. On the other hand, the codes from Melissa, Mónica, and Moisés stayed the same for question two and three. According to Moisés’ and Mónica’s responses, they understood/spoke Spanish sometimes while, Melissa understood/spoke the language a little.

When comparing the results from questions two and three, the overall scores revealed that many of the “Moderately Motivated” students understood Spanish better than they could speak it. This is often the case for individuals who are learning or know some of the language. Since the subjects in this study received instruction in English during school hours, it is not surprising that the scores for question four indicated that they know how to read and write “little” to “no” Spanish.

“Motivated” Group’s Spanish Proficiency

From the “Motivated” group, 25% ($n = 1$) understood little Spanish, and 75% ($n = 3$) understood a lot of Spanish. When asked about their Spanish speaking abilities, 25% ($n = 1$) said that she knew little Spanish; 25% ($n = 1$) said that she knew some Spanish; and 50% ($n = 2$) reported that they knew Spanish. When answering the question about reading in Spanish, 1 reported that she could read some Spanish; and 3 said they could not read in Spanish. When it came to writing in Spanish, 2 reported that they could write some Spanish; and 2 felt they could not write any Spanish.
Table 3. Responses from the “Motivated” Group to Preliminary Questions about Spanish Proficiency.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Maribel</td>
<td>1</td>
<td>L</td>
<td>R-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W-1</td>
</tr>
<tr>
<td>Magdalena</td>
<td>3</td>
<td>S</td>
<td>R-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W-2</td>
</tr>
<tr>
<td>Maya</td>
<td>3</td>
<td>Y</td>
<td>R-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W-1</td>
</tr>
<tr>
<td>Marisol</td>
<td>3</td>
<td>Y</td>
<td>R-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W-2</td>
</tr>
</tbody>
</table>

*Note: Question 2: 3= Understand Most; 2=Understand Half; 1=Understand Little/None
Question 3: Y=Yes; S=Sometimes; L=Little; N =No
Question 4: 3=Yes; 2=A Little;1=No; R=Reading; W=Writing*

When looking at Maya’s and Marisol’s answers to questions 2 and 3, one can see that they reported the highest level of understanding and speaking Spanish. For Magdalena on the contrary, she felt more confident in understanding the language than in speaking it. Maribel’s responses stayed consistent for questions two through four.

Compared to the “Less Motivated” and “Moderately Motivated” groups, the “Motivated” group reported higher scores for questions 2 and 3. This may be because students who felt confident in understanding and speaking Spanish most of the time have parents who are Spanish monolinguals. When it came to question four, however, one can see that all three groups had similar responses. In other words, when they heard Spanish spoken, they understood little or about half of the time.
Prior Spanish Experience/Exposure

Question five in the Preliminary Questionnaire asked students if their parents spoke Spanish. Students’ answers reveal that 13 out of the 14 reported that their parents spoke Spanish. Although this was a closed-ended question, some of the students wrote more information. For instance, two students said that only one of their parents spoke the language. Three students shared that their parents used Spanish some of the time while two said they used it frequently.

Exposure to Spanish by Subgroup

Students in the “Less Motivated” group had a range of answers with respect to their exposure to Spanish. For example, 25% (n = 1) said that both parents spoke Spanish; 25% (n = 1) explained that one parent spoke Spanish while the other spoke the language some of the time; 25% (n = 1) said that both parents spoke Spanish some of the time, and 25% (n = 1) said that their parents did not speak any Spanish. Based on these results, students in the “Less Motivated” group had a variety of experiences with Spanish at home. However, students in the “Moderately Motivated” and “Motivated” groups, showed a stronger exposure to Spanish in the home. For instance, 85% (n = 5) of the students in the “Moderately Motivated” group stated that both parents spoke Spanish and 17% (n = 1) said that both parents spoke Spanish some of the time. Seventy-five (75%; n = 3) of the students in the “Motivated” group reported that both parents spoke Spanish and 25% (n = 1) said only one parent spoke Spanish.
Importance of Spanish

Although students had a range of responses when it came to their competence in Spanish, the majority of the class believed that learning the language was important. Students were asked question six in their Preliminary Questionnaire (i.e., Do you think it is important to know Spanish? Why or why not?) in order to document their initial perceptions about the importance about Spanish. I then compared their responses to question five in the Exit Interview. Overall, 13 out of 14 students expressed that it was important to know Spanish. Many of the students indicated that Spanish would be an asset to their future. These students stated that knowing Spanish would help them get better jobs and careers, help them translate for monolingual communities, and help them communicate with their family members who speak the language. Other students stated that knowing a second language could increase their pay rate. For instance, Luis, a student from the “Less Motivated” Group, said, “Yes [it is important to learn Spanish] because when you have a job, people will speak Spanish and English.” Maribel, from the “Motivated Group,” expressed the importance of Spanish as a communication tool when she said, “Yes [it is important to learn Spanish] because you can understand family members and … also speak to someone in Spanish.”

I proceeded to ask more specific questions about the value of Spanish (i.e., 7a to 7c). My assumption was that if students thought Spanish was useful for their futures that would be a motivational factor to learn and practice Spanish in my class (my first research question). The charts below illustrate what number code each student gave for questions 7a to 7c. When students were asked how important it was for them to speak Spanish as adults, 12 said “very important,” 2 said “important,” and 1 said “somewhat
When it came to question 7c (i.e., importance of knowing Spanish for jobs/careers), 14 stated that it was “very important” to know Spanish for a career/job and 1 said “important.”

Table 4. Responses to Preliminary Questions about the Importance of Knowing Spanish (Present, Future, Career/Job).

<table>
<thead>
<tr>
<th>Questions/Names</th>
<th>7A) Importance in the Present</th>
<th>7B) Importance as Adults</th>
<th>7C) Importance for Career/Job</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“Less Motivated”</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lucio</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Lupita</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Luis</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Lucero</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>“Moderately Motivated”</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miguel</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Mia</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Mireya</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Mireya</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Melissa</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Mónica</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Moisés</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>“Motivated”</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maribel</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Magdalena</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Maya</td>
<td>3</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Marisol</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: 3= Very important; 2= Important; 1= Somewhat important; 0= Not at all important*
Based on results above, the majority of the students in this study found it important to know Spanish. It is also interesting to note that students found it increasingly important to know Spanish as adults and for their future jobs/careers. Below, I will present results based on the three subgroups of students. This may help future researchers and teachers tailor their instruction based on the preliminary proficiency/competence and motivation of their students.

Results Based on Exit Questionnaire/Interview Regarding Value of Speaking Spanish

As mentioned previously, a total of 14 students were interviewed. Twelve (12) students gave consent for their interviews to be audio recorded while 2 interviews were handwritten.

Importance Placed on Spanish in the Present

Students were once again asked how important it was for them to “know Spanish in the present” in their Exit interviews to identify any changes in students’ attitudes. After comparing students’ Preliminary responses to their Exit Interview answers, it can be said that there is support for my first research question that CS in the classroom had a positive impact on interest/motivation to learn Spanish (research question 1). As seen in table 5 below, there were changes in 6 student answers. From the 6 changes, 67% (n = 4) of the students’ codes increased and 33% (n = 2) decreased. However, they still rated Spanish as important. The increases in motivation to learn Spanish can be seen in Melissa’s, Miguel’s, and Mónica’s responses. When Melissa answered this question in her Preliminary Questionnaire, she felt it was “somewhat important” but in her Exit Interview said it was “very important.” Mónica also said it was
“somewhat important” for her to know Spanish in the present but when she was asked in her interview, she said it was “important.” When Miguel first answered this question he thought it was “important” to know Spanish now but later said it was “very important.”

The remaining 8 students’ (3 from the “Motivated” group, 2 from the “Moderately Motivated” group and 3 from the “Less Motivated” group) thoughts/views about the importance of speaking Spanish in the present stayed the same.

The majority of the positive increases came from the “Moderately Motivated” group. Students in this group expressed that it was important for them to know Spanish because it would help them communicate with their family and others but also because it would prepare them for their futures.

Although there were more students whose answers/codes increased, there were also a couple of students whose answers/codes decreased when it came to the importance of knowing Spanish in the present. Mía’s responses for instance, changed from “very important” to “important.” This can also be seen in Maya’s responses since she first indicated “very important” and then later said “important.” However, it is important to point out that these decreases do not reflect negativity in these students’ attitudes about Spanish. As seen from these 2 changes, Mía and Maya’s responses still reflect a positive answer with a code of a 3 or 2. Their answers still express an importance in knowing Spanish.

When looking at the students in the “Motivated” group the majority of their responses stayed the same. Like the students in the “Moderately Motivated” group, students in the “Motivated” group explained that it was important for them to know Spanish now because it helped them communicate with their Spanish-speaking relatives.
From the students in the “Less Motivated” group, the results indicate a 25% (n = 1) positive increased in the importance of knowing / speaking Spanish in the present. This was interesting to find because the student went from stating minimal importance placed on knowing Spanish to expressing that there was some importance to know Spanish in the present. This group of students found it important to know the language as a way to be independent and not rely on others to translate for them.

Table 5. Response to questions about Importance of Spanish—Present

<table>
<thead>
<tr>
<th>Questions/Names</th>
<th>Preliminary Interview</th>
<th>Exit Interview</th>
<th>Overall Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“Less Motivated”</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lucio</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Lupita</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Luis</td>
<td>0</td>
<td>1</td>
<td>+</td>
</tr>
<tr>
<td>Lucero</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>“Moderately Motivated”</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miguel</td>
<td>2</td>
<td>3</td>
<td>+</td>
</tr>
<tr>
<td>Mía</td>
<td>3</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Mireya</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Melissa</td>
<td>1</td>
<td>3</td>
<td>+</td>
</tr>
<tr>
<td>Mónica</td>
<td>1</td>
<td>2</td>
<td>+</td>
</tr>
</tbody>
</table>
Importance Placed on Spanish as Adults

Students were also asked how important it was for them to know Spanish as adults in their Exit Interviews. Again, this helps address my first research question. When students were asked how important it was for them to speak Spanish as grown ups, 12 said it was “very important” and 2 said it was “important.” Most of the students saw a greater importance in knowing Spanish as adults than as children. Thus, there is additional support for my first research question; CS in the classroom had a positive impact on language attitudes (i.e. importance in future). As Table 6 illustrates, the level of importance from 4 students changed. Seventy-five percent (75%; n = 3) of the overall changes in students’ answers increased while 25% (n = 1) decreased. Of the 4 students in the “Less Motivated” group, 50% (n = 2) showed a positive increase in the importance of knowing Spanish as adults. In their Exit Interviews these students shared that knowing Spanish would increase their job opportunities and help them obtain better jobs. To illustrate, when Lucio answered this question he first felt that knowing Spanish as an
adult was “important” but then later changed his view and said it was “very important.” This was also true for Luis. Of the 4 students in the “Motivated” group, 25%(n = 1) showed a positive increase in knowing Spanish as an adult. Maya, for example, first identified that it was “somewhat important” to know Spanish as an adult but then said it was “important.”

The 25% decrease occurred within the “Motivated” group. In her answers, Marisol first stated that it was “very important” but later said it was “important” to know Spanish as an adult. As mentioned earlier, it is important to note that this shift did not have a major negative change because Marisol’s shift still illustrates an importance to know Spanish as an adult. Although there was a decrease in code/answer the overall results indicate that all students found an importance in knowing/ speaking Spanish as adults.

Table 6. Response to questions about Importance of Spanish–Adults

<table>
<thead>
<tr>
<th>Questions/Names</th>
<th>Question 7B Preliminary</th>
<th>Question 6B Exit</th>
<th>Overall Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Less Motivated”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lucio</td>
<td>2</td>
<td>3</td>
<td>+</td>
</tr>
<tr>
<td>Lupita</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Luis</td>
<td>2</td>
<td>3</td>
<td>+</td>
</tr>
<tr>
<td>Lucero</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>“Moderately Motivated”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miguel</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mía</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mireya</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Melissa</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mónica</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Moisés</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>“Motivated”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maribel</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Importance placed on Spanish for Careers/Jobs

During students’ Exit Interviews they were asked how important it was for them to know Spanish for careers/jobs. I asked this question again to detect any changes in students’ attitudes compared to the Preliminary Questionnaire. The results are discussed below.

When students were asked how important it was for them to know Spanish for a job or career in their Exit Interview, 12 said it was “very important”, 1 said it was “important,” and 1 said it was “somewhat important.” Thus, there is continued support for my first research question; CS in the classroom had a positive impact on language attitudes (i.e., importance to know Spanish for Jobs/Careers). The comparisons in Table 7 illustrate changes in 3 students’ responses.

One (33%) of the student’s attitudes/interests about Spanish shifted positively in regards to the importance to know Spanish for jobs/careers. This positive shift occurred in the “Moderately Motivated” group with Melissa’s answers. When she first answered this question, Melissa felt that it was “important” to know Spanish for a job/career but later said it was “very important” She explained that knowing Spanish for a job/career would help her communicate with Spanish speakers. She moreover, expressed that knowing two languages would set her apart from other employees and make her more successful in her career.

<table>
<thead>
<tr>
<th>Name</th>
<th>1st Response</th>
<th>2nd Response</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magdalena</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Maya</td>
<td>1</td>
<td>2</td>
<td>+</td>
</tr>
<tr>
<td>Marisol</td>
<td>3</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>

Note: 0= Not at all important; 1= Somewhat Important; 2= Important; 3= Very Important
+= Increase; -= Decrease
There were also decreases in the codes that students provided. These shifts occurred in the “Motivated” group with a 50% (n = 2) decrease. The answers of the remaining 50% (n = 2) of students stayed the same. Students whose answers stayed consistent felt that knowing two languages would aid them in helping more people in their jobs/ careers. Although there were 2 students whose thoughts decreased, it is important to point out that the shift for 1 student did not dramatically change. In Maribel’s responses for example, she first identified that it was “very important” to know/ speak Spanish for a job/career and later said it was “important.” Maribel explained that it was important for her because knowing Spanish would help her communicate with a wider community. In Maribel’s shift, one can see that she still placed an importance in knowing Spanish for a job/career because it would help her communicate with more people. The level of importance for Marisol also decreases. She first identified that it was “very important” to know Spanish for a job/career but later said it was “somewhat important.” This shift illustrates a two-point difference. In her Exit Interview Marisol said, “Sometimes you don’t need to talk in Spanish when you get a job.” Here, Marisol does not hold the same attitude regarding the importance of Spanish that her peers did. During my observation time with Marisol, I found that she was more reserved at the beginning of the study and became more comfortable as the study continued. My interpretation of her decrease is that Marisol showed a self-presentation bias in which she might have not been honest with some of her answers at the beginning of the study in order to impress me.
Table 7. Responses to questions about Importance of Spanish–Careers/Jobs from Preliminary Questionnaire to Exit Interview (On a scale from 1 to 3).

<table>
<thead>
<tr>
<th>Questions/Names</th>
<th>Question 7C Preliminary</th>
<th>Question 6C Exit</th>
<th>Overall Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Less Motivated”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lucio</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Lupita</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Luis</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Lucero</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>“Moderately Motivated”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miguel</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mía</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mireya</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Melissa</td>
<td>2</td>
<td>3</td>
<td>+</td>
</tr>
<tr>
<td>Mónica</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Moisés</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>“Motivated”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maribel</td>
<td>3</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Magdalena</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Maya</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Marisol</td>
<td>3</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>

Note: 0= Not at all important; 1=Somewhat Important; 2= Important; 3=Very Important
+ = Increase; - = Decrease

Overall, students’ answers from the “Less Motivated” group stayed consistent from their Preliminary and Exit Interview answers. These students felt that it was “very important” to know Spanish for a job/career. Given the information above, it can be said that 13 out of 14 (92%) of the students in the study still found an importance in knowing/speaking Spanish for jobs/careers.
**Pre-Post Exit Interview Responses Regarding Overall Thoughts About Spanish**

I will now compare students’ answers from the Preliminary Questionnaire to the Exit Interviews, to see if their thoughts about Spanish changed. Student answers will be present based on their motivational group (e.g. “Less Motivated,” “Moderately Motivated,” or “Motivated”). The chart below illustrates which students’ attitudes shifted in a positive direction, which stayed the same, and which decreased.

**Table 8: Responses to Questions about Spanish Language Attitudes from Preliminary Questionnaire to Exit Interview**

<table>
<thead>
<tr>
<th>Name</th>
<th>Preliminary Questionnaire Codes</th>
<th>Exit Interview Code</th>
<th>Overall Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Less Motivated</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lucio</td>
<td>1</td>
<td>3</td>
<td>+</td>
</tr>
<tr>
<td>Lupita</td>
<td>1</td>
<td>3</td>
<td>+</td>
</tr>
<tr>
<td>Luis</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Lucero</td>
<td>1</td>
<td>2</td>
<td>+</td>
</tr>
<tr>
<td><strong>Moderately Motivated</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miguel</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Mia</td>
<td>2</td>
<td>3</td>
<td>+</td>
</tr>
<tr>
<td>Mireya</td>
<td>2</td>
<td>3</td>
<td>+</td>
</tr>
<tr>
<td>Melissa</td>
<td>2</td>
<td>3</td>
<td>+</td>
</tr>
<tr>
<td>Mónica</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>
Moisés   | 2 | 2  
---|---|---
Motivated  
Maribel   | 3 | 3  
Magdalena | 3 | 3  
Maya      | 3 | 1  -  
Marisol   | 3 | 3  

*Note:*
Preliminary Codes Key:

3= Student likes Spanish/ Find it easy;
2= Student likes Spanish/Think it is hard;
1= Student does not like Spanish/ Thinks it is hard

Exit Interview Code Key:

3= Likes Spanish/ Positive communication tool for their future.
2= Likes Spanish/ Learned a little more
1= Finds Spanish hard/ Confusing
+= Increase; - = Decrease

The results above indicate that there were 8 overall changes. From these changes 75% (n = 6) of the students shifted positively. As illustrated in table 8, these changes occurred in the “Less Motivated” and “Moderately Motivated” groups. The results support my first research question that CS in the classroom had a positive impact on students’ interest/motivation to learn Spanish. This was especially true for the students who first expressed that Spanish was hard, boring, and/or sounded weird.

“Less Motivated” Students’ Reflections About Spanish During Exit Interview

As seen from table 8, 75% (n = 3) of the students in the “Less Motivated” group illustrated a positive growth in their interest/motivation to learn Spanish while 25% (n = 1)
decreased. It was very exciting to hear these students say that they liked Spanish, thought that it would be an asset in their futures, and that they had learned Spanish.

When Lucio first shared his thoughts/views on Spanish, he expressed that he did not like Spanish because he thought it was, “boring.” However, when he shared his views about Spanish, he said, “When I get older it’s going to be easier and easier for me.” From his first to second response one can see a positive shift in his attitude and interest about Spanish. In the beginning, he did not show much interest in the language because he found it “boring” but later expressed that, as he continues to learn Spanish, it will be easier for him to learn and understand the language. This positive shift can also be seen when comparing Lupita’s answers. When she first answered this question she said, “I don’t like it because it is hard to speak.” However, when she answered the question at the end of the semester, she said, “I think I can speak it like more and then that’s good that I’m learning Spanish because that’s the only way I can speak to my abuelita.” I then asked her if she felt more confident and better about talking to her abuelita in Spanish she said, “I can now like I can actually start a conversation.” When comparing Lupita’s answers we can see that she not only acknowledges learning some Spanish but that she sees a positive outlook in her language growth because she is able to communicate with her grandmother. When Lucero was first asked this question, she responded that she did not like the language because it was hard. But when she answered this question during her Exit Interview she said that the class helped her learn Spanish. Lucero stated, “... I didn’t know Spanish at first so I thought it was going to be hard but then hmm when I came to your class it really helped me learn Spanish because my mom wants me to learn Spanish.” Through her
answers, one can see that Lucero’s views positively evolved. Based on her Exit Interview answer, it can be suggested that the activities in the class helped her learn Spanish.

As shown above, Luis’ attitude toward Spanish stayed the same. In his first response he said, “I don’t like it because it sounds weird.” Then in his interview, he said, “its confusing.” Although Luis’ thoughts about Spanish did not positively increase, it is important to point out that he missed a lot of class and did not participate in class activities. As illustrated in Appendix C, Luis participated in only the Preliminary Questionnaire and Exit Interview. This can be an explanation of why his attitudes did not change.

Although there was one student whose thoughts/views did not change, the remaining 3 students in the “Less Motivated” group illustrated a positive shift in their thoughts/views on Spanish. Based on these results, it can be said that the CS activities used in my study, helped more students increase their interest/motivation to learn Spanish.

“Moderately Motivated” Students’ Reflections About Spanish During Exit Interview

Of the 6 students in the “Moderately Motivated” group, 50% (n = 3) had a positive increase in their motivation to learn Spanish. Students in this group also shared that they loved the language. Others said they had learned some Spanish and made their parents proud. There was one student’s response (17%), Monica, who decreased.

When examining Miguel’s answers, I found that in his first answer he said that he liked the language but had some trouble pronouncing some of the words and, when he answered the question in his Exit Interview, he said that he had found the class interesting and had learned some Spanish words even though he still had trouble with pronunciation. Like in Miguel’s Preliminary response, Mía also identified some of the difficulties she had
with Spanish. Mía pointed out that she liked the language but found it at times confusing and hard to understand. However, when she answered the question during her Exit Interview, Mía said, “I still like saying words in Spanish, I’ve always liked it.” Here, one can see that in her first answer she talked about the difficulties she had with the language but later expressed that she liked to practice and use the language orally. The times I observed Mía, I noted her effort in trying her best. Even at times when she found it difficult to understand a word /phrase, she would try her best to figure it out. Mía’s doubts about Spanish were no longer a barrier in her class participation or motivation. Mireya’s responses were very interesting to compare because she illustrated a growth in her Spanish abilities. At first Mireya said, “I think Spanish is good, I like it, it’s hard to speak it but I understand.” Then during her interview, she told me, “I think I learned a lot and I know it will help me in the future. Spanish is pretty easy.” When seeing her responses side by side, one can see that Mireya expresses her difficulty with Spanish at first, but after being in the class she not only found it “easy” but also found that knowing a second language will help her in the future. When Melissa first answered this question she stated, “I like it but it’s kinda hard.” However, when she answered this question during her interview, she expressed, “I love it! I thought it [the class] was going to be kinda boring... then I started liking it and now I love it.” During her interview Melissa was very excited and enthusiastic about the class. She was one of the students who came out of her shell and was very involved in the class and activities. Melissa often times stayed after class and asked me to review the class content. Like Mía, Melissa’s doubts about Spanish were no longer an obstacle for her to learn. Even when she found something difficult, Melissa would use her resources (peers, books, teacher) to figure out her obstacles.
Another student who showed an interest to learn Spanish was Moisés. In Moisés’ responses he first shared that he liked the language but that it was hard. Then when he was asked the same question during his interview he stated, “I have to start learning, I’m learning already but I need to learn some more over the summer so I could start going to El Salvador.” Here one can see that although Moisés learned some Spanish, he expressed an importance and motivation to learn more so he can go visit his family back in El Salvador in the future.

As mentioned earlier, there was one student in the “Moderately Motivated” group whose thoughts about Spanish decreased. When Mónica shared her thoughts about Spanish, she focused on the difficulties she had with Spanish. For example, when she answered the question in her Preliminary Questionnaire, she said, “I like it [Spanish] but it’s a little hard” and during her Exit Interview she said, “It’s [Spanish] kind of confusing.” It was interesting for me to see that Mónica’s Exit Interview answer did not convey a positive outlook on the language since she was one of the students who regularly participated and exhibited an interest in the class. I believe that Mónica’s answer did not reflect an increase in her thoughts about Spanish because she had a bad day during school hours. The times I was able to observe Mónica in class, I noticed that her participation in my class was influenced by the day she had during school hours. When Mónica had a good day in school she would participate and lead class discussions, but if she had a bad day she would be withdrawn from class material. The day of her Exit Interview, I noted that she did not seem too interested in being interviewed and that she wanted to finish answering the questions as soon as possible. This may be an explanation as to why her thoughts about Spanish decreased.
Although there was 1 student whose thoughts/attitudes/views about Spanish decreased, there were more students (n = 3) who positively shifted in their attitudes toward Spanish. Based on these results, there is strong support for my research question that CS can positively influence students’ interest/motivation to learn Spanish.

“Motivated” Students’ Reflections About Spanish During Exit Interview

Of the 4 students in the “Motivated” group, 75% (n = 3) of their thoughts/views about Spanish stayed the same while 25% (n = 1) decreased. To illustrate, in Maribel’s responses she expressed that knowing Spanish has been very helpful. In her Preliminary response, she explained that Spanish has improved her communication with family. This was especially important for her because she interacted with her grandmother, who only spoke Spanish, on a day-to-day basis. Maribel moreover explained in her Exit Interview, that knowing Spanish would help her to get a good job/career. Magdalena’s positive thoughts/views about Spanish also remained the same. In her first response Magdalena expressed her love for the language and explained that she knew Spanish because her abuelita\textsuperscript{32} used it with her. In her interview answer, she again identifies that she loves Spanish and also finds it “cool” to know two languages. Based on her responses, it can be said that Magdalena continues to embrace the fact that she knows two languages. In both of Marisol’s responses one can see that her positive views about Spanish continued to grow. For instance, in her Preliminary response she said, “I like Spanish and I think that Spanish is kind of easy.” Then in her interviewed stated, “I like to learn Spanish so I can learn more and talk more Spanish to my grandma.” Marisol also told me that after being in

\textsuperscript{32} Grandmother
the class it was not only easier for her to talk to her *abuelita* but that she talked to her more than before. From the motivated group all but 1 student continued having a positive mindset about Spanish.

As shown in table 8, Maya’s perceptions of Spanish decreased. In her Preliminary response Maya stated that she did not find the language hard and that she liked Spanish. However, when she was asked about her thoughts/attitudes/views in her Exit Interview, Maya said, “I think it’s kind of hard because sometimes when I speak Spanish I speak it a little wrong.” When looking at her answers side by side, one can see that at first Maya did not mention any difficulties with the language but in her interview she expressed self-doubts with the language. It is important to point out that Maya’s Spanish was very advanced. During one of our reading sessions, Maya read a whole page in Spanish without making any mistakes. This was a huge stepping-stone for her since she was one of my shy students. I believe that Maya’s positive Preliminary response was influence by her self-preservation and as a way to impress me. Then as she began to feel comfortable with me she was able to be honest and express her doubts with the language.

To summarize the above results, there were 8 overall changes. From these changes 75% (n = 6) of the students shifted positively and 25% (n = 2) decreased. Given these numbers, there were more students who shifted positively than there were students who decreased. As seen in table 8, the majority of the students who positively shifted in their thoughts/attitudes/views about Spanish were in the “Less Motivated” and “Moderately Motivated” groups. For this reason, it can be that there was strong support for my first research question that CS between Spanish and English in the class can positively impact
students’ interest/motivation to learn Spanish (research question 1) and reduce anxiety (research question 2).

Students’ Pre-Post Responses: Current Value of Spanish

Below is a table to illustrate where students were placed based on their responses to question 3 (What are your thoughts about Spanish now?). The results indicate that more students were “motivated” to learn Spanish.

Table 9: Pre-and Post-Questionnaire responses about Spanish

<table>
<thead>
<tr>
<th>Preliminary Groups</th>
<th>Exit Interview Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Less Motivated</strong></td>
<td><strong>Less Motivated</strong></td>
</tr>
<tr>
<td>Lucio</td>
<td>Maya</td>
</tr>
<tr>
<td>Lupita</td>
<td>Mónica</td>
</tr>
<tr>
<td>Luis</td>
<td>Luis</td>
</tr>
<tr>
<td>Lucero</td>
<td></td>
</tr>
<tr>
<td><strong>Moderately Motivated</strong></td>
<td><strong>Moderately Motivated</strong></td>
</tr>
<tr>
<td>Miguel</td>
<td>Miguel</td>
</tr>
<tr>
<td>Mía</td>
<td>Lucero</td>
</tr>
<tr>
<td>Mireya</td>
<td>Moisés</td>
</tr>
<tr>
<td>Motivated</td>
<td>Motivated</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Maribel</td>
<td>Maribel</td>
</tr>
<tr>
<td>Magdalena</td>
<td>Lupita</td>
</tr>
<tr>
<td>Maya</td>
<td>Magdalena</td>
</tr>
<tr>
<td>Marisol</td>
<td>Mireya</td>
</tr>
<tr>
<td></td>
<td>Marisol</td>
</tr>
<tr>
<td></td>
<td>Lucio</td>
</tr>
<tr>
<td></td>
<td>Mía</td>
</tr>
<tr>
<td></td>
<td>Melissa</td>
</tr>
</tbody>
</table>
When examining the Preliminary groups on the left side of the table there were 4 students in the “Less Motivated” group, 6 in the “Moderately Motivated” group and 4 in the “Motivated” group. However, students’ thoughts about Spanish shifted after being in a class that used CS as pedagogical tool to teach Spanish. When looking at the Exit Interview groups on the right side of the table, there are 3 students in the “Less Motivated” group, 3 in the “Moderately Motivated” group, and 8 in the “Motivated” group. Based on these results, 43% (n = 6) of all the students increased to a motivated group, 43% (n = 6) of all the students remained in the same group and 14% (n = 2) of the students decreased in their motivational group. These result show strong for my first research question.

*Exit Interview Responses Regarding Overall Experience with CS*

Students were asked what they thought about CS in Spanish and English in order to get their opinions about using this language activity as a tool to learn Spanish. The results also reveal positive support my first question.

After analyzing and coding this question, I found that the majority of the students had similar responses. Within their answers, all 14 students found CS helpful when learning Spanish. Students found the use of CS between Spanish and English helpful with respect to motivating them and or increasing their interest in learning Spanish; in reducing embarrassment when speaking the language, and in learning Spanish. In addition, there were some students who conveyed an interest in learning about their culture. Maribel’s (from the “Motivated” group) response, for example, stated,
I think it's cool and helpful because like when I get a job and someone speaks Spanish and English I can speak in CS or if they just speak Spanish I can speak to them in Spanish.

In this quote, Maribel revealed a sense of motivation in using the Spanish language in her future and also stated that she could CS between English and Spanish to communicate with both speaking communities.

Miguel (from the “Moderately Motivated” group) also showed an interest in learning Spanish when he responded that CS was, “Helpful because I got to learn how to speak a little Spanish and learn about different states in Mexico.” Being able to use both languages aided Miguel in learning some Spanish. He moreover, learned about his cultural background. This was also true for Lucero (from the “Less Motivated” group) when she said, “It was easier because like everyday when I come to your class I understand most of the words because you’re always talking to me in CS so I know more Spanish words.” Here one can see that CS helped her to not only understand my instruction and class content, but also learned Spanish along the way.

Melissa’s response, (also from the “Moderately Motivated” group), to question 1 showed not only an enthusiasm in learning Spanish, but also demonstrated a comfort level when speaking the language. This supports my second research question. She gave some examples of the words she learned in the class: “I think it was good that we CS because you would get to learn words like, inteligente, ¿cómo estas? and bien.” It is also important to note that Melissa was one of the students who doubted her abilities in

---

33 Smart
34 How are you?
35 Good
learning Spanish but, as she continued in the class, she quickly began participating in class discussions, group work, and even asked if she could be the student teacher. Her interests in the class show support that CS not only motivated her to learn Spanish but that it gave her the motivation and confidence to do so. This was also true for Magdalena (from the “Motivated” group) when she answered, “I think [CS] was cool and helpful because I like when you CS and I learned new words… like fuego is fire…mestizaje which is the mixture of races and cultures.” Overall, the use of CS was a great resource for my students to feel comfortable in learning Spanish. This is consistent with Fennema-Bloom (2010) explains that CS helps make the target language more accessible, and helps focus attention, clarify, and reinforce class material (p.1).

Exit Interview Responses Regarding Whether CS Activities Aided Spanish Language Acquisition

Students were also asked if the CS activities made them feel comfortable learning and speaking Spanish. This question was asked to address my second research question (Did CS increase students’ comfort and reduce embarrassment when using Spanish orally?). Thirteen (13) out of 14 students reported that the CS activities made them feel comfortable learning Spanish while I said that the activities made him feel at times confused. Based on this information, there is strong support for my second research question.

The CS activities helped my students not only follow class content but also learn Spanish vocabulary. For example, Mireya (from the “Moderately Motivated” group) said, “…it [CS] helped me learn more Spanish than I did before.” For other students, the use of
CS was helpful because it was a familiar language activity that they used at home. When interviewing Lupita (from the “Less Motivated” group) she shared that she used CS at home to find out what outings her family was going on. She said, “Yeah it [CS] helped me like learn more Spanish, that’s what I do at home that’s why I always figure out where we’re going to go.” In Marisol’s (from “Motivated” group) response one can see that the use of English made her feel at ease when learning Spanish because she expressed, “CS made me feel comfortable because the activities had Spanish and English.” Lucero (“Less Motivated” group) similarly expressed, “It made me feel more comfortable learning Spanish and speaking Spanish because whenever I did the one about me [poem] it helped me learn how to write Spanish words and get used to Spanish more.” Melissa and Lucero’s examples show support for my second research question that CS increased comfort and reduced embarrassment when using Spanish orally. There was only one student who found the CS activities confusing, at times.

Miguel (from the “Moderately Motivated” group) said he felt “a little bit confused because I didn’t know Spanish yet.” Although Miguel felt that the use of CS between Spanish and English was confusing, his reaction was understandable, given that he did not know a lot of Spanish. However, it is interesting to note that the rest of the students from the “Less Motivated,” “Moderately Motivated,” and “Motivated” groups, found CS to be a helpful tool. Even students who had a small Spanish vocabulary found this language activity fun and impressive, like Lucero when she was writing her poem.
Class Observations of CS Activities

In the following section of my Results Chapter, I will discuss each observation day and the activity that occurred therein. I will describe students’ attitudes towards Spanish, CS, and ethnic identity.

Observation: Introduction to CS

My first class observation began on March 25th, 2014 when students were reintroduced to the concept of CS. I started the class by asking students to share their definitions of CS, and as they volunteered, I wrote them on the white board. Some students said CS was using two languages at the same time, others stated that CS was mixing Spanish and English, and others gave examples of what CS might sound like. One of these examples was, “I love to eat *pan dulce con leche*.” Once we had a variety of definitions and written examples on the board, I asked students why they thought people CS. Some said it was because people forget certain words in one language and switch to another, others explained that some people CS to help others understand what they are trying to say, while others said it was because mixing their languages is a way of speaking. In order to further explain this language activity, I showed 2 clips where people CS between Spanish and English. The first was an *I Love Lucy* clip in which her husband, Ricky Ricardo, CS in order to tell their son a bed time story. The second, was a clip from a dual language radio station where the hosts, Raq-C and Nachin, CS. As students watched/heard the clips I used my checklist to take notes. In this observation I was able to observe and take notes of 3 students from the “Less Motivated” group, 2 from the “Moderately Motivated” group, and 2 from the “Motivated” group. When I was
observing Lucio, from the “Less Motivated” group, I first noticed that he was not engaged and looked distracted but, half way into the *I Love Lucy* clip, he started laughing and began participating. He shared with the class that CS between Spanish and English helped him communicate with his Spanish-speaking relatives. When watching the clips, Lupita, a student from the “Less Motivated” group, seemed engaged but said that CS was not a normal language activity for her because her family at home only speaks English. When watching the clips, Lucero, another student from the “Less Motivated” group, exhibited a sense of engagement when she laughed but then at times looked confused. Moisés and Mía, both in the “Moderately Motivated” group, were engaged while watching the clips. Moisés made a family connection when he said that CS was a normal language activity because his stepfather used it on a regular basis. Magdalena, a student from the “Motivated” group, seemed very engaged in the class and made family connections. She said that her grandfather CS between Spanish and English when they talk because she does not understand a lot of Spanish. Once the class finished watching both clips, I collected global numbers on their level of understanding. 5 students said they understood everything, 4 said they understood half of what was going on, and 4 understood very little of the clips.

What made this class session very interesting and important for my research was when students shared their personal experiences with CS. Students seem so enthusiastic because their own forms of communication were being acknowledged in the class. Research by Brown’ (2011) for example, discusses the importance of implementing students’ Funds of knowledge. Brown (2011) stated, “It is by uncovering such funds that early educators can build on this hidden knowledge and incorporate it into the school
curriculum.” (p. 1217). My students were given the opportunity to be the experts in their own language activity. It was also interesting to find that more students were able to understand the CS examples and not get confused. Creese and Blackledge (2010) also found that CS could increase the inclusion, participation and understanding of students in the learning process ... conveying ideas more easily, and accomplishing lessons (p.106).

In this class observation I found that more students, regardless of their group, were beginning to show an interest in the class like Lucio.

**Table 10: Activities and use of CS for Each Lesson**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Book or Activity Title</th>
<th>Use of Code-Switching in Material</th>
<th>Use of Code-Switching by Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1:</td>
<td>Examples of CS:</td>
<td>*Borrowing</td>
<td>*Code-Switching</td>
</tr>
<tr>
<td></td>
<td>* I Love Lucy (clip)</td>
<td>*CS</td>
<td>between Spanish and English</td>
</tr>
<tr>
<td></td>
<td>* Raq-C &amp; Nachin</td>
<td>between Spanish and English</td>
<td>*Example:</td>
</tr>
<tr>
<td></td>
<td>(Radio Station clip)</td>
<td>and English</td>
<td><strong>Buenas tardes clase.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Ahora we are going</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>to learn and talk</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>about CS.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Examples on white board were in CS</td>
</tr>
</tbody>
</table>
Lesson 2:

*Book 1: Little Red Riding Hood

*Book 2 has Spanish and English throughout book

*Book 2: Isabel y el coyote hambriento / Isabel and the Hungry Coyote

*Book 2 had 2 to 3 Spanish vocabulary per page examples.

*Venn Diagram Written directions for Venn Diagram and Questions were in English

*Reflection Questions

*Written directions for Venn Diagram and Questions were in English

Lesson 3:

Lotería

*Key words were in Spanish and translations were in English

*Example:

Key word- La Caperuza

Translation- Hood * Ahora we are going to jugar Loteria to practice our vocabulario en
**Lesson 4:** *Book: Marisol*  
*Spanish / English*  
*Read book in Code-Switched*

- *McDonald Doesn't Match: Marisol*  
- *McDonald no combina*  
- *Questions*

*Student examples were written on white board in Spanish and English*

*Discussions were given in CS*

*Example:*

*Today we are going to aprender about mestizaje and multiculturalism.*

**Lesson 5:** *Quien Soy Yo Poema*  
*Students wrote their poems in code-switching*  
*Verbal directions were given in Code-Switched*

*Spanish words and their translations were written on white board*
Observation: Little Red Riding Hood and Isabel and the Hungry Coyote/ Isabel y el coyote hambriento

On April 1st, 2014 we read 2 version of the Little Red Riding Hood. As discussed in the previous chapter, students were given a Venn diagram to identify the similarities and differences of both stories and then were asked to answer some questions. During this class session, I was able to observe and collect class work from 10 students, 3 from the “Less Motivated” group, 4 from the moderate group, and 4 from the motivated group.

During the reading portion of the class, Miguel and Isabella from the “Less Motivated” group, Miguel, Mía and Melissa from the “Moderately Motivated” group, showed interest in the stories as they followed along and filled in their Venn diagrams. During our class discussion it was interesting to hear that Mía, Melissa, and Moisés identified Isabel and the Hungry Coyote/ Isabel y el coyote hambriento as a “Mexican” version of Little Red Riding Hood. When Mónica was talking about the differences in both stories she noted that the little girl in Isabel and the Hungry Coyote/ Isabel y el coyote hambriento has a dark complexion as opposed to the little girl in Little Red Riding Hood, who has a lighter skin tone. In this section I will discuss the responses for the following questions: (1) What story did you like better?, (2) Can you see any
representation of your culture?, and (3) How do you feel about the author using Spanish in the story?

When answering what story students liked better, 5 students reported that Isabel and the Hungry Coyote/Isabel y el coyote hambriento was their favorite while 5 chose the Little Red Riding Hood. For example, Lucero from the “Less Motivate” group said, “I like Isabel and the Hungry Coyote because I like the way they [characters] use CS, that is helpful.” Lucero also made a personal connection to this story when she shared that this book reminded her of her Mexican-American culture and the music her family listens to. Lupita also chose Isabel and the Hungry Coyote/Isabel y el coyote hambriento because she liked the use of both languages. When answering question 3, she said, “I feel great that the author is using Spanish because it helps me learn and figure out the story myself.” From these responses it can be said that Lucero’s and Lupita’s initial thoughts about Spanish begin to evolve. A total of 7 students made personal connection through the tamales in Isabel and the Hungry Coyote/Isabel y el coyote hambriento. Nine (n = 9) students answered question 3 and reported that the use of both languages was helpful. To illustrate, Melissa, from the “Moderately Motivated” group, said, “I feel good that the author [used] Spanish and English because we could learn more.” Magdalena, from the “Motivated” group, said, “I like it when the author was using Spanish because I learned new words.”

Lotería Observation (Day 1)

On April 22 my class was introduced to Lotería. During this class session students focused on filling in their Lotería cards using the vocabulary words from Isabel and the
Hungry Coyote/ Isabel y el coyote hambriento. Students were instructed to use the Spanish words and their translations/definitions. Students had the choice of placing the Spanish words and translations in any spot they pleased. One of the spots was used a gratis (free) space. As students filled in their cards, I walked around the classroom to make sure students understood the instruction. As I walked around, I noticed that Lucio (from the “Less Motivated” group) was very excited to start playing because he was smiling and sharing with his other classmates that this was one of the games he really enjoyed. Once students were done, I asked the class if anyone had ever played Lotería before, and 4 students said they had. Lupita and Magdalena for example, said they played this game at their abuelita’s house. Mónica shared with the class that she had played Lotería at her cousin’s birthday party and Marisol said she played this game with her tía. As a test run before the actual game, the class played a round of the game. Every time I called out a Spanish vocabulary word, it was the students’ job to find that word and their translation/definition. As students played, I noticed that some were very excited because they could not get their eyes off of their cards. In order to win, students either had to get 5 in a row, 5 diagonally, or fill up their whole card. Students who did, were instructed to call out “Lotería” in order to win but if students called out “bingo” the game would continue without a winner. I incorporated this game to my class because it was a fun and interactive way to test students on their understanding of the vocabulary from the books read in class.
Lotería Observation (Day 2)

On April 29th class time was spent playing the game. At the beginning of class, I reviewed the rules of the game and gave students a few minutes to go over the vocabulary list. Once the students began playing, I noticed that Maribel, Lucio, Mireya, Lupita, Melissa, Mónica, Moisés, Magdalena, Luis, Maya and Lucero were all excited, smiling and engaged when they were playing. After a few rounds of Lotería I asked the class if they wanted to conduct the game and read out the words. The students that volunteered were, Maribel, Lucio, Mireya, Lupita, Melissa, Moisés, and Magdalena (2 from the less “Motivate” group, 3 from the “Moderately Motivated” and 2 from the “Motivated” group). Due to time, only Lucio, Mireya, and Melissa had the chance to read the words out loud. Here, one can see support for my second question: CS in the classroom reduced embarrassment in using Spanish orally. Before the class ended, I asked the class if they enjoyed and found this activity helpful. Thirteen (13) out of 14 like the game and 10 out of 14 found the Lotería game helpful.

Observation: Marisol McDonald Doesn’t Match/Marisol McDonald no combina (Day 1)

On May 6, 2014 students were introduced to Marisol McDonald Doesn’t Match/Marisol McDonald no combina, a bilingual story about a little girl who embraces her unique sense of being. Marisol is not afraid to mix her clothing patterns, food options, language choices etc… From the beginning of the story, one learns that Marisol comes from a multicultural background because her mother is Peruvian and her father is Scottish-American. The little red head girl with brown skin is proud of mixing different ideas, games, foods etc... because it represents her personality. Since this story talks
about the concepts of multiculturalism, *mestizaje*, and mixing, I thought it would be a
great idea to use this book as a way to encourage my students to embrace their cultural
backgrounds and language varieties. As mentioned in the methods chapter, on the first
day of this reading observation, I began by writing the word, “*mestizaje*” on the board
and asking the class if they knew what the word meant. Some students said that the word
sounded like “massage,” “message,” and “machine.” After sharing a few definitions of
the word, and using my cultural background as well as their own, students began to
understand the meaning of the word.

On this given day I was only able to observe 4 students because the rest attended
a spelling bee. From these 4 subjects, 2 were from the “Less Motivated” group, 1 was
from the moderate group and 1 was from motivated group. As I read the story, CS
between Spanish and English, I noticed that all 4 students seemed interested in the book
as they followed along and looked at the pictures. When talking about *mestizaje*, Lucio,
Lucero, (both from the “Less Motivated” group) and Melissa (“Moderately Motivated”
group) participated in the conversation. It was also interesting to see that Lucio and
Melissa volunteered to read. Again, one can see that the use of CS in the classroom
reduces students’ embarrassment not only to speak Spanish but in this case, read in the
language. During the reading process, all 4 students made connections to the story. For
example, they all found that CS was a helpful tool in reading and understanding the
Spanish text. Although some students found it strange that Marisol McDonald ate peanut
butter and jelly burritos, there were a couple of students who ate the same snack. Lucero
said that like Marisol McDonald, she likes to eat peanut butter and jelly burritos. She
shared with the class that the warm tortilla with peanut butter and jelly was very good.
Observation: Marisol McDonald no Combina Observation (Day 2)

On May 12 (second day of observation) I was able to observe Lucio and Lupita (from the “Less Motivated” group) Mía, Melissa, Mónica, and Moisés (from the “Moderately Motivated” group) and Magdalena (from the “Motivated” group) the other 7 students in the study were absent. I began the class by reading the last page of the book where Mónica Brown explains the concept of “multiculturalism.” Then we began reviewing the term *mestizaje* by using students’ cultural backgrounds. While discussing, Lucio and Mónica began talking about *mestizaje* and giving their own examples. Mónica for example, said that *mestizaje* could be seen in her background because she was Mexican-American. In this illustration, Mónica not only made a personal connection to the literature, but she demonstrates an interest in learning about her culture. This example shows support for my third research question: CS in the classroom can impact ethnic identity and increase interest in learning about their own cultures. I then began reading the book in CS. During this reading session Maribel, Lucio, Moisés, and Magdalena showed an interest in the story while Mía, Lupita, and Melissa showed some interest. On this observation day, there was no air conditioning in the classroom and some of the students were at times distracted and were not able to focus. After reading a couple of pages, Mía, Maribel, Lucio, Lupita, and Melissa raised their hands to read. Due to time, only Lucio and Lupita had a chance to read. Isabella first read in English and Lucio tried to read in Spanish and English. Then, Lupita raised her hand again to read in CS. From these examples one can again see that code-switching in the class room reduces the embarrassment to read/speak in Spanish but moreover, motivated Lupita to use CS as a
way to practice her Spanish reading skills. At the end of class, Magdalena made 2 personal connections with the book when she said that the story reminded her of her family and when she told the class that she also CS like Marisol McDonald. When Magdalena made these personal connections to the book, she also illustrated an empowerment toward her ethnic identity. For this reason, it can be said that through the use of not only code-switching but in this case, mestizaje and mixing, students can be proud of their cultural background.

*Marisol McDonald no Combina Observation* (Day 3)

Since I was unable to observe more students or finish reading the book on May 12, I thought I could observe more students on Friday May the 16. Even though it was not a day that the Spanish class met, I was able to reserve a classroom and have the kids meet. On this day, I passed out a list of questions about the book that I wanted students to answer. I began the class by reviewing what we had read and going over major themes in the book. Although the classroom had ceiling fans, many students brought it to my attention that the room was still hot. I, moreover, noticed that majority of the students, including the ones who were not a part of the study, were not happy that their free time was used to finish a class book. On this day, I was able to observe Lucio and Lucero (from the “Less Motivated” group), Mía and Mónica (from the “Moderately Motivated” group) and Maya and Marisol (from the “Motivated” group). The only students who showed interest in the book on this given day were Mónica and Mía because they participated in class discussion, followed along during reading time and volunteered to read. They were also able to lead the discussion about *mestizaje* and were
able to identify different examples from the book. Maribel, Maya and Lucero were somewhat interested in the story because some of the time they were following along and other times looked distracted. However, after class, Maribel told me that she “loved the book.” During this class session, Lucio seemed the least interested, although he answered one or two questions. The rest of the time he was distracted because he had his head down; other times he was looking around the classroom and was talking to other students while the class was reading. Toward the end of the class, Maya participated to read the book in Spanish. Although it might have not been the best idea to schedule an observation day on a Friday, it was interesting to see Mónica and Mía take a lead in the classroom and have the class finish the book. It is also important to point out that Maya, one of the shyest subjects from the study, took initiative not only to read but also to read in Spanish. Here one can see that there is support for my second research question in that CS can reduce the embarrassment and ease students into using Spanish orally.

*Marisol McDonald no Combina Observation* (Day 4)

Since not all students had finished answering the Marisol McDonald questions and others did not finish the book, this class session was focused on finishing the activities that needed to be completed. At the beginning of class, I broke up the class into two groups. The first group worked on answering the questions followed by a review quiz game that focused on class content. The other group focused on finishing the book and answering the questions. Once the class was divided, I worked with the first group at the beginning of class to give them instructions on the quiz game and walked around while students worked on their Marisol questions to answer any questions they had. I
then went to the second group to help them finish reading the book and answer the question. This was a small group of three students of which two were part of the study and I could observe. These two students were Moisés (from the “Moderately Motivated” group) and Magdalena (from the “Motivate” group). Moisés was very enthusiastic during his conversations. He was very motivated and happy to recap the story.

All three students took turns reading in CS. Even when it was difficult for them to pronounce a word in Spanish they continued reading and helping each other. During this observation, I noticed that Magdalena did very well as she CS between English and Spanish while reading the book. I was very proud of this group. Both Moisés and Magdalena shared that they also make peanut butter and jelly burritos. It can be said that the use of CS in the classroom not only reduced students’ embarrassment to use Spanish orally, but also motivated them to continue reading. Thus, there is additional support for my first two research questions.

Response to Marisol McDonald Questions

In this section I will report students’ answers to the following 4 questions:

7. How can you explain mestizaje in your own words?
8. Where do you see the idea of mixing (mestizaje) in the story?
5. Can you relate with Marisol McDonald? If so, how?
6. Did you like the story? Why or Why not?

Although this assignment had a total of 6 questions, I will discuss only the answers to the four questions above because they were the only responses relevant to my research. I asked these questions in order to address the question about whether CS in the classroom could impact ethnic identity. These four questions, as discussed below, will begin to show how CS in the classroom can impact ethnic identity and increase students’ interest
in their cultural backgrounds and learning about their cultures as they begin to make personal connections to class content (my third research question).

A total of 11 students participated in answering the list of questions from the Marisol McDonald story. However, it is important to note that some of the students’ questions were left blank because they did not have time to finish them. After reading through students’ responses to the first question, I found 3 major themes in 7 student responses. These students used multiculturalism and their own ethnic backgrounds to explain mestizaje. Lucio for instance said, “Multiracial or mestizaje means you are from different countries/states. I am mestizo because I am Mexican-American.” Lupita responded, “Mestizos are people that have different racial backgrounds, I am Mexican-American.” In addition, Mónica said, “…I am a mestiza because I am Mexican-American.” Lucero also had a similar response as she responded, “Mestizaje is a mixture of races and cultures.” Magdalena answered, “Mestizaje is when it is a mixture of races and cultures, [examples are] Scottish-American and Mexican-American.” From these student responses, one can see that students define mestizaje as the mixing of cultures/races but also identified themselves as mestizas/mestizos. In Mía’s response, she makes a connection from language mixing to multicultural identity as she says, “mestizaje is like CS… I am also a mestiza because I am Mexican-American.”

From these student responses one can see that the students start to identify themselves as mestizas/ mestizos and or Mexican-America. This is important not only because students begin to show ownership of their cultural backgrounds, but it also shows students that their cultural backgrounds are important. Based on student responses to
question one, there is support for my third research question: CS can impact ethnic identity and increase students’ interest in learning about their cultures.

Students answered question 2 by making a list of the ideas where they saw the theme of mixing. Some pointed out that Marisol mixed her food when she made her peanut butter and jelly burritos, others said that they saw the idea of mixing when she wrote her first and last name in print and cursive, and some students talked about the idea of mixing in her language choices and her cultural background. For the purpose of this thesis, I will focus on the answers where students talk about CS and mestizaje. Mía for example answered, “Languages-English and Spanish… looks- brownish skin and red hair…” Within her answer, Mía points out that Marisol mixes her languages when she CS between Spanish and English and that she is multicultural/multiracial because of her skin and hair color. Maribel, similarly, identifies the idea of mixing through the character’s cultural and ethnic background as she said, “Skin, hair and blood.” When Melissa answered this question she said, “different hair and skin color…” Like her compañeras, Melissa not only identifies that the colors of Marisol’s skin and hair are different but that the character is a multiracial individual. In her answer, Mónica sees the aspect of mixing through Marisol’s appearance and language choices when she answered, “hair color and skin color… and code-switching.” Like Mónica, Moisés also noted he saw the idea of mixing through Marisol’s use Spanish and English and her cultural background. From the range of answers for this question, it was interesting to find that 5 out of 11 students took note of Marisol’s language activity and ethnic background.

36 Classmates
After reading the answers to question 5, I found that 7 out of 8 students could relate to Marisol McDonald. These students made connections with Marisol through language mixing, ethnic background, food, and creativity. To illustrate, Mía wrote, “I can relate to her [Marisol McDonald] because sometimes when I talk, I CS and also because I am a mestiza.” One can also see this connection to language mixing in Mireya’s answer because she says, “…Sometimes I CS when I write.” Like Mireya, Melissa wrote, “I code-switch with my mom like Marisol does.” In Lupita’s response, one can see that she makes a connection with the character’s cultural background when she says, “Yes because she [Marisol] is a mestiza like me.” My students’ responses show support for my third research question that CS can impact ethnic identity as students begin to empower their backgrounds and make personal connections to class content.

These students illustrate the importance of their cultural backgrounds as they begin identifying themselves as mestizas/mestizos and or Mexican-American. Their responses also show how students begin to empower their own language use and not be ashamed of mixing their languages. Moisés on the other hand, related with the character through their artistic abilities as he responded, “Yes because I always mix things up, like when I draw things.” In Magdalena’s response one can see that she made a connection with Marisol through the food when she said, “I can relate with Marisol McDonald because I eat tortillas with peanut butter and banana.”

When students were asked if they liked, *Marisol McDonald Doesn’t March/ Marisol McDonald no combina*, 7 out of 8 said yes. It was interesting to find that the students liked the story because of the language mixing, Marisol’s self-empowerment and her identity. Here one can see that students show an interest in their own identities and of
Spanish. In Mía’s response for instance she states, “I like the story because it teaches me to not care what other people say.” It can be said that Mia liked the story because it taught her to embrace herself even if others do not accept her ideas, personality, identity etc... When answering this question, Mireya said, “I super loved it [the book] because it helped me practice my Spanish.” Mireya really liked when we CS between the Spanish and English text because she was able to not only follow the story but also learn more Spanish. Like Mireya, Melissa also liked the story because of the CS factor, “I love the story because she [Marisol] CS like me and because I learned more Spanish words.” Here once again one can see support for my first and second research question in that CS in the classroom can impact positive language attitudes and motivate students to use Spanish orally and reduce their embarrassment. Moisés liked the story because of the character’s mixed identity. He stated, “Yes, because it was a very interesting story because her [Marisol’s] identity is mixed.” Magdalena also loved the book because she liked Marisol’s unique persona when she wrote, “I really like this story because Marisol McDonald is different than everyone and also because of the CS.”

*Observation: ¿Quién Soy Yo? Poema*³⁷ (*Sessions 1-4*)

On May 27 students were introduced to the *¿Quién Soy Yo? Poema* assignment. The main goal of this assignment was for students to write a poem about themselves. When I told the class that they would write a poem, some of them began to frown and complain while others were unsure about the activity and had questions. I shared my own poem in order to give students an example of this assignment. Once students had their

³⁷ Poem
materials, they began brainstorming and writing their *poemas*. Although their *poemas* did not have to rhyme, students were instructed to CS between Spanish and English. As a way to set a relaxing mood, I played music to motivate their writing. On this class session, I was able to observe Lucio (from the “Less Motivated”), Mía, Melissa, and Moisés (from the “Moderately Motivated” group), and Maribel, Magdalena, Marisol, and Maya (from the “Motivated” group). During students’ writing process I noticed that Mía, Maribel, Lucio, Melissa, Magdalena, Marisol, and Maya were very interested in writing their poems as they used their resources and each other to write. Moisés and Lupita seemed to be somewhat interested in the writing assignment; they did not show as much enthusiasm as the rest of the students. However, later Lupita shared with me that it was hard for her to pick and chose what she wanted to talk about but liked the writing assignment because it was about herself. Melissa, also thought the writing process was going to be boring because she thought that the poem needed to rhyme but when she began writing she actually liked the idea of writing about herself. Marisol was so excited to write her poem that when she had to leave early, she was disappointed because she had to stop her writing process. I also noticed that Melissa was more confident with her usage of Spanish because she used more Spanish words in her poem and even helped another student spell the word, “*bailar*”°. Mía told me that at first she did not like the idea of writing a poem but once she started writing she said, “its fun.” I also noticed that Mía helped Melissa spell the words, “*nombre*”° and “*cantar*.” At first, Lucio told me that he was not looking forward to writing his *poema* but once he started he really enjoyed the

---

° To dance
° Name
° To sing
activity. Magdalena moreover, shared with me that she really liked this activity because she was able to express herself on paper. I moreover noticed that Magdalena motivated another student to write his poem when she began giving him ideas on what to write.

During the writing process, some of the kids walked over to their friends and help each other while others came to ask me questions. Some even asked me to read their poems and check for grammar. At the end of class, Mia, Melissa, Magdalena, and Lupita asked if they could continue writing their poems while they waited for their parents to pick them up from school. Although most of the students questioned their writing abilities in Spanish, all of the students I observed on this day showed an interest and ended up liking the assignment. As I read each poem I did noticed that all of my students have CS between Spanish and English.

Over the next three class sessions, June 3rd, 9th, and 17th, I was unable to use the observation charts because my students needed help writing their poems. Although I used most of these class sessions to help my students with their writing process, I tried to take note of any activity that could help my thesis. For example, I noticed that Mireya (from the Motivated group) helped Lucero (from the “Less Motivated” group) translate and look for words in the dictionary. Although many students communicated and helped one another, there were also some students who felt comfortable working alone. For instance, I noticed that Maribel preferred working alone as she concentrated and used the Spanish-English dictionary. During these class sessions, students worked towards submitting a final draft. As stated in the previous chapter, all students wrote rough drafts prior to submitting a final copy. Some students wrote more than one rough draft before they could move on to their final because they needed more time to develop their ideas.
Students used these class sessions to write, edit, and correct their *poemas*. Although not all students finished their final draft on the last day of Spanish class, I was able to have students work on them during their free time in the after school program. It was very exciting for me to see that most of the students did not mind dedicating time to finish their *poemas*. In total, 13 students in the study submitted a final copy in which they talked about themselves using both Spanish and English. In the following section I will summarize what each student talked about in his or her poema. I will also identify if students illustrated the goals that were listed for this activity.

*Themes: ¿Quién Soy Yo?*

All students used CS to write their *poemas* but focused on different topics to discuss. For example, some students shared their favorite foods, pass times, and colors while others talked about their ethnic backgrounds and interest in the Spanish language. In the Table below one can see which students talked about ethnic identity, which showed an interest in Spanish, and which talked about culture. I will now proceed to describe the poems of each student and highlight the number of Spanish words they used in their poems. I will first present results from the students in the “Less Motivated” group first, then I talk about students’ poems in the “Moderately Motivated” next, and finally, present results from the “Motivated” group.

Students in the “Less Motivate” group wrote about their favorite past times, favorite artists, candy, and sports but there were also some who expressed their identity and embarrassed it. For example, when Lucero (from the “Less Motivated” group) wrote
her poema she identified her favorite colors, “rojo\(^{41}\) and black.” She also shared that her favorite pass times are listening to música\(^{42}\), playing baloncesto, and fútbol Americano\(^{43}\).” From a total of 69 words, Lucero used 8 Spanish words.

Lucio’s poem is an example of one that not only shared his favorite past times but one where he expressed identity as a basketball player. In Lucio’s (from the “Less Motivated” group) poem he not only stated that his favorite sport was baloncesto but he also took a stand for himself when he wrote,

\[\text{My nombre is Lucio Martinez,} \]

\[\text{Mi preferido sport es baloncesto} \]

They call me a ball hog pero I’m not

He moreover, introduced his parents, brothers, and his favorite rapper, Eminem. Lucio used a total of 50 words of which 25 are in Spanish.

Lupita’s (from the “Less Motivated” group) poem had similar themes to that of Lucio’s poem because she used it as a platform to not only share her favorite candy and music but as one where she embraced part of her personana. For instance, Lupita shared the things she enjoyed like tamarindo\(^{44}\) candy, and dancing hip-hop, but she also used this writing exercise to describe part of her identity. Lupita stated, “Yo soy inteligente.” It can be said that Lupita shows confidence in herself when she describes herself as an intelligent person. She used a total of 47 words of which 17 are in Spanish.

Like the students in the “Less Motivated” group, students in the “Moderately Motivated” group also used their poemas to talk about their favorite past times, candy,

\[^{41}\] Red
\[^{42}\] Music
\[^{43}\] Football
\[^{44}\] Tamarind
and music but equally important, talked about their identities. When Miguel (from the “Moderately Motivated” group) wrote his poema, he code-switched between Spanish and English. Out of a total of 44 words, 11 were in Spanish.

Moisés’ (from the “Moderately Motivated” group) poem was an example of one that talked about what the students enjoyed doing. He wrote, “I love mi familia, I love to dibujar, I love playing fútbol, and I love to jugar.” Moisés used 9 Spanish words out of 44 in total. Although his poem used little Spanish, he used Spanish vocabulary to identify what he liked.

Melissa (from the “Moderately Motivated” group) not only used her poem as a platform to embrace her identity but also to show her love of Spanish. For instance, she began by saying that she is an “funny artista” and later wrote, “Yo soy una Mexican-Americana” who is “inteligente.” She moreover used this writing experience as a platform to defend herself when she wrote,

“I get bullied a lot porque they call me skinny bones and white.

No me gusta!

I know what I am, people know who they are.

I love the way I am, that’s me!”

---

45 Family
46 *Dibujar* means to draw
47 Soccer
48 To play
49 Artist
50 I
51 Am
52 Intelligent
53 Because
54 No me gusta translates as I do not like it
Melissa also expressed her love for Spanish when she wrote, “Love Spanish class! It rules!” Melissa used a total of 62 words of which 17 are in Spanish.

Students like Mireya’s (from the “Moderately Motivated” group) also used their poemas to talk about their culture. In her writing piece, she said that her favorite color was “azul” and that she liked to use makeup when attending a party but it is also interesting when she described her favorite food and how she connected it with a family tradition. She said, “My favorita comida is cheese con a flat bread called a tortilla. The comida’s name is a quesadilla. Mi mom cosina quesadillas on martes because Español is on martes.” Here one can see that Mireya not only talked about her family culture but also connected her tradition with language.

Like Melissa, Mónica (from the “Moderately Motivated” group) also talked about her love of Spanish. For example, she expressed an interest in learning more Spanish when she said, “Por favor help me speak more español.” Mónica moreover, made a connection with her mom when she said, “I look just like my mamá by the piel, pelo, and pantalones.” She moreover shared that she speaks her abuela in Spanish and English. Mónica used a total of 74 words of which 33 are in Spanish.

55 Blue
56 Favorite
57 Food’s
58 My
59 Kitchen
60 Tuesday
61 Please
62 Mom
63 Skin
64 Hair
65 Pants
66 Grandmother
Like Melissa, Mónica, and Mireya, Mía (from the “Moderately Motivated” group) was another student who mentioned her ethnic background and her feelings about Spanish. She identified herself as a, “Mexican-American” and said, “My name is in español.” Then later said, “I kind of like español pero yo hablo English.” Although she used 33 Spanish words out of 78, each verse had at least one Spanish word.

Students’ poemas from the “Motivated” group talked about their favorite past times, thoughts about Spanish and also used this writing assignment to embrace part of their identities.

In Maribel’s (from the “Motivated” group) poem, shared her favorite color and animal. She stated that her favorite color was “Rosita” and that she also loved little “perritos.” Maribel used both languages, 20 out of 96 words were in Spanish.

In Magdalena’s (from the “Motivated” group) poem, I found out that being a volleyball player is part of her identity. She also expressed that she liked “horchata, tacos, hot Cheetos and música en español.” Out of 95 words, Magdalena used 48 Spanish words.

Marisol’s (from the “Motivated” group) poema was also another example of where students talked about their backgrounds with Spanish. For instance, she expressed an interest in learning Spanish when she said, “I like to play baloncesto en la clase de español.” She also mentioned her love for dance and the fact that she was able to talk to her abuelita in Spanish. Marisol used CS and used 48 Spanish words out of a total of 95.

---

67 Spanish but I speak
68 Pink
69 Puppies
70 Class
Maya (from the “Motivated” group) poem was an example of one that talked about students’ bilingual identities. In Maya’s piece, one not only learned about what she liked to do and how she describes herself, but also learned how she felt about Spanish. In the beginning of her poema she took a stance when she said, “I am small but soy inteligente.” Then later, explained how both languages influenced her as she expressed, “I like Spanish songs but I dance English songs.” She used 22 Spanish words from a total of 70 words in her poema.

Table 11: Interest in Ethnic Identity, Spanish, and Culture in their Poemas.

<table>
<thead>
<tr>
<th>Shows an interest in Spanish</th>
<th>Ethnic background</th>
<th>Talks about Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mireya</td>
<td>Melissa</td>
<td>Mireya</td>
</tr>
<tr>
<td>Mónica</td>
<td>Melissa</td>
<td></td>
</tr>
<tr>
<td>Magdalena</td>
<td>Mía</td>
<td></td>
</tr>
<tr>
<td>Marisol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maya</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melissa</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary of Classroom Activities

As seen from the results of the activities and observations, it can be said that code-switching in the classroom had a positive impact on language attitudes for most of the students, it also helped reduce students’ embarrassment when speaking Spanish and it helped some students embrace their ethnic identity. Through the use of CS there were more students who understood class content and were able to learn. When we used CS as a reading tool, my students not only understood the stories but found it helpful. The CS language activities moreover, motivated them to read the class literature and participate in the Lotería game and class discussions. Although students were first placed in a group (“Less Motivated”, “Moderately Motivated”, and “Motivated”) based on their initial thoughts about Spanish, over the course of the study and class content, many of their attitudes and thoughts changed. There were times, for example, when a student from the “Less Motivated” group would lead the class discussion while other times students from the “Moderately Motivated” group asked to continue working on their projects after class time was over. In the following section I will discuss the findings on what their favorite CS activities were.

Students’ Favorite Activity Based on Exit Interview

During students’ Exit Interviews, they were asked what activity (e.g. reading with CS, playing baloncesto, playing Lotería, or wring poema) they liked the best and why. This question was asked to see what activities worked best to spark students’ interest in learning Spanish (research question 1) and which they enjoyed (research question 2). After reviewing students’ answers, I found that the baloncesto and Lotería games were
the most liked by my students, followed by the poema activity. Lucero shared that she liked the *baloncesto* game because it helped her have conversations with her parents in Spanish. She expressed, “playing the basketball one [baloncesto] ...because when you ask me a question, now whenever my mom asks me a question in Spanish or my dad I would understand it more.” Melissa shared with me that she liked the *Lotería* game the best because she enjoyed the idea of searching for the definition or translation of the words that were being called out. Melissa answered, “I like the *Lotería* game... because when you would say “*casa*” you would have to find “house” to win.” Moisés in addition said, “I would say *Lotería* because it was a very fun and learning experience...” Lastly, Maribel said, “I like the poem the most because we could learn how to write in Spanish and do English too.”

Based on the student responses I found that the *Lotería* and *baloncesto* were not only the activities that students liked the best but also the ones that helped students practice their Spanish vocabulary and test them on class content.

*Case Studies: Changes in views toward Spanish (Exit Questionnaire/Interview)*

I will provide a case description of students who shifted in their attitudes about Spanish (pre-post questionnaire). As noted in my results, in response to question 3: What are your thoughts about Spanish now?, 75% (n = 6) of the overall changes in students’ attitudes shifted positively while 25% (n = 2) decreased. The cases below will focus on the 8 students whose thoughts about Spanish shifted. My goal is to illustrate how the use of CS impacted students’ views about Spanish. The remaining 6 students will not be mentioned in detail because their attitudes were consistent throughout the study. I will
first present the cases from the “Less Motivated” group (Lucio & Lupita & Lucero) who positively shifted in their thoughts about Spanish. Then I will discuss the students whose thoughts positively shifted who are in the “Moderately Motivated” (i.e., Melissa, Mia, & Mireya). Finally, I will discuss the two students (Maya & Monica) whose attitudes about Spanish decreased.

Lucio “Less Motivated” Group (Positive Shift)

Lucio was one of the students who illustrated positive language attitudes in my study. When Lucio first shared his thoughts about Spanish in his Preliminary Questionnaire he said, “I don’t like it because it’s boring.” While analyzing students’ Preliminary answers, I also found that Lucio was the only student who believed that it was not important to learn Spanish. In his answer he wrote, “No it isn’t important. It’s not because it’s boring.” As seen from these two quotes, Lucio is adamant to learn Spanish because it is “boring” for him. However, his attitude about learning Spanish quickly changed. Lucio began participating in class activities and even led class discussions. Toward the end of the semester I was able to see a whole different personality in Lucio as he learned Spanish. When asked what he thought about Spanish in his Exit Interview he said, “When I get older its going to get easier and easier for me to speak it [Spanish].”

On the first day of observations, Lucio did not seem interested in the class content. At times, his head was down and at others he was having side conversations. However, when I played the I Love Lucy clip, he seemed engaged as he laughed and watched the clip. During the discussion that followed, Lucio shared with the class that CS between Spanish and English was a language activity that his family used at home. This
connection is important because it is a key element in motivating students’ language attitudes. When students make a personal connection to the material they are learning in class, it makes them feel like are experts in the content. Lucio was more engaged in the class content and illustrated a positive shift in his thoughts about Spanish. Peter Sayer (2008) also finds that allowing the use of two languages can help students’ performance in school when he says, “… as we subscribe to the tenet that learning is about students making personal connections and meanings around academic content, we should promote the use of Spanglish for students to express those meaning” (p.109).

In Lucio’s Exit Interview, he expressed that CS while reading was “helpful and fun.” It was also interesting to find that Lucio preferred playing the vocabulary Lotería over the traditional picture Lotería game because he found it fun to write the Spanish words on his card. It was moreover, through the Lotería observations where I noticed that Lucio was not embarrassed to use the language orally. On this observation day, he was one of the students who volunteered to read the Spanish vocabulary. He was confident and motivated to take on this role. Lucio was also motivated and confident when we read Marisol McDonald Doesn’t Match/ Marisol McDonald no combina. When he had the opportunity to read or lead a class discussion, Lucio would be one of the students to participate. He also showed great leadership and support with his peers when it came time to write their poemas. Being able to CS between Spanish and English gave Lucio a voice in the classroom. To elaborate, he was able to understand the material easier, participate in class, use the language orally, and become a helpful source to his peers.

Based on De la Luz Reyes’ (2012, p. 249) research, she suggests that creating an environment where students are free to use all of their linguistic resources to understand
class content can help them take control over the two languages and literacies. In other words, giving students the opportunity to use all of their linguistic resources can be an essential key for them to not only learn in the class but give them the chance to use and express themselves in both languages. Through the use of CS, Lucio went from showing very little interesting in the material to taking lead roles in the classroom. Based on his observations, Lucio’s level of motivation toward Spanish had positively increased. The use of CS not only motivated Lucio to learn Spanish but it helped him speak the language without embarrassment and have a positive outlook.

**Lupita “Less Motivated” Group (Positive Shift)**

Lupita was one of the students who was placed in the “Less Motivated” group because she had a negative view about the language. When she first shared her thoughts about Spanish, Lupita said, “I don’t like it because it is hard to speak.” Although Spanish was hard for her to speak, she also shared in her Preliminary Questionnaire the importance to learn the language. In her response she expressed, “Yes it is important to learn Spanish because you can get a better job, also because my parents want me to and because my grandma speaks it.”

Even though she was one of the students who did not show much interest in the class, her thoughts and motivation changed when CS came into play. For example, when the class began reading *Isabel and the Hungry Coyote* and *The Little Red Riding Hood* Lupita told me that the story she liked best was *Isabel and the Hungry Coyote* because the story is in CS. She shared with me that the use of both languages helped her understand the story. She moreover said, “It’s fun to figure out what the story is about.”
Based on this quote it can be said that the use of both languages for Lupita became a motivational game that engaged her in learning Spanish. She, moreover, used Spanish without embarrassment when she volunteered to read and when she led one of the *Lotería* games. When it came to writing her *poema* she also loved the idea of writing in both languages because it was easier for her. She explained that being able to use both languages did not scare her because she was able to use English as a source. It was exciting to see that the use of CS served as a helpful foundation for Lupita to write in Spanish. Gibson Ferguson (2006, p. 193) (2011, p.31) also believes that CS is a “…useful resource to “ameliorate” the difficult situation of using a foreign language as a medium of instruction” (p. 31). In other words, using CS can help narrow the gap between the student and the language they are learning. Van der Walt (2009) moreover reported that, “…the use of code switching might be advantageous to explain grammar rules, and other aspects that has (sic) to do with the framework of the English language, in a language that the learners readily understand” (p. 37). In her research, Van der Walt (2009) found that her subjects used CS as a way to develop language competence in English and or for affective purposes. For example, students used their L1 in groups to understand and make sense of the activity, language form, and vocabulary. In addition, she found that student teachers used Afrikaans to explain a difficult English word. Van der Walt (2009) moreover stated that teachers used, “Afrikaans [is] mainly for affective purposes but the learners use code switching extensively to negotiate tasks in group work”(p. 37). When student teachers used CS for affective purposes, it was to maintain discipline (Van der Walt, 2009, p. 38). By using the L1 teachers found that more students would pay
attention and follow the rules. Teachers used CS to Afrikaans to talk about life goals, future activities in the classroom, life lessons and personal matters.

In her discussion section Van der Walt (2009) expressed that teachers set boundaries for themselves when using the home language. She stated, “… the teacher as the speaker who holds the floor, is undeniable: s/he makes the rules, s/he allows code switching to take place...” (Van der Walt, 2009, p. 40). Van der Walt (2009) believed that CS helped keep the non standard language from becoming extinct. In addition, she expressed that L1 should not be prohibited in immersion classroom but should have its limits.

Based on Van der Walt’s (2009) research, one can see a parallel in how Lupita finds CS helpful. In her Exit Interview, Lupita expressed, “I think CS was fun... It helped me learn more Spanish.” When I asked her if she would recommend CS she said, “Yes to CS so that other people can learn how it sounds when they are learning a new language.” She explained that CS helped her learn Spanish a step at a time. She expressed, “If the class was only in Spanish, I would have been lost but you used English too and that was better for me to understand.” As I observed Lupita throughout the study, I noticed that the use of CS helped her not only learn some Spanish, but it also motivated her to learn. When the class was writing their poemas, Lupita was the first student to finish writing her poema and also helped her peers write their poems. Through the course of study, Lupita illustrated positive language attitudes and used Spanish without embarrassment.
Lucero “Less Motivated” Group (Positive Shift)

When Lucero first walked into my class I noticed that she was not engaged in the class. In her Preliminary Questionnaire she stated, “I don’t like it [Spanish], it’s hard.” At the beginning of the study she showed little interest in the class material and did not participate. Her lack of engagement and participation may have been because she had little to no Spanish background. According to her Preliminary responses, Lucero stated that she was not able to understand, speak, write, or read in Spanish. She, moreover, stated that her parents did not speak Spanish. This information can explain why Spanish was hard for Lucero and why she was not engaged at the beginning of the study.

On the first day of observations, Lucero looked very nervous. She avoided eye contact and kept her comments to herself but her body language began to change while she watched the I Love Lucy clip. I noticed that she began laughing and feeling more relaxed as she watched the show. Although Lucero did not understand everything that was going on, she told me that CS between Spanish and English gave her a better idea of the story plot. The use of CS became a helpful tool for her to learn Spanish.

It was surprising to find that Lucero preferred the book, Isabel and the Hungry Coyote/Isabel y el coyote hambriento, which introduced Spanish, to the Little Red Riding Hood, which was read to the class in English. In the questionnaire response, she answered, “I like Isabel and the Hungry Coyote because I liked the way they [characters] used CS and that is helpful.” She liked that both languages were incorporated in the book because English was her familiar language and Spanish was the language she was learning. After reading the books, Lucero shared, “CS helps me learn because English is the language I know and Spanish is the language I’m learning.” This result was also
consistent when she read *Marisol McDonald Doesn’t Match/ Marisol McDonald no combina*. In her case, the opportunity to code-switch between Spanish and English gave Lucero the motivation and self-confidence in learning Spanish. Furthermore, the English language served as a comfort zone that she could go back to if Spanish became confusing or too difficult for her to follow. During her Exit Interview, Lucero expressed her comfort when she said, “The CS activities made me feel more comfortable learning Spanish and speaking...[the] *poema* helped me like hmm learn how to write Spanish words and get use to Spanish more.” Hence an implication for future teachers is to let students use the knowledge that they already have in order to build on and learn. In other words, to have students use their English as a scaffolding to learn Spanish.

Although Lucero was a monolingual English speaker, the use of CS in the class really motivated her to become a part of the class. The activities moreover, made her feel comfortable which led her to learn Spanish and embrace her cultural roots. When reading *Isabel and the Hungry Coyote/ Isabel y el coyote hambriento* Lucero said, “I can relate to this story because I am Mexican-American and my grandma speaks Spanish like Isabel’s *abuela*." This is consistent with the research of Creece and Blackledge (2010) that CS can increase the “inclusion, participation and understanding of students in the learning processes...conveying ideas more easily; and accomplishing lessons” (p. 106).

Moreover, when students’ ethnic identities are being acknowledged, not only do students become more engaged in the material because they can relate to it but it also makes them feel like their realities matter. Using students’ cultural backgrounds can also be a resource

---

71 Grandmother
for their academic learning. In Martínez’s research (2010) he found that in his study a teacher used students’ hybrid language practices to promote learning in the classroom (p.127). His research focuses on how Spanglish mediates conversation and social interaction in the classroom. In his findings Martínez (2010) found that students used Spanglish as an interpretive tool to accomplish their conversations (p. 131). He, moreover, found that students used Spanglish to clarify what they were saying. They also used it to report speech or quote speech. Students also used Spanglish to joke or tease. Martínez also found that students code switched between Spanish and English when they illustrated solidarity and intimacy. Students used CS for different audiences and also to communicate meaning (p. 131). It is important to note that the reasons why students used CS was not due to lack of proficiency, a common misconception. Martínez (2010) stated, “… students displayed a knowledge of when and with whom to code-switch which presupposed a deeper awareness of the communicative abilities and needs of different audiences” (p. 136). More specifically, he points out that Spanglish can help teachers understand how students use Spanglish in the classroom, help students cultivate metalinguistic awareness with how they use Spanglish, and help students extend their skills embedded in Spanglish by applying them to academic literacy skills (Martínez, 2010, 141). Martínez (2010) also agreed with Lee’s idea that educators/teachers should see where there is a connection between everyday knowledge and school-based knowledge. He states that with this understanding, teachers will be able to “identify generative connections between their students’ use of Spanglish and the academic content standards on which they need to focus” (p. 142). He moreover notes that the use of cultural data sets is important because they are texts that highlight knowledge and practices that
schools devalue. He stated, “By studying the use of Spanglish at school and in their community, students could develop greater awareness of the skills embedded and displayed in this everyday language practice” (Martínez, 2010, p. 145).

**Summary of “Less Motivated” Students who had a Positive Shift in Spanish Language Attitudes**

To summarize, there were 3 students in the “Less Motivated” group whose thoughts about Spanish positively increased. In the discussion above, Lucio expressed positive language attitudes when he said that CS was helpful and fun. For example, Lucio shared that he preferred playing the Spanish vocabulary Lotería game as opposed to the traditional picture version. He also used Spanish without embarrassment when he read and led one of the Lotería games. He, moreover, showed pride in his cultural background when he made family connections to class content and was proud of his bicultural background.

Throughout the course of the study, Lupita expressed positive language attitudes when she said that CS was fun and when she stated that she liked the use of CS in the book, *Isabel and the Hungry Coyote*/*Isabel y el coyote hambriento*. Lucero also demonstrated strong positive language attitudes when she explained that CS made her feel comfortable learning Spanish. Lucero, moreover, expressed positive language attitude when she said that she liked *Isabel and the Hungry Coyote* *Isabel y el coyote hambriento* because it used Spanish and English. These positive shifts were key because they gave Lucero, a monolingual English speaker, the motivation and self-confidence to participate and learn Spanish. Similarly, Lucero showed pride in her cultural background
when she made a family connection to class content. I will now proceed to discuss how Melissa’s views about Spanish evolved and how her self-esteem grew as she actively participated in the classroom.

*Melissa “Moderately Motivated” Group (Positive Shift)*

As stated earlier, there were eight students whose views shifted when they were asked, about their thoughts on Spanish. In Melissa’s case, I noticed a significant change in how she viewed Spanish. When she first walked into my classroom, Melissa was worried that she would not be able to understand the class material or be able to participate. In her Preliminary Questionnaire, she expressed that although she liked Spanish, she found it difficult and confusing. However, her anxieties and worries of being in a Spanish class quickly decreased when she found out that CS would be used to teach the class. When we read *Isabel and the Hungry Coyote/ Isabel y el coyote hambriento*, a book that CS between Spanish and English, Melissa was one of the students who loved the use of both languages. When answering what book she preferred between *Isabel and the Hungry Coyote/ Isabel y el coyote hambriento* and *Little Red Riding Hood* she said, “I like the *Isabel and the Hungry Coyote* story better because the author used English and Spanish. I feel good that the author had Spanish and English [in the book] because we could learn more.” Here one can see that, through the use of both languages, Melissa was not only able to understand the story, but she also learned some Spanish vocabulary. This statement is consistent with Walt’s (2011) research in that, “...the use of code switching supports rather than subverts language learning teaching” (p. 41).
Melissa’s enthusiasm towards learning Spanish continued to grow as she began to play *Lotería*. On this observation day, she was engaged and excited. Her doubts about using Spanish orally began to decrease because she was motivated to lead the game as she called out the vocabulary in Spanish. I noticed that the use of CS in the classroom helped Melissa ease her way into learning the language and, moreover, become an active member in the class. Brown (2011) explained that, “...Code-switching allows children to participate in conversations as they build competence in more than one language”(p. 1226). It was important for me to create a scaffold for my students in order for them to feel comfortable in the classroom. Reassuring Melissa’s abilities to learn Spanish were an important aspect in her motivation.

Her interest in the language continued to grow as we read *Marisol McDonald Doesn’t Match/ Marisol McDonald no combina* and when the students wrote their *poemas*. Furthermore, she shared with me how CS was a helpful tool for her to learn Spanish. During her Exit Interview she said, “I think it was good that we CS because you would get to learn more things like two languages.” She then explained that she was able to learn words like *inteligente*72, *¿Cómo estás?*73 and *bien*74 because she CS between Spanish and English. In the questionnaire about the Marisol McDonald book, Melissa said, “I love the story because she [Marisol] code-switches like me and I learned new Spanish words.” In other words, Melissa felt validated that her form of communication was being acknowledge in the class and literature. Like Lucio, Melissa made a powerful connection that was key in motivating them to learn Spanish. Her views and feelings

---

72 Intelligent
73 How are you?
74 Good
about Spanish shifted in a positive direction. During her Exit Interview, I asked her what she thought about Spanish and she replied, “I love it [Spanish].” There were no follow up questions. Melissa was one of the students who asked to stay after class to continue working on her assignments and was also one of the students who often times volunteered to read in Spanish. At the end of the study she felt confident enough to say that she was ready to teach the Spanish class. Melissa continues to have a positive outlook in learning Spanish as she continues to lead class discussions and participates in introducing class content to classmates and students’ families. As seen in this section, Melissa’s case showed support for two of my research questions. She illustrated a positive language attitude when she shared that CS was a helpful learning tool and also when she said that she loved Spanish. Melissa spoke Spanish without embarrassment when she led the *Lotería* game and read the Spanish vocabulary.

*Mía “Moderately Motivated” Group (Positive Shift)*

When Mía began the after-school program, she was timid because she was self-conscious about her academic performance. In her Preliminary Questionnaire Mía said, “It [Spanish] is kind of hard. I kind of like it because sometimes I can understand it but sometimes I don’t and I get confused.” At the beginning of the study she was very quiet and participated very little but later in the semester, she began to show interest in the class content and activities.

Like Lupita, Mía also liked *Isabel and the Hungry Coyote/Isabel y el coyote hambriento* because it used Spanish and English. She said, “I like the CS in the story because I can understand the story and the characters.” She also enjoyed reading *Marisol*
McDonald Doesn’t Match/ Marisol McDonald no combina because the book was read in CS. In the Marisol McDonald questionnaire, Mía wrote, “I can relate to Marisol because I CS like she does.” In these quotes one can see that students made connections to the characters in the stories through the use of CS. These finding parallel those of Sayer’s (2008) study when he found that students used CS as a resource for meaning-making and to understand the literacy events (p. 110). That is to say, the use of CS can inspire students to make connections and create meaning within the literature. In doing so, students feel validated and important that their own experiences are being acknowledged. In addition, the use of CS can support students in alternating between both languages as a way to better understand the material at hand.

As the semester continued, Mía’s participation and excitement increased. She led a class discussion about mestizaje and volunteered to read. When it came time to writing her poema Mía was very comfortable writing in Spanish and helping her friends write Spanish words. During one of the writing observations she asked if she could stay after class to continue writing her poem. She said, “Its fun writing a poem about yourself.” In her Exit Interview she told me that CS was not only fun but also that it helped her follow the class and learn Spanish. Using CS in the classroom helped Mía feel comfortable in the classroom and learn Spanish. It moreover, motivated her to speak the language without feeling embarrassed or shamed. This idea is consistent with this research from Ahmad and Jusoff (2009) when he found that CS enhances learners’ psychological state (p. 52). He explains, “The anxiety-free classroom atmosphere encourages them to participate more actively in the classroom activities” (Ahmad & Jusoff, 2009, p. 52). In his findings, Ahmad and Jusoff (2009) reported that, 68.1% of the students felt more
comfortable with the lessons when teachers CS while 64.6% of the student-subjects felt less tense when CS was used in the classroom (p. 51).

*Mireya “Moderately Motivated” Group (Positive Shift)*

Mireya was one of the students who showed an interest in learning Spanish from the beginning of the study. As seen in Table 1, she was placed in the “Moderately Motivated” group. When Mireya first shared her thoughts about Spanish she said, “I think Spanish is good. I like it. It’s hard to speak it but I understand.” From her response it can be said that her thoughts about the language are positive. Even though she stated that it was hard for her to speak Spanish, she expressed an importance in learning the language. To illustrate, in her Preliminary response, Mireya wrote, “I think it’s important to know Spanish because you can get a better job.” Although she was not always in class to be observed and take part in the activities, Mireya had no issue taking classwork home to catch up with her peers.

When the students played Lotería, Mireya was one of the students who felt comfortable enough to lead the game. Although Mireya identified that she knew how to read some Spanish, it was exciting to see that she was able to read the vocabulary words with very little help. This accomplishment was also true when it came to writing her *poema*. During these class sessions, she was not only motivated to write her piece but she was also a great resource to her peers as she helped them write in Spanish. The use of CS helped Mireya learn more Spanish, but more importantly, gave her the self-assurance of her Spanish knowledge and capabilities. As the class continued, Mireya’s Spanish flourished and her participation increased.
Toward the end of the semester Mireya was speaking more Spanish, which was difficult for her when she first started the class because she was self-conscious. Like her compañeros, she found it helpful to code-switch between Spanish and English. In her Exit Interview she expressed, “I think [CS] is helpful just because it’s been helping me communicate with my family members that I couldn’t really communicate with.” When I asked her what her thoughts about Spanish were now she expressed, “I think I learned a lot. And I know it will help me in the future. Spanish is pretty easy.” This was a positive change since at the beginning of the study Mireya mentioned that speaking Spanish was hard for her. Similarly, Martínez (2010) argued that, “Spanglish is a dynamic and creative language practice that has tremendous untapped potential as a tool for literacy teaching and learning” (p.125). In other words, giving students the opportunity to CS can help them develop their literacy skills and recognize their full literacy potential. This development can be seen in Mireya’s, response when she explained the process of writing her poem: “I really liked writing my poema because as I was writing I was thinking of translating each word in Spanish and it helped me write in Spanish.” The use of English helped Mireya think of what she wanted to write, which then allowed her to translate and write in Spanish. She also told me that CS helped her practice reading in Spanish. The use of both languages in the literature gave Mireya the motivation to read in into Spanish. The fact that she had both languages accessible to her made it easier for her to read in Spanish. That is to say, the English language served as a security blanket for Mireya in her process of learning Spanish. For these reasons, it was not surprising to hear Mireya say that the Marisol McDonald was, “A super good book, I loved it.”
Summary of “Moderately Motivated” students who had a Positive Shift in Spanish Language Attitudes

One can see that the data from the 3 students in the “Moderately Motivated” group discussed above support for my research questions. Melissa for example, displayed positive language attitudes and used Spanish without embarrassment. During the course of the study, Melissa said that she enjoyed the use of CS between Spanish and English in *Isabel and the Hungry Coyote*/*Isabel y el coyote hambriento* and *Marisol McDonald Doesn’t Match*/*Marisol McDonald no combina*. Melissa explained that the use of CS helped her learn Spanish. She, moreover, used Spanish without embarrassment when she volunteered to read the books and lead the *Lotería* game.

Mía demonstrated a positive language attitude when she explained that CS was a helpful tool in learning and following the class. She also showed a positive language attitude when she expressed that she liked *Isabel and the Hungry Coyote*/*Isabel y el coyote hambriento* and *Marisol McDonald Doesn’t Match*/*Marisol McDonald no combina* because they were written in Spanish and English. Similarly, Mía showed pride in her cultural background when she shared with the class that her family used both languages like the characters in the stories. The use of CS motivated Mía to not only learn Spanish but to also use the language without embarrassment.

CS between Spanish and English helped Mía build the confidence to speak in Spanish. From the discussion above, one can see that Mireya showed strong positive language attitudes throughout the course of the study. From the beginning of the study she identified the importance to know Spanish. Although she found Spanish at the time
challenging, she explained that the use of CS made it easier for her to comprehend the language. She also shared that CS between Spanish and English helped her communicate with more family members. The use of both languages gave Mireya the assurance and self-confidence to learn the language and use it orally. During the Lotería observation, Mireya was one of the students who led the game and was able to read the Spanish words with little help from me. The section that follows will focus on the students who indicated a decrease in the thoughts about Spanish.

Cases of Negative Shift in Spanish Language Attitudes

The two students who showed a decrease in Spanish language attitudes were Maya and Mónica. Their “negative shift” was based on question 3: What are your thoughts about Spanish now? It was surprising to see a decrease, given that both Maya and Mónica showed positive reactions during class observations and class activities. Mónica, for example, led a class discussion about mestizaje and expressed in her poema that she wanted to learn more Spanish. I believe that Mónica’s shift on a survey does not reflect how she responded in the class. In Maya’s case, it is important to identify that she was one of the students that I have very little observation notes on. I was not able to interact with her because she would leave early. I believe that Maya had insecurities with Spanish and felt that her Spanish knowledge was not “good enough” and solely focused on that during her Exit Interview.

Mónica and Maya were placed in the “Less Motivated” group because their closing thoughts about Spanish focused only on their doubts and insecurities about the language. At the beginning of the study, for example, Mónica’s thoughts about Spanish
were that she liked the language but found it hard. She was placed in the “Moderately Motivated” group because, although she liked the language, she also expressed her difficulties with the language. Yet when she was asked the same question at the end of the semester, Mónica only focused on the difficulties she had with the language. Mónica’s Exit Interview response shows a decrease in motivation towards the language. Maya also demonstrated a decrease in motivation when responding. When she was first asked this question, she answered that Spanish was not hard for her and that she liked it but, later in the semester, Maya said that sometimes it was hard to speak Spanish. Here, one can see that in her second response Maya does not mention any positive feelings towards Spanish and for this reason she was placed in a “Less Motivated” group. It is important, however, to point out that their placement in a “Less Motivated” group does not reflect their overall feelings about the language. Both of these students found it important or very important to know Spanish in the present, as adults, and for their careers.

Mónica “Moderately Motivated” Group (Negative Shift)

Mónica was another student whose attitudes about Spanish seemed to decrease. In her Preliminary Questionnaire she said, “I like it [Spanish] but it’s a little hard.” In her response, Mónica expresses two thoughts about the language, one, that she enjoys it and two, that it is at times difficult for her. Yet, when she was asked the same question in her Exit Interview she said, “It’s kind of confusing.” As one can see, Mónica’s Exit Interview response only focuses on the difficulty she had with the language and no longer mentions whether or not she likes the language. Although her attitudes about Spanish might have
not shown a positive increase or stayed the same, it is important to note that she still found it important to know Spanish. In her Exit interview she found it “important” to know Spanish in the present and said it was “very important” to know the language as an adult and for a career/job. She explained that knowing a second language could help communicate and aid more people as opposed to knowing one language.

During the time I observed Mónica, I found that she was one of the students who showed an interest in her ethnic background. Mónica not only made personal connections to the literature but also was able to talk about her ethnic identity. When the students were introduced to *mestizaje*, Mónica demonstrated an interest in the topic because she led a class discussion. In one of the class sessions while reviewing *mestizaje*, Mónica raised her hand and explained the term to the class. Within her explanation she identified that a *mestiza*/*mestizo* is a person who is of mixed descent and then stated that she was a *mestiza* because she was Mexican and American. She was also the only student who pointed out the differences in the skin colors of the characters from *Little Red Riding Hood* and *Isabel and the Hungry Coyote/Isabel y el coyote hambriento*. When comparing both stories Mónica noted that Isabel had dark skin while the character from *Little Red Riding Hood* had white skin. Mónica’s observation was very exciting to hear because she was making an important connection to the book. I asked her how it made her feel to see a character that was of darker complexion and she said, “It’s cool to see different colors because you always see white.” Having Mónica point out the importance of having other ethnic backgrounds represented in books, movies, television shows etc... made a great topic to discuss.
Lucio, and Mía also agreed with Mónica’s comment. Mía share with the class that she thought it was cool that Isabel was of a darker complexion because it reminded her of her sister and cousin. Lucio also shared that seeing a character in a book that matched his own skin color made him feel “cool.” He explained that being the darkest one in his family at times made him feel “bad” but seeing that the character in the book was dark like him made him feel proud of his skin color.

Like her peers, Mónica found the CS activities helpful because she was able to learn Spanish and communicate with her grandmother. She also said that CS is important because it teaches you how to understand different languages. When talking about her favorite CS activity she said, “… Lotería helped me understand the words that I didn’t get…” Nordin, et al., (2013) also found that “…code-switching does play an important role in ESL classrooms as it helps learners to better understand the target language they are learning” (p. 481). Chimboganda and Mokgwathi (2012) also agree that CS is a resource that can make learning more attainable. In their observational research they reported that CS from English to Setswana is prevalent and is used as a pedagogical resource to clarify the knowledge in the subject and to reduce the social distance between teachers and learners and as a way to create classroom warmth and friendliness. (Chimboganda & Mokgwathi, 2012, p. 21).

*Maya “Motivated” Group (Negative Shift)*

When Maya was first asked what her thoughts about Spanish were she wrote, “I like it but it’s not hard.” However, when she was asked the same question at the end of the semester, she expressed, “I think it’s kind of hard because sometimes when I speak
Spanish I speak it a little wrong.” When comparing both of her responses, it can be said that Maya at first said she liked the language but later expresses her doubts about her Spanish abilities. It is also important to note that Maya was one of the few students in the study who is bilingual. Maya speaks Spanish on a day-to-day basis because her parents are monolingual Spanish speakers. It was challenging to collect data from this student because she was very reserved.

Although Maya understood more Spanish than her classmates, the use of CS between Spanish and English also helped her. In her Exit interview, Maya expressed that CS is a helpful way to communicate with more people. When she was asked if she would recommend other teachers to use CS as a tool to teach a language she said, “I recommend it because I think it can help the kids.” She moreover appreciated when the author from *Isabel and the Hungry Coyote/ Isabel y el coyote hambriento* used Spanish because she was able to learn more vocabulary.

When writing her poema, she quickly began to CS. Although Maya believed that her Spanish abilities were low, she was one of the students who was able to work independently. When students were writing their poems for example, Maya was able to spell out the Spanish words with little help from me. When we read *Marisol McDonald Doesn’t Match/ Marisol McDonald no combina*, Maya read a section of the book completely in Spanish. Although she believed that her Spanish language abilities were not good, based on the data I collected I believe that Maya was one of the students who knew more Spanish than her peers and was able to work independently. As seen from her thoughts about CS, she found this language activity between Spanish and English as a helpful device for learning Spanish.
Maya also projects positive language attitudes when she stated that CS between Spanish and English was helpful in learning Spanish and that she was able to communicate with more people. Like some of her peers, Maya also used Spanish without embarrassment when she read Marisol McDonald Doesn’t Match/ Marisol McDonald no combina in Spanish. Seeing Maya read in Spanish was an exciting accomplishment to have witnessed because at the beginning of the study, she was very reserved and did not want to speak in Spanish. Although she is a bilingual speaker, it can be said that the use of CS gave Maya the motivation and self-confidence to practice Spanish.

**Synthesis of the Two Cases of Negative Shifts in Spanish**

Although Mónica and Mireya decreased in their attitudes towards Spanish, their cases lend support to some of the research questions. For example, Mónica illustrated positive language attitudes when she shared that CS was a helpful source when communicating with Spanish speaking family. She also said that the Lotería game was a good way of reviewing the Spanish vocabulary in order to better understand the words. She also showed pride in her cultural background when she identified herself as a mestiza because she is Mexican-American. Mónica was also proud of her background when she was happy that Isabel, one of the characters from a book, was of a darker complexion. She explained that this was “cool” because in most of the books she would see only characters that had light skin. Here one can see that Mónica is empowered and proud to be a Mexican-American.

It is important to point out that both of the students found CS to be helpful. Mónica explained that CS helped her communicate with her grandmother. Maya also aid
that CS was helpful because people can use it to translate. The above results for both students show positive attitudes about the use of CS and were motivated to learn Spanish. However, their closing comments did not reflect a positive outcome.

Students’ Recommendations in Using CS (Based on Exit Interview)

Another key question that was asked during students’ Exit Interviews was whether they would recommend other teachers to use CS as a way to teach a language. I asked this question because I wanted to identify how effective CS was as a tool to teach Spanish. The results revealed that all 14 students in the study said they would recommend CS in the classroom.

Lucero, for example said, “Yeah. I would recommend CS because it would help them [students] to whenever they [teachers] ask a question in CS they [the students] would know the word and understand it more.” Lucero points out that using CS can help students better understand teachers’ questions and understand the Spanish vocabulary. Marisol also identified that the use of English can be a helpful tool for students to read bilingual books, in particular. She said, “Yes to CS because some words you don’t understand in Spanish and the words in English can help you read the words in Spanish.” When Miguel answered this question he said, “Yeah because it will help other kids... know the word or the language.” Like his compañeros\(^75\), Miguel also described CS as a way to aid students who are learning a language. When Luis answered this question he said, “Yes because it [CS] helps better and I could learn more.”

\(^{75}\) Here the word is used to mean partners/classmates.
Although Lucero, Marisol, Miguel, and Luis had an array of thoughts about Spanish, when they started and ended the class, all of the students in the study recommend teachers to use CS when teaching a language. From the data described above, all of my students found CS as a way to help them not only follow the class but also learn Spanish. Using CS as a tool to teach Spanish had a positive impact on my students. With the help of English they not only felt a sense of comfort but they were also able to create a positive attitude toward learning Spanish.
CHAPTER 5: DISCUSSION

The purpose of this thesis was to find out whether the Spanish-English CS activities/lessons in a 4th/5th grade, after-school Spanish class positively changed students’ attitudes about Spanish. Specifically, the study investigated if CS between Spanish and English:

1. Increased students’ interest/motivation in learning Spanish (e.g. I like/love Spanish, Spanish is easy now, I learned a lot of Spanish, It is important to know Spanish)

2. Increased students’ comfort (and reduced embarrassment/anxiety) when using Spanish orally

3. Increased students’ pride in their ethnic identity and interest in learning about their own cultures (e.g., willing to share family experiences related to course content)

The results of this thesis indicated that the use of CS between Spanish and English helped motivate students to learn Spanish and made students feel comfortable while learning Spanish. In total, there were 6 students out of 14 students whose language attitudes positively increased (with respect to question 3 in the Exit Interview) Furthermore, student work and Exit Interviews revealed that CS activities increased students’ comfort and reduced students’ embarrassment when using the language orally.

Below, I will examine the students whose attitudes about Spanish changed over the course of the study and analyze their interview responses. Overall, the results reveal positive shifts towards Spanish language views and attitudes. My results reveal that because of the use of CS, cultural activities, and games, my students showed more
enthusiasm in the class, felt more comfortable learning Spanish, and were motivated to use Spanish orally.

**Student Characteristics**

Before I present the results, I will highlight both some background information about students in my three categories of analysis. This will provide some context when interpreting the results.

Students in the “Less Motivated” group had a variety of answers when it came to their exposure/presence of Spanish. As discussed in chapter 4, one can see that each student in the “Less Motivated” group reported a different exposure/presence with Spanish. However, the “Moderately Motivated” and “Motivated” groups, showed a stronger exposure/presence of Spanish. As the results indicate in chapter 4, there was a higher percentage/number of students in the “Motivated” and “Moderately Motivated” groups who have had a strong exposure/presence with the language than students in the “Less Motivated” group. From this information, it can be said that students who had more exposure/presence with Spanish were more likely to have a positive view/attitude about Spanish.

There is also a similar pattern when comparing how the 3 groups’ answered the question about their Spanish speaking abilities. From the results discussed in chapter 4, the majority of the students who knew little to no Spanish were more likely to be in the “Less Motivated” and “Moderately Motivated” groups whereas, the greater number of students who reported that they could speak Spanish came from the “Motivated” group.
When students were asked if they understood Spanish, the results indicated that there was a higher percentage of students in the “Moderately Motivated” and “Motivated” groups who understand Spanish.

Based on the overall results, students in the “Motivated” and “Moderately Motivated” groups had a higher percentage/number of students that had more exposure to Spanish than students in the “Less Motivated” group. This can be an explanation as to why students in the “Less Motivated” group ranked lower in understanding and speaking Spanish because the majority had little exposure/presence of Spanish. As a result of their exposure to Spanish, students in the “Less Motivated” group more likely to report a smaller number/percent in understand and speaking Spanish. These results can also be an indication as to why students in the “Less Motivated” group were not as enthusiastic about Spanish as the students in the other two groups. Despite these challenges, my study found that my CS classroom activities increased students’ enjoyment in and interest in learning Spanish.

*Shift in Subgroup Category Based on Exit Interview*

As explained in the previous chapter, the answers that students provided in their Preliminary Questionnaire for the question: What are your thoughts about Spanish?, were used to place them in the “Less Motivated,” “Moderately Motivated,” or “Motivated” groups. To recap, among the 14 students with pre-post surveys, there were 4 students in the “Less Motivated” group, 6 in the “Moderately Motivated” group, and 4 in the “Motivated” group. However, the numbers changed when students were asked the same question in their Exit Interview. After collecting all of my students’ answers I found that,
Lucio, Lupita, and Lucero (from the “Less Motivated” group) and Mía, Mireya, and Melissa (from the “Moderately Motivated” group) demonstrated positive language attitudes (when comparing their answers about what they thought about Spanish) while Mónica’s (from the “Moderately Motivated” group) and Maya’s (from the “Motivated” group) attitudes about the language decreased. In other words, 6 students increased into a more motivated group, 6 students stayed in the same motivational group and 2 students went to a lower motivational group.

**Overall Decrease in Language Attitudes**

I will proceed to discuss changes in language attitudes, which includes some decreases in students’ numeric ratings/responses. It is important to note that the decreases did not reflect negatively towards students’ attitudes about Spanish, per se. The majority of the students whose attitudes about Spanish decreased or who found it less important to learn Spanish only decreased by one point. For example, some of the students’ responses changed from “very important” to “important.” Even though they changed, their responses were still in a positive direction with a score/code of a 3 or 2. There was only one student that reflected a negative language attitude, I will comment below.

**Language Attitudes- Value Placed on Spanish**

**Importance of Knowing/Speaking Spanish in the Present**

In the previous chapter, the results revealed a positive overall change regarding the importance of knowing Spanish in the present. The importance of speaking Spanish (in the present) increased for 4 students (1 from the “Less Motivated” group and 3 from
the “Moderately Motivated” group). The majority of the students who illustrated a positive change came from the “Moderately Motivated” group. This is promising because it shows that my CS activities could be especially helpful for students with moderate levels of motivation.

Students’ whose attitudes positively shifted expressed a necessity in knowing the language now. For example, in Miguel’s response (from the “Moderately Motivated” group) he said, “It’s important because what about if a person asked you something in Spanish and you have to reply back?” Here one can see that he recognized urgency to know Spanish and be able to communicate with the monolingual Spanish speakers. As seen in chapter four, 93% (n = 13) of the students reported in their Exit Interviews that it was “important” or “very important” while only 7% (n = 1) reported that it was “somewhat important” to know Spanish in the present.

Although many students benefitted from my CS activities, it appears the CS activities in my classroom did not significantly impact 33% (n=2) of the students’ attitudes regarding the importance of knowing Spanish (in the present). It is still encouraging that 67% of the overall changes in the importance to know Spanish in the present positively increased. The majority of these positive increases occurred in the “Moderately Motivated” group. This speaks to the potential of CS to transform attitudes across students’ varying levels of motivation.

Importance of Knowing/Speaking Spanish as Adults

The results in chapter four also revealed that there was a higher percentage of positive shifts than negative shifts with respect to how important it was for students to
know Spanish as adults. From the overall changes in the importance to know Spanish as adults, 75% (n = 3) of students shifted positively. The majority of these students were in the “Less Motivated” group. This was encouraging that my CS activities may have led to this shift in wanting to know Spanish in the future among the “Less Motivated” youth. These students said that knowing Spanish would help them in their jobs/careers. They also said that being bilingual could open more doors for their futures. This group of students all agreed that it was essential to know Spanish as adults because they could help more people.

There was only one student, Marisol, whose thoughts about the importance of knowing Spanish as an adult changed. She said, “I think it’s not very important because most people are not going to speak Spanish.” Her comments echo Brown (2010) who notes how it is challenging to maintain positive attitudes toward Spanish because of dominant prejudices. Brown (2010) stated, “…success or lack of success is connected to the way society devalues the Latino race, ethnicity, and the Spanish language” (p. 1215). In her study, she explained how these prejudices affected the thoughts of her subject, Jorge. In a conversation Jorge said, “The peoples in my class. They do not talk in Spanish. English is good.” (Brown, 2010, p.1221). Given Jorge’s classroom environment, Brown pointed out that, “there was an underlying message being sent at school that English was more valued than Spanish” (p. 1221). I will comment on the implications of this dilemma in my section on future research.
Importance of Knowing/Speaking Spanish for Job/Careers

Ninety-two percent (92%) of the students in this study (13 out of 14) found it important to know Spanish for careers and jobs. Thus, CS in the classroom maintained or encouraged a shift in language attitudes.

Summary of Students’ Changes in Spanish Language Attitude Based on Exit Interview Responses

The above results support my hypothesis that CS in a Spanish class can positively affect students’ attitudes about the language. As seen from the overall changes in the importance of knowing and speaking Spanish in the present, as adults, and for jobs/careers, there were more students whose thoughts positively increased. I will proceed to discuss specific classroom activities that students in each group found helpful. This will highlight which activities work best for students of varying levels of motivation.

Thoughts About CS Based on Exit Interview Responses

The results discussed in chapter four demonstrate positive support for using CS as a tool to teach Spanish. When students answered question 1 in their Exit Interviews (What do you think of CS in Spanish and English?) all 14 students in this study expressed that CS was a helpful teaching method when learning Spanish. These results were very exciting to find because it reveals the valuable properties CS can offer in a language class. It is equally important to point out that the use of CS help students of all motivational types and of Spanish abilities.
When students were asked if CS increased comfort to learn Spanish, 13 out of 14 students reported that the CS activities in this class made them feel comfortable. This result shows strong support for my first research question. Students’ responses moreover, shed light on the importance of validating students’ prior knowledge in the classroom and scaffolding their learning.

**Classroom Activities that Impacted Perceptions of Spanish**

Some examples of when students stated that CS was helpful or that they liked the use of Spanish in the activities/lessons. Based on the observation checklists and reflections logs there were four students who orally used Spanish without embarrassment. These students showed confidence when reading in Spanish and or led the *Lotería* games. The observational checklists and reflection logs also show that from 6 students whose attitudes positively shifted 3 also illustrated pride in their cultural background through the class readings and also when students wrote about their identities and cultures in their *poemas*. These students made personal connections to class content and or identified their bicultural backgrounds. It is important to point out that the students whose thoughts decreased were also students who showed interest in certain class observations and class activities. One of the students illustrated pride in their cultural background while the other used Spanish without embarrassment. Their negative shifts do not reflect their overall feelings about the language or the class activities.

There were two common themes that emerged regarding the use of CS, according to student Exit Interviews. One was that students found CS to be a helpful tool in learning Spanish. The other theme was that students used CS at home. A common
characteristic/response among students who used the language without embarrassment was that they volunteered to read and/or led class activities. A common characteristic/response among students who demonstrated pride in their cultural backgrounds was that students were able to relate to the material at hand. In other words, these students made personal connection to class content. In the following section, I will review how students’ attitudes shifted with respect to ethnic identity and interest in learning more about their culture (research question 3).

**Positive Shifts: Using Spanish Without Embarrassment and Pride in Their Ethnic Identity**

With respect to CS in the classroom a few themes emerged. This included reduced anxiety to speak Spanish, feeling recognized/validated, and increased ethnic pride. I will highlight some of the student response below.

**Reduced Anxiety**

Melissa was also one of the students whose attitudes about Spanish drastically changed. As discussed earlier, when she first started the class, she was very worried and anxious about the Spanish class because she did not know Spanish. However, after a short period of time in the class, she began participating and taking lead roles. Melissa felt confident to read aloud, and lead game and activities. Melissa moreover shared with me that after being in the class, she read Spanish books at home and talked to her mother in Spanish. When writing her poema, she wrote, “I love Spanish, it rules!!” Lucio was another student whose attitudes about Spanish drastically changed. When he first started the class he did not show any interest in the class but when he found out that the class
was going to be in CS and that we would play games, his attitude changed. He was one of the students who would volunteer on a daily basis to share his opinion, read, and led class activities. Importantly, students who were English dominant also felt reduced anxiety in my classroom. Lucero explained that being able to use English in the class made her feel comfortable.

Feeling Recognized/Validated

Giving students the opportunity to CS in the class not only helped them follow the class and learn Spanish but it also validated the forms of communication my students used at home. This validation increased their sense of identity. For instance, some students would relate to using CS like the characters in the books we read in class. Melissa said, “I love the story because she [Marisol McDonald] CS like me and I learn new Spanish words.” There were also other students who made connections to the cultural traditions that were illustrated in the books. Mía, for example, found that part of her culture was represented in Isabel and the Hungry Coyote/Isabel y el coyote hambriento when she answered, “Yes because my family eats tamales.” Lucio also found that his culture was represented. He said, “... we cook tamales and eat chile, its so good.” Magdalena furthermore made a connection with Marisol McDonald when she said, “I can relate with Marisol McDonald because I eat tortillas with peanut butter and banana and also because I am a mestiza like she is.” In Lucero’s case, it was very exciting to hear her make a cultural connection to Isabel and the Hungry Coyote/Isabel y el coyote hambriento when she identified that she was “Mexican-American like Isabel.”
Similarly, there were a few students who talked about their cultural traditions and ethnic identities in their *poemas*. In their poems, Melissa and Mía stated that they were “Mexican-American.” Mireya shared a family tradition that focused on the Spanish language. She expressed, “Mi\textsuperscript{76} mom *cosín/a\textsuperscript{77} quesadillas on martes\textsuperscript{78} because *español*\textsuperscript{79} is on *martes.*” Maya moreover, talked about how she was influenced by both languages when she said, “I like Spanish songs but I dance English songs.” There were also 4 students who illustrated their fondness for Spanish. To illustrate, in Melissa’s poema she stated, “I love Spanish class, it rules!!!”

Thus, it appears that inclusion of cultural relevant material in the classroom provided the opportunity for students make meaningful connections and feel like their backgrounds were being acknowledged. Research has found that giving students the opportunity to language mix can enhance their learning experience. Peter Sayer (2008) explained that the use of CS has “pedagogical value” in students’ learning because it is a, linguistic toolkit for academic content learning and to valorize and promote pride in students’ ethnographic identities” (p.110). My findings support this view. As a teacher, it was very exciting to see students’ faces light up when they learned that Marisol McDonald CS and when Isabel was taking *tamales* and *chile* to her *abuela* because they were able to connect to the stories. These connections to one’s culture may motivate students to learn Spanish because they begin to see the importance of their cultural backgrounds, history, and language. I witnessed students from each group show enthusiasm and interest in learning Spanish and in the class content. For instance,

\textsuperscript{76} My\textsuperscript{77} Cooks\textsuperscript{78} Tuesday\textsuperscript{79} Spanish
students who were originally in the “Less Motivated” began to participate in the class and show an interest in learning Spanish.

As a teacher, it was important for me not only to make the class content fun and interesting, but also to create activities/lessons that my students could connect to. Creese and Blackledge (2010) explain that the use of CS served as a resource for, “...identity performance, lesson accomplishments, and participant confidence” (p.112). Giving students the opportunity to CS while playing Lotería, reading books that talked about culture and language, and writing a poema, helped them not only learn Spanish but made them feel important because their backgrounds, culture, language, and identities were being acknowledged. It was through these connections where many students began to learn and enjoy their Spanish class

Increased Ethnic Pride

My results also revealed that some students who expressed pride in their cultural background after being in my after-school Spanish course that included CS activities/lessons. Based on the observation checklists and reflection logs, ten of the fifteen students demonstrated pride in their cultural backgrounds when they made personal connections to the stories that were read in class. For example, some students wanted to talk about culture and how they represented part of their identity. Mónica for instance said, “I am American and I speak English but I am Mexican too and I know Spanish.” Here one can see that Mónica began to make a connection to her ethnic identity and her language. Moisés also began to make personal connections with the class content. He began to show pride in his culture. There were a few times when Moisés shared with
me his interest in traveling to Latin American countries because he wanted to learn about
different cultures and practice his Spanish.

Summary of Results Regarding Perceptions of Spanish

Within their responses in the Exit Interview, some students made cultural
connections like Melissa, Magdalena, Mireya, and Lucio. Others demonstrated stronger
ethnic identities like, Lucero, Mía, Maya, Mónica, Lucio and Moisés.
It is exciting and equally important to point out that the ten students discussed above
came from the three motivational groups. There were 2 students from the “Less
Motivated” group, 5 from the “Moderately Motivated” group, and 3 from the
“Motivated.” The use of CS in my Spanish class positively influenced students of all
motivational types to show ethnic pride and or become interested in learning about their
cultural background.

Specific Activities and Impact on Students’ Attitudes about Spanish, CS in the classroom,
and Ethnic Pride

As discussed in the previous chapter, the majority of the students thought that the
use of CS between Spanish and English was a helpful method for teaching Spanish.
When students were asked what their favorite CS activities were, some students said
Baloncesto and Lotería while others said writing their poemas.

Lotería and Baloncesto were the activities that received the majority of the votes.
As a teacher, I believed these activities were effective because they were games where
students could simultaneously learn and have fun. I noticed that students were more
excited about playing the Lotería and baloncesto games than they were about answering questions about the class literature. The Lotería game helped students acquire Spanish vocabulary and promote positive attitudes about learning the language. When playing this game, students like Lucio, Mónica, Lupita, Lucero, Miguel, Mía, Mireya, Melissa, Maribel, Magdalena, and Marisol demonstrated positive attitudes about Spanish. For example, Lucio said, “this game makes it easy to understand the words in the book [Isabel and the Hungry Coyote/Isabel y el coyote hambriento].” Lupita also said, “the Bingo game is kinda like a test but a fun test to learn Spanish.” In addition, the Lotería game was a helpful tool for some of the students to review their Spanish knowledge. Magdalena said, “I know Spanish but Lotería helps me remember.” It is also important to point out that the Lotería game promoted positive attitudes about Spanish learning. Maribel for example, said, “Ms. Annette I love playing the Lotería game because I am learning Spanish and it helps me talk to my family.” Melissa also shared, “This game is fun, and I am learning what abuela, el arroyo, and siesta are.”

On a related note, the baloncesto game promoted positive attitudes about Spanish learning, helped students acquire the language, and also fostered pride in students’ ethnic background. When Moisés played the game he told me that he liked to play baloncesto because it tested him on his culture and it helped him understand the history of the Mexican flag. Magdalena also told me, “The basketball game or baloncesto juego was a good idea because we got to review how we are all mestizos and that’s cool because I have two cultures, Mexican and American.” Again, one can see that the use of these CS

---

80 Grandmother
81 A small dessert valley
82 Nap
activities supported my hypothesis in that they can instill positive attitudes about learning Spanish, use Spanish orally without embarrassment and foster pride in their ethnic background.

Based on students’ responses and explanations, learners in the “Less Motivated” group enjoyed the Lotería and Baloncesto activities the most. These activities seemed to be most effective with getting the “Less Motivated” group to become motivated and learn Spanish. The majority of the students in the “Moderately Motivated” group also enjoyed Lotería and Baloncesto. However, there were two students who expressed that they liked writing their poemas. Students in this group enjoyed Lotería and Baloncesto because they were able to learn Spanish and play at the same time. Students who chose the poema explained that this activity encouraged them to write in Spanish. The activity most popular in the “Motivated” group was the poema. Students in this group shared that they liked this activity because they began to learn how to write and compose sentences with Spanish vocabulary.

One implication for teachers’ future lessons is to have activities in which they have total physical response. Activities with physical response are ones where students are physically moving around to learn. Activities like the Lotería used in this research were used to review/test students Spanish vocabulary, but the students also were engaged and viewed it as a game. I will discuss this further in the section below on implications for teachers.

Even with traditional classroom activities, it was very exciting to see students of all motivational types feel comfortable and confident to read in Spanish with the assistance of CS (research question 2). Lucio, Lupita (from the “Less Motivated” group),
Mireya, Melissa, Moisés, Mónica, Mía (from the “Moderately Motivated” group) and Maribel and Magdalena (from the “Motivated” group) willingly volunteered to read in Spanish. Melissa and Mireya also illustrated confidence when they began reading their poems aloud and going around the classroom to help their peers.

**Contributions of the Study**

The main contribution of my study is that the practice of CS and the CS activities I used to teach Spanish, increased my students’ motivation for learning Spanish. This is significant because as Bedolla (2003) and Brown (2010) found that societal stigmas regarding the speaking of Spanish often discourage youth from learning and maintaining their L1. Although CS is a language activity that occurs naturally among bilingual speakers, CS in this study was used deliberately to create an interest in my students as they learned Spanish in an academic setting. As Anzaldúa (2007) stated, Chicanas/os may oftentimes feel lost or torn between two cultures. My research suggests that CS can help youth navigate this borderland and embrace their bicultural backgrounds.

Another unique contribution of my study is that I created a culturally responsive curriculum. I understand the borderland experience, given my own personal experiences as a bilingual Chicana in the public school system who often times questioned the ethics of adopting the English language and leaving behind my native language. As a child, I resisted joining my classmates in reading English literature. I did not understand why we, as bilingual students, could not learn in both languages. I did not understand why my teacher could not implement an additive bilingual curriculum, which would enable us to embrace both languages, cultures, and identities. As a result, I acquired a passion for
developing curriculum that would tap into my students’ cultural and linguistic backgrounds. The motivation behind the curriculum I created with CS was to build on the knowledge that my students possessed. I wanted to use their L1 and any knowledge they had in L2.

As mentioned in chapter 2, Ahmad and Jusoff’s (2009) research, found positive facilitating functions of CS by teachers and students because it explains new vocabulary, relaxed learners, explained grammar, helped students talk about class tasks, and established contact with learners (p. 50). Brown (2011) also agreed that the use of CS can ease students’ embarrassments, fears, and anxieties in speaking the L2 (p. 1226). Sayer (2008) moreover explained how Spanglish/ CS could be a tool for embracing a bicultural background. He stated, “Spanglish has a greater expressive power” because it has two linguistic codes that speakers can use to share a bicultural understanding (Sayer, 2008, p. 108).

Implications for Teachers: Engaging students

After analyzing the students who had a decrease in Spanish language attitudes, I find it advisable to incorporate more interactive activities like Baloncesto and Lotería. These kinds of activities were key in encouraging students of all motivation categories. Interactive activities are especially important in an after-school setting in which this study took place. Mónica, for example, told me that sometimes she found the class boring when I wrote on the white board and asked questions. For this reason, I would advise other after schoolteachers to get an idea of their class’ atmosphere and what class activities students respond positively to.
Activities like *Lotería* and *Baloncesto* did not only keep students engaged but they also helped students learn Spanish and create positive attitudes about learning a L2. Another recommendation for teachers is to incorporate a variety of activities in order to cater to a diverse classroom. Having a range of different CS activities was a good idea because they catered to every student’s personality and Spanish competence. For example, students who were shy and or creative individuals favored the *poema* activity because it was a written assignment. Students who liked to lead class discussion and talk, enjoyed the *Lotería* and *Baloncesto* activities. Whether students were shy or active class learners, one aspect that remained consistent in all activities is that CS was used. As my results have described, the use of CS helped students learn Spanish. Ferguson (2006) found similar results when he reported that CS was a useful resource to “ameliorate” the learning of a second language (p. 194). He reported that, “...CS is a useful resource for mitigating the difficulties of learning through a foreign language” (Ferguson, 2006, p. 194).

In this study, the activities where I saw a few students lose interest were the Marisol McDonald questions and the *Isabel and the Hungry Coyote/Isabel y el coyote hambriento* Questions because they reflected a traditional academic assignment. However, having students discuss their answers in small groups or have them do a group activity, can make these activities more appealing. Having students share their thoughts out loud in small groups would keep students from writing down their answers and doing what some students classified as “boring work.” Teachers can also have students collectively share their thoughts on a poster board in groups as a way to learn from each other and work as a team. I also believe that small and intimate group settings work better
for shy students like Maya because it gives them more opportunities to speak and also decreases their anxiety when speaking in a larger group setting. Small groups in addition, can help teachers and students the opportunity to get to know each other and build relationships. Brown (2010) comment on the importance of peer relationships and how they can attribute success in the classroom. Brown stated, “Peers can offer support, encouragement, and act as a scaffold” (Brown, 2010, p. 1226). This, in fact, is what happened when I let students help one another. To illustrate, when students were writing their poems, there were a few who helped and or supported others who needed help.

Limitations of the Study

A major limitation of this study was that my pre-post measure took place in March and May/June. Thus, this is a short period of time to measure attitude change and whether the change is long-lasting. Nevertheless, my results are promising.

There were also challenges I came across throughout the process of collecting my data. One of my major challenges was playing the role of both observer and teacher. There were times when I could not take note of a student’s reaction or behavior because I was leading the class discussion. Taking notes and leading the class were also a challenge because, at times, I would have to pause the class to jot down global numbers or quotes that could help answer my questions. It was also challenging to keep track of the students who were leaving the class early. Since it is an after school program, parents were able to pick up their students before program ended and at times this would affect my data collection because I was not able to finish observing them and/or the students were unable to finish the assignment.
Another challenge was the inability to observe all of the students in one class session. Given that class was thirty minutes long, observing 5-6 students in one sitting was more manageable than observing 14 students. Meeting once a week for half hour also made it, at times, challenging to finish a lesson because some of the students did not remember what had happened in the previous class session. For this reason, I would have to go back and review the previous week’s assignment/activity.

Although I was able to collect a lot of data in a 4-month period, it would have been interesting if this project could have begun at the start of the school year and concluded at the end of the year. This would have given me more time to experiment with the use of CS in the classroom, collect more data and organize more focused groups. However, it is promising that students’ responses were mostly consistent across questions, interviews, and observations.

**Future Research**

The objective of this thesis was to use students’ L1 as a tool to motive them to learn their native language and analyze whether it was effective in doing so. Given that the students receive English instruction in school and that the majority were not bilingual Spanish-English speakers, CS between the L1 and L2 was used to instruct the class. Although the findings of this project were positive, more research should be done.

Future research could take place over a longer period of time and provide additional insight on how CS affects students in their process of learning a language, and in taking a language course. Future researchers could create a questionnaire of various ways to use CS. Students can then agree, somewhat agree, or disagree regarding the
usefulness of these practices. These questionnaires could be passed out on a weekly basis to get a better understanding on students’ thoughts about CS. Overall, more research needs to be done on how CS can promote and reintroduce Spanish to students in public schooling.

**Final Concluding Comments**

The topic of this thesis was inspired by my personal experiences as a bilingual student in the public school system. When I was offered a position to teach an after-school Spanish class I felt honored to be given the opportunity to develop a curriculum on a subject that is so close and personal to my heart. I felt like I had landed my dream job. Yet, the challenge of teaching Spanish to a group of students who had little exposure to Spanish was concerning. I wanted to develop a curriculum with my students in mind. A curriculum that would first and foremost, motivate my students to learn Spanish and one that my students could understand. In order to do this, I knew that the use of English was essential. I made a conscious decision that I was going to code-switch between Spanish and English. This was done in hopes that the activities would interest my students to learn Spanish. My objective as a teacher was to get my students to embrace their native language and bicultural identities.

In order to encourage students’ desire to learn Spanish, one must contend with the pervasive societal perceptions of Spanish. Brown (2010) encourages teachers and schools to develop responsive curriculum that draws from students’ funds of knowledge. This can create a positive space in which students feel like their cultures and voices are important and valued. She moreover, points out that there needs to be a change in attitude in how
teachers and schools perceive Latinos and Spanish-speaking children in English-dominant classrooms. Brown (2010) expressed that there should be safe spaces and opportunities where students can speak their native language and or code-switch between two languages. Brown (2010) encourages teachers to, “...integrate biliteracy experiences into the classroom” (p. 1226). She explained that, “...teachers can make bilingual or code-switching literature available to children and their families” (Brown, 2010, p. 1226). I did this when I provided bilingual books written in Spanish and in English to my students. I wanted to indicate to my students that both languages were welcomed in the classroom.

My results reveled positive outcomes in using CS as a pedagogical tool to teach Spanish. The results show strong support for my first research question that CS increased students’ interest/motivation in learning Spanish. The use of CS also increased students’ comfort and reduced embarrassment when using Spanish orally. This is consistent with the research by Nordin et al., (2013) who found that 86.7% of their participants (n = 39) had positive attitudes towards CS and 82.2% (n = 37) of students thought that CS helps them learn the L2 (p. 482). In my class, many students participated to read the literature and lead class activities. In fact, 13 out of 14 students expressed that the use of CS made them feel comfortable when learning Spanish. Some students indicated that the use of CS between Spanish and English helped them learn and understand the class material while others said CS was fun. The study additionally, found that CS increased students’ pride in their ethnic identify and interest in learning about their culture. When writing their poems three students talked about their ethnic background and identified themselves as Mexican- Americans and or mestizas/ mestizos.
Overall, the results described in this thesis show positive support in that CS can motivate students and create comfort to learn Spanish and to increase pride in their ethnic background. Importantly, all 14 students in this study recommend other teachers to adopt the use of CS as a pedagogical tool in their classrooms. I concur with Brown (2010) who believes it is important for teachers to use students’ home experiences and language to help retain their cultural roots. During my class, students shared personal experiences and felt proud, not only of their culture, but that they were experts in the conversation.
REFERENCES


Appendix A: Preliminary Questionnaire

1. What do you think about Spanish? (e.g. Do you like it? Is it hard?)
2. When you hear people speak in Spanish do you understand them? Explain.
3. Can you speak Spanish?
4. Do you know how to read and write in Spanish? Explain.
5. Do your parents speak Spanish?
6. Do you think it is important to know Spanish? Why or why not?
7. On a scale from 0-4 rate the following: (0=not at all important, 1=somewhat important
   2= important, 3=Very important )
   a. How important is it that you speak Spanish now?
   b. How important is it that you speak Spanish when you grow up?
   c. How important is it that you speak Spanish for job or career?
Appendix B: Exit Questionnaire/Interview

1. What do you think of CS in Spanish and English? (Is it cool /helpful/ confusing/weird/ not helpful) ?

2. Did the activities using CS make you feel more confortable learning and speaking Spanish? Why or why not? (activities: baloncesto/ reading with CS /playing Lotería/ writing poema using CS)

3. What are your thoughts about Spanish now? Did they change from your thoughts at the beginning of the year? (e.g. do you like it? Is it hard?)

4. What activity did you like most and why (Reading with CS/ playing baloncesto/ playing Lotería or writing your poema)?

5. Would you recommend other teachers to use CS to teach a language? Why or why not?

6. On a scale from 0-4 rate the following: (0= not at all important, 1= somewhat important, 2= important 3= Very important)
   a. How important is it that you speak Spanish now?
   b. How important is it that you speak Spanish when you grow up?
   c. How important is it that you speak Spanish for job or career?
Appendix C: Activities and Students’ Participation

<table>
<thead>
<tr>
<th>Names</th>
<th>Preliminary &amp; Questions</th>
<th>Venn Diagram &amp; Isabel’s Questions</th>
<th>Marisol’s Questions</th>
<th>Poema</th>
<th>Exit interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Miguel</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. Mia</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. Maribel</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4. Lucio</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5. Mireya</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6. Lupita</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>7. Melissa</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>8. Monica</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>10. Moises</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>11. Luis</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>12. Magdalena</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>13. Maya</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>14. Lucero</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>15. Marisol</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
## Appendix D: Checklist Observations and Activity Goals

<table>
<thead>
<tr>
<th>Observation activity and date</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code-Switching definitions and examples clips (Observation) March 25, 2014</td>
<td>The goal for this class session was to have students understand what CS is by sharing some video and audio clips. I was also interested in finding out about their initial thoughts about this language activity.</td>
</tr>
<tr>
<td>Isabel and the Hungry Coyote/ Little Red Riding Hood Venn Diagram and Questions (assignment) April 1, 2014</td>
<td>Goal 1: Introduce reading with CS to make students feel comfortable. Goal 2: Promote positive language attitudes. Goal 3: Having students read in CS in order to facilitate language learning. Goal 4: Increase their interest in learning about their culture.</td>
</tr>
<tr>
<td>Loteria (part 1) (activity) April 22, 2014</td>
<td>Goal 1: Students fill out their Loteria cards with the vocabulary from the book to review their Spanish vocabulary. Goal 2: Understand how to play this <em>Loteria</em> game in order to increase Spanish vocabulary learning.</td>
</tr>
<tr>
<td>Marisol McDonald <em>no combina</em>/ Marisol McDonald doesn’t match (Part1)</td>
<td>Goal 1: Learning the concept of <em>mestizaje</em> in order to understand that language and cultures are intertwined. Goal 2: Increase students’ enthusiasm/interest/motivation in learning Spanish.</td>
</tr>
<tr>
<td>Date</td>
<td>Reading Assignment</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| May 6, 2014  | Marisol McDonald no combina/ Marisol McDonald doesn’t match (part 2)               | Goal 1: Learn about multiculturalism to increase students’ awareness of culture mixing.  
Goal 2: Increase students’ enthusiasm/ interest/ motivation in learning Spanish.  
Goal 3: Reduce the embarrassment to use Spanish orally.  
Goal 4: Increase their interest in learning about their culture.  |
| May 12, 2014 | Marisol McDonald no combina/ Marisol McDonald doesn’t match (part 3)               | Goal 1: Increase students’ enthusiasm/ interest/ motivation in learning Spanish.  
Goal 2: Reduce the embarrassment to use Spanish orally.  
Goal 3: Increase their interest in learning about their culture.  |
| May 16, 2014 | Marisol McDonald no combina/ Marisol McDonald doesn’t match (part 4)               | Goal 1: Increase students’ enthusiasm/ interest/ motivation in learning Spanish.  
Goal 2: Reduce the embarrassment to use Spanish orally.  
Goal 3: Increase their interest in learning about their culture.  
Goal 4: Answer follow-up questions to find out students’ thoughts about the story.  |
| May 27, 2014 | Quien soy yo poema (Assignment)                                                     | Goal 1: Increase students’ enthusiasm/ interest/ motivation in learning Spanish.  
Goal 2: Reduce the embarrassment to use Spanish orally.  
Goal 3: Students CS between Spanish and English to practice their Spanish writing skills.  |