WHAT TEACHERS KNOW MAKES A DIFFERENCE: A PROFESSIONAL KNOWLEDGE FRAMEWORK FOR NON-NATIVE SPANISH-SPEAKING TEACHERS WHO TEACH SPANISH TO SPANISH-SPEAKERS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Vickie Renee Ellison, M.A.

The Ohio State University
2002

Dissertation Committee:
Professor Charles R. Hancock, Adviser
Professor Terrell A. Morgan
Professor Rebecca Kantor-Martin

Approved by

[Signature]
Adviser

College of Education
ABSTRACT

The purpose of this study was to investigate how pedagogical content knowledge, subject matter knowledge, and cultural awareness knowledge, were utilized by teachers who teach Spanish to Spanish-speakers (SSS) in order to assist non-native Spanish speaking teachers who teach SSS. Another goal of this study was the development of a professional knowledge framework for non-native Spanish-speaking teachers.

Two teachers, one native Spanish-speaking teacher and one non-native Spanish-speaking teacher of SSS were observed two times during the 2000-2001 school year for a period of four weeks and once during the 2001 -2002 school year for ten weeks for a total of fourteen weeks. A self-administered questionnaire was sent to non-native and native Spanish-speaking teachers who teach SSS. The two teachers whose classes were observed completed an oral version of the questionnaire. Data from the observations and interviews and from the questionnaires were analyzed quantitatively (frequencies) and then inductively with grounded theory coding to provide teachers' perspectives on pedagogical content knowledge, cultural awareness knowledge, and subject matter knowledge.

The data from this study presented the groundwork for a professional knowledge framework for non-native Spanish-speaking teachers who teach SSS. A professional knowledge framework for non-native Spanish-speaking teachers who teach SSS may prepare teachers who teach native
Spanish-speaking students by highlighting the differences and complexities between teaching Spanish as a foreign or second language and teaching Spanish as a first language.
Dedicated to my mother, father, sister, brother, grandmother, and all my former students at North Monterey County High School
ACKNOWLEDGMENTS

I wish to thank my adviser, Dr. Charles R. Hancock, for intellectual and spiritual support, encouragement, and enthusiasm which made this dissertation possible, as well as for his patience in correcting my stylistic errors.

I thank Dr. Terrell A. Morgan and Dr. Rebecca Kantor for stimulating discussions as well as being patient sounding boards for my ideas and thoughts.

I am grateful to Char Schneider and Carolyn Wycuff for their words of encouragement and assisting me in any way they could.

I thank and am extremely grateful to my participants Luz and Dominic who allowed me into their classrooms and were always willing to answer my multitude of questions.

I thank the principal and staff at Bella Vista High School for giving me the opportunity to be a part of their academic community and for treating me so graciously.

I also wish to thank my many friends far and near for their words of encouragement and support.
VITA

August 30, 1959.........................Born - Cincinnati, Ohio, U.S.A.

1981.................................B.A. Spanish, The University of Michigan

1995.................................M.A. Teaching Foreign Language, Monterey
Institute of International Studies.

1998 - present.......................Graduate Teaching Associate, The Ohio
State University

FIELDS OF STUDY

Major Field: Education
Area of Emphasis: Foreign/Second Language Education

Minor Fields: Spanish, Teacher Education
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CHAPTER 1
INTRODUCTION

The 2000 National Census indicated there were 35 million Hispanics in the United States, in contrast to the 1990 Census that indicated that there were 23.4 million Hispanics in the United States (U.S. Census Bureau, 2000). The 1990 National Census stated that by the year 2005, projections for California alone indicate that there would be 31 thousand Hispanics in California schools (Merino, 1993). The 2000 National Census projected by the year 2015 there would be 41 thousand Hispanics in California.

Of this number, many students will be attending high school. Should those students want to continue their education in Spanish to enter into a university or to apply for a job requiring fluency in both English and Spanish, they will need specialized instruction in Spanish. Courses designed to teach Spanish as a foreign language are not appropriate for native Spanish-speakers because the needs of a native speaker and those of a learner of a second or foreign language are different.

Many teachers who teach Spanish for Spanish-speakers (SSS) classes have had training only in Spanish as a foreign/second language. These teachers now realize that teaching Spanish to native Spanish-speakers is often not the same as teaching Spanish as a foreign/second language. Much of the formal training strategies and methods these teachers
received was not suitable to meet the needs of their native Spanish-speaking students (Lewelling & Payton, 1999; Pino, 1997).

The differences in learning a foreign language versus acquiring a language from birth are related to how language is acquired. Although there are some similarities in the first and second language acquisition process, there are also differences. In terms of the similarities, both are complex processes and both involve imitation, repetition, and practice to some degree (Titone, 1985). A major difference is the age of acquiring the language; usually, a native language is acquired through a natural process from birth (e.g., in a family).

Foreign/Second languages are generally learned later in life, as a teenager or an adult. Neurological aspects are also different, such as the role the speech muscles play in articulation. Along with neurological aspects, psychological aspects must also be considered, for example, the phonological and syntactical contrast between the two languages. Furthermore, the first language is sometimes a potential source of interference in learning the second language.

Another major difference between first and second acquisition is the context of learning. First language acquisition, generally, occurs in a home environment without formal pedagogical instruction. Second language learning normally occurs in a classroom environment and is typically under the control of a teacher (Titone, 1985). Therefore, the drills, repetition and practice activities employed in foreign/second language classrooms may be impractical and inappropriate for native speakers who have learned their mother tongue in a natural context.
Differences between first and second language learners should influence the type of instruction that takes place in classrooms. Placing native Spanish-speaking students in foreign language Spanish classes presents problems for both the teacher and the native Spanish-speaking student (Collison, 1994). Learning a foreign language in a school setting usually means that the student's linguistic proficiency is classroom-based (Teschner, 1990). Native speakers' linguistic and cultural proficiency is not classroom-based; moreover, many native speakers therefore do not benefit from structural drills. Peale (1991) maintained that it is pedagogically imperative to design Spanish language programs that specifically address the needs and abilities of Spanish-speaking students. He further maintained that grouping native Spanish-speakers with non-native Spanish-speakers in a classroom is pedagogically unsound because the procedure may not allow teachers to address the linguistic and cultural needs of either group.

Valdés (1989), Teschner (1990), and Blanco (1994) have indicated that SSS courses need to address native speaker needs. One recommended approach to teaching native Spanish-speakers is to build these students' critical thinking skills and language skills (Faltis, 1990). Research on this topic is limited, but as more Spanish teachers begin to teach native Spanish-speakers, the requirement for further research will also increase. Further research based on the knowledge and skills teachers need to teach SSS is necessary. Another needed research area is to develop a measurement tool that identifies the characteristics of educated native Spanish-speakers, semi-educated Spanish-speakers, educated bilingual Spanish/English speakers and limited bilingual Spanish/English-speakers.
Instituting courses in SSS is a worthwhile investment that has been shown to increase academic competency derived from linguistic and critical thinking skills (Peale, 1991). Peale further stated “Spanish for Spanish Speakers classes have had substantial, even profound consequences for students who are regarded as at-risk. Especially in first-year classes, students commonly experience consolidation of Spanish language skills that is so extensive that their progress exceeds the curricular goals and objectives of even the succeeding course, so they are able to advance two levels in a college prep subject area. That in itself is significant and tangible evidence of academic success, but it is not confined only to the foreign language subject area. Those consolidated language skills in Spanish frequently transfer entirely to English, so that students’ overall linguistic and academic competency increases and their performance in other subject areas improves, with verifiable results in the form of higher grades and, most important, fewer dropouts and more graduates continuing their education at the post-secondary level” (1991, p. 449). Peale also maintained that in the long run, such courses would finally be able to tap resources of those language students whose native language is not English, giving them the opportunity to build on their existing linguistic resources to contribute to American education, diplomacy and international business.

The debate over the kinds of knowledge teachers should have in order to be effective teachers looms large. Shulman (1993) designated seven knowledge bases of teacher knowledge: 1) content knowledge, 2) curriculum knowledge, 3) pedagogical-content knowledge, 4) knowledge of learners and their characteristics, 5) knowledge of educational contexts, 6) knowledge of educational ends, purposes and values, and 7) the
philosophical and historical grounds (Bennett, 1993, p. 7).

Barnes (1991) stated that teachers must also have a deep understanding of the experience and cultural backgrounds that their learners bring to the learning situation. Teachers must be able to work with all learners, not just students who look the same and come from the same culture as that of the teacher. They must also be able to teach children of color, children with different cultural backgrounds, and children with special needs.

Collinson (1996) proposed a theoretical model for becoming an exemplary teacher, encompassing Shulman's seven knowledge bases into a triad of knowledge: professional knowledge (i.e., subject matter, curricular, and pedagogical knowledge), interpersonal knowledge (i.e., relationships with students, the educational community, and the local community), and intrapersonal knowledge (i.e., reflection, ethics and dispositions). The present study is based primarily on the first section of the triad.

RATIONALE FOR A PROFESSIONAL KNOWLEDGE FRAMEWORK

One proposed way to assist novice teachers and those who have never taught SSS courses and are themselves non-native speakers of Spanish is through the development of a professional knowledge framework to guide teachers toward making informed decisions regarding the needs of their students. Pedagogical content knowledge is one part of a professional knowledge base that can benefit non-native Spanish-speaking teachers. In light of the recent research and a reexamination of teachers' classroom decisions, teachers, researchers, and teacher educators should examine Collinson's proposed knowledge bases to assist teachers to develop their subject matter, curricular, and pedagogical knowledge.
Traditionally in the U.S., the teaching of Spanish has existed in the context of learning a foreign language. Recently, the number of native Spanish-speaking school age children in the U.S. rose creating a concern for both teachers and students. As many educators have now realized, it is unacceptable to enroll all students who are native Spanish-speakers in classes designed primarily for non-native speakers of Spanish. The situation has led to the development and implementation of SSS courses in an effort to meet the needs of native speakers of Spanish. The assumption that teaching Spanish simultaneously to both native and non-native students has posed problems in some classrooms. First, teaching a foreign language is not the same as teaching first language skills in a particular language. In addition, a student learning another language, that is to say, one that is not her/his first language, has different needs than a student in a language arts class designed to foster literacy skills in the student’s own mother tongue.

Another concern is educating teachers who teach SSS courses in teacher education institutions. Presently, there are relatively few such courses for teachers who plan to teach native Spanish-speakers the Spanish language. Sometimes what teachers know is a result of their own learning and teaching experiences in their own classrooms with their students. This area needs further empirical research.

The development of pedagogical content knowledge for a professional knowledge framework was selected for the present study for several reasons: 1) research in cognitive psychology over several decades has shown that teachers’ personal knowledge influences the information they attend to, 2) how that information is perceived, 3) what learners judge to be important, and 4) what they tend to understand and remember (Alexander, 1996).
Alexander argued that one's knowledge base is a scaffold that supports the construction of one's future learning.

Many current theories of learning view learners as active constructors of knowledge who make sense of the world and learn by interpreting events through their existing knowledge and beliefs (Putnam & Borko, 1997). These researchers also stated that teachers, like others, interpret experiences through the filters of their existing knowledge and beliefs. Furthermore, teachers' knowledge and beliefs about learning, teaching, and subject matter are important determinants of how teachers teach. Teachers' conceptions of students' abilities and their expectations for students from different backgrounds often lead to differential treatment of students in classrooms. Such knowledge and beliefs tend to determine what and how the teacher learns from experiences in the classroom or from various professional development experiences. Teachers can make sense of new instructional practices or ideas mainly through the lenses of what they already know and believe (Putnam & Borko, 1997). The ability to know how to teach may not be enough for non-native Spanish-speaking teachers to teach native Spanish-speakers.

Another important area of the professional knowledge framework is subject matter knowledge. Just as teachers who teach Spanish as a foreign language, teachers who teach Spanish to native Spanish-speakers must also possess a knowledge of how to speak, read, write and understand in Spanish. In addition, however, teachers teaching native Spanish-speakers must possess a deep understanding of grammar and the ability to apply the rules of grammar. That is to say that teachers teaching SSS should be able to explain to students why a comma is needed as well as the purpose and
use of the subjunctive in Spanish. Teachers should be prepared to explain the purpose and function of language, including interpersonal (two-way oral or written communication and negotiation of meaning), interpretive skills (since clarification of the message with the speaker, writer or author may not be possible), and presentational (formal, one-way communication to an audience of listeners or readers). According to García-Moya (1981) teachers who teach Spanish to Spanish-speakers should have an understanding of the orientation on language and language varieties, knowledge of the dialect that her/his students speak, an awareness of problems faced by Spanish-speakers studying Spanish, and techniques compatible with the culture of her/his students. The understanding of the students' culture is also an important concept for teachers to develop.

Cultural awareness knowledge is the third area of the professional knowledge framework. Teachers should have knowledge of the culture of the people just as they are expected to have subject matter knowledge of the language. García-Moya (1981) stated that "teachers must be aware of the many social functions of language in order to convey to their students the wonder and greatness of this uniquely human phenomenon. One's needs, aspirations, and sentiments—indeed, one's culture—are expressed by language in many different ways" (p. 60). Non-native Spanish-speaking teachers should be able to adapt materials for non-native Spanish-speakers to the level and needs of her/his native Spanish-speaking students. Additionally García-Moya (1981), maintained that the teacher's attitudes toward language is essential to the success of any language program.
PROBLEM STATEMENT

The purpose of this research was to examine what the components of a professional knowledge framework might be for non-native Spanish-speaking teachers who teach SSS courses. Teacher knowledge has been the focus of researchers and teacher educators, beginning with Shulman (1987) who first proposed seven categories of knowledge needed by teachers, of which pedagogical content knowledge has been designated as an important element at the core of teacher knowledge. DeRuiter (1991), Carter (1993), Strauss (1993), Collinson (1996), Jensen, Foster, and Eddy (1997) have continued to add to the growing body of professional literature on teacher knowledge, especially pedagogical content knowledge.

Thus far, research on teacher knowledge, as well as pedagogical content knowledge, has tended to focus on teaching in general. Grossman (1999; 1989) has undertaken research pertaining to teacher knowledge and pedagogical content knowledge specifically geared toward teachers of the language arts. I sought to develop a professional knowledge framework for non-native Spanish-speaking teachers who teach SSS courses. This research was conducted to add baseline data to the body of professional literature on SSS.

RESEARCH QUESTIONS

The following research questions address three areas of knowledge for teachers: 1) pedagogical content knowledge, 2) cultural awareness knowledge, and 3) teacher subject matter knowledge. These questions will be explored through a survey instrument developed in the study, case studies and participant interviews.
PEDAGOGICAL CONTENT KNOWLEDGE RESEARCH QUESTIONS

1. In what ways do non-native Spanish-speaking teachers who teach Spanish to Spanish-speakers understand the subject matter pedagogically?

2. To what extent do non-native Spanish-speaking teachers become aware of their understanding of pedagogical content knowledge related to SSS?

3. What skills and knowledge do non-native Spanish-speaking teachers perceive as necessary for them to acquire pedagogical content knowledge for teaching SSS?

4. What changes, if any, in perceptions of their pedagogical content knowledge do teachers who teach SSS experience over time?

SUBJECT-MATTER KNOWLEDGE RESEARCH QUESTIONS

1. To what extent is knowledge of subject matter perceived to assist teachers who teach Spanish to native Spanish-speakers?

2. Will knowledge about the differences between first and second language acquisition be perceived to assist non-native teachers who teach Spanish to Spanish-speakers?

3. To what extent is metalinguistic knowledge perceived to be beneficial for non-native Spanish-speaking teachers?

4. How can the findings of this research project be used in teacher preparation programs?

CULTURAL AWARENESS KNOWLEDGE RESEARCH QUESTIONS

1. To what extent is knowledge about the cultural background of the students perceived to facilitate an understanding of such students so that non-native Spanish-speaking teachers can feel prepared to provide instruction specific to the needs of the students?

2. Will knowledge about the students, their parents, and the community in which they live be perceived to impact upon non-native Spanish-speaking teachers’ pedagogical content knowledge?
3. To what extent is interpersonal knowledge for non-native Spanish-speaking teachers perceived to foster empathy towards students, parents, and the community as well as trust and tolerance of different perspectives, setting aside of self, political awareness, maturity, and wisdom?

Data obtained from the observations and interviews of the participants as well as the questionnaire results were utilized to answer the three sets of questions. It is important to reiterate that the present study provides baseline data needed for further research on ways to educate non-native Spanish-speaking teachers who teach native Spanish-speaking students.

BASIC ASSUMPTIONS

The primary objective of teachers who teach SSS courses is the development of Spanish literacy skills, rather than a focus on Spanish as a foreign/second language for native Spanish-speakers. Other objectives for SSS include introducing students to Hispanic literature and authors and instilling in them pride in their cultural heritage. The sole use of foreign/second language theory, methodology, and strategies may not be appropriate to prepare teachers who teach Spanish to Spanish-speakers.

Generally, students who enter a foreign language classroom for the first time must learn how to speak the target language. That is to say, that they must learn the vocabulary, learn how to pronounce the language, and how to form sentences in the target language. Essential in learning a foreign language is exposure to that language. Students are exposed to the target language, for the most part, when they hear it spoken by the teacher, when listening to audiotapes of native speakers, watching videotapes of native speakers, and by watching television in the target language. While some of these may also be true for native-speaking students, a major difference is that
the latter are or have been routinely exposed to the language and its culture in their homes and communities.

Generally for older children learning a foreign language, only after they have a strong command of the target language, in terms of vocabulary and understanding of its grammatical rules can they begin to work on developing literacy in the target language. Even at this point students must continue to work on improving their understanding of grammar so that native language grammar rules do not interfere with the target language grammar rules.

Native speakers typically come to the classroom with the ability to speak and use the language for functional purposes. Therefore, native speakers do not need to be taught how to pronounce words or how to form sentences because they already have that knowledge. The development of literacy (i.e., reading and writing) is the main focus in instructing native speakers of a language. Generally, this is obtained through expanding the vocabulary of the student by exposure to literature, as well as improving the student's writing style by teaching students various writing styles (formal versus informal writing is one example) that exist and the purposes of each. Literacy development is not limited to reading and writing, although that is the emphasis, but it also includes listening and speaking skills.

DEFINITION OF TERMS

The following is a list of terms and the operational definitions used in this research project:

**Bicultural** - is an individual with knowledge of two cultures and the ability to function in the cultural contexts of the two languages, including organization
of text and word connotations defined by the cultural context (Brisk & Harrington, 2000).

**Biliteracy** - is the acquisition and learning of the decoding and encoding of and around print using two linguistic and cultural systems in order to convey messages in a variety of contexts (Brisk & Harrington, 2000).

**Culture** - is a whole way of life, not just aspects of high culture or folk culture (Kalantzis, 1989). That is to say, it is the total sum of the ways of life of a group of people that is communicated from generation to generation.

**Language Awareness** - a term used to refer to an informed, sensitive and critical response to the use of language by oneself and others, including the awareness of relevant terminology ("metalinguistic awareness") (Crystal, 1997, p. 215).

**Literacy** - is control of secondary uses of language (i.e., uses of language in secondary discourses). It is also a psycholinguistic process including letter recognition, encoding, decoding, word recognition, sentence comprehension, and so on as well as a social practice that espouses participation in a community that uses literacy communicatively (Brisk & Harrington, 2000).

**Metalinguistic Awareness/Linguistic Awareness** - refers to individuals' ability to reflect on, and match intuitively, spoken and written utterances with their knowledge of language. This tacit knowledge is made explicit through outward expression ranging from spontaneous self-correction to explicit reflection in the production of utterances. Individuals are able to extract themselves from the normal use of language and focus their attention on the functions and forms of language being manipulated (Masny, 1997, p. 106).
Native Spanish speakers (NSS) - refers to individuals who identify Spanish as their first language. Heritage language learners is also another term used to identify such speakers.

Pedagogical content knowledge (PCK) - the combination of subject matter knowledge and knowledge of how to teach. It includes the ways of representing and formulating the subject that make it comprehensible to others; it also includes an understanding of what may make the learning of certain topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of frequently taught topics (e.g., spelling). Furthermore, it enables practicing teachers to make connections between their knowledge of pedagogy and their knowledge of content they teach (Shulman, 1987).

Perceptions/beliefs - psychologically held understandings, premises, or propositions about the world that are felt to be true (Torff & Sternberg, 2001).

Primary discourse - communication among intimates who share knowledge such as family, friends, and neighbors (Brisk & Harrington, 2000).

Proficiency (versus literacy) - refers to the degree of skill with which a person uses language for a specific purpose, such as reading and writing versus the ability to read and write in a language for the purposes and activities which normally require literacy in adult life or in a person's social position (Richards, Platt, & Platt, 1992).

Secondary discourse - communication used in institutions such as schools, stores, workplaces, government offices, churches, and business as opposed to families (Brisk & Harrington, 2000).

Spanish for Spanish-speakers (SSS) - a term used for classes, materials, etc. where Spanish for native-speakers of Spanish is taught. This
term also distinguishes SSS from regular Spanish classes where Spanish as a foreign/second language is taught to non-native speakers of Spanish (e.g., first year high school Spanish).

The above terms describe important concepts related mainly to heritage language use which is itself a relatively new term used in the foreign/second language profession to connote long-term family communication through a particular language (e.g., Spanish) and its culture in real world settings.

LIMITATIONS

This study had several limitations. First, the native speaker teacher participant initially selected was not able to participate in the study for the entire fourteen weeks. She was observed for two weeks in December 2001 and two weeks in March 2002. She was observed for a total of four weeks. Second, the number of usable returned questionnaires was small. Teachers from Texas, Florida, and New York were selected to be included in the survey. None of these states had a separate category for teaching exclusively teaching SSS.

Third, there is an inherent difficulty to directly access anyone's thought processes as it is to access someone's knowledge. There are thoughts and knowledge that some teachers have, but cannot necessarily articulate to others. There is a wealth of information in the minds of the two teacher participants that was not accessible to the researcher. The information presented in the research may be the top layer of deeper knowledge that both teacher participants possess as teachers. However, not withstanding these limitations, it is important to study the views of native Spanish-speaking teachers for possible use in educating non-native teachers who teach
Spanish to native Spanish-speaking students.

Conclusion

The present chapter explained the purpose and need for this research project. The following four chapters of the dissertation are organized as follows: Chapter Two presents a review of pertinent literature related to pedagogical content knowledge, subject matter knowledge, culture, ethnicity, identity, beliefs about teaching, literacy, first and second language acquisition, testing and assessment, bilingual education and teacher beliefs; Chapter Three explains the qualitative research orientation and research procedures followed in this study; Chapter Four presents the data and discussion. Chapter Five, the final chapter, presents answers to the research questions of the study, the implications that the findings of this study hold for heritage language teaching, and conclusions regarding the findings as well as a framework for the types of knowledge non-native Spanish-speaking teachers need to teach SSS. The dissertation also includes references and appendices.
CHAPTER 2

REVIEW OF THE LITERATURE

THEORIES CONCERNING PEDAGOGICAL CONTENT KNOWLEDGE AND BELIEFS ABOUT TEACHING

Much of the research (Eisenhart, and Borko, 1993; Hoy & Murphy, 2001; Weinstein, Woolfolk et al, 1994; Borko, Eisenhart, Brown et al, 1992) unveiled the very complex nature of teaching. Exemplary teachers and their teaching skill cannot be explained by mere workshops, inservices, methods courses, and the use of 'how to strategies and techniques' (Collinson, 1996; Bennett, 1993). Another aspect that has received little attention and study is teacher beliefs and the beliefs that prospective teachers bring with them to teacher education programs. Hoy and Murphy (2001) and Bennett (1993) have documented how these beliefs can hinder or assist teachers and prospective teachers in their classrooms. In addition, pedagogical content knowledge through the work of Shulman (1987) is another important aspect of teaching that can not be easily explained or its component parts presented in a list form.

Pedagogical content knowledge has been defined in various ways. Putnam and Borko (1997) drew on Shulman's contention that pedagogical content knowledge includes the ways of representing and formulating the subject that make it comprehensible to others and an understanding of what makes the learning of specific topics easy or difficult: the conceptions and
preconceptions that students of different ages and backgrounds bring with
them to the learning of those most frequently taught topics and lessons.
Ormrod and Cole (1996) stated that pedagogical content knowledge enables
practicing teachers to make connections between their knowledge of
pedagogy and their knowledge of content, connections critical for teaching
effectiveness. Woolfolk Hoy and Murphy (2001) defined pedagogical content
knowledge as an account of how teachers know or understand a classroom
situation.

Much of the current research demonstrated that knowledge is a
powerful force in learning and instruction, and it is also pervasive,
individualistic, and modifiable (Alexander, 1996). Moreover, Alexander
contended that knowledge is not always a positive force in learning and
instruction, as when one's informal knowledge is in opposition to the formal
or scientific concepts that are the mainstay of the instructional enterprise.
Stengel (1997) maintained that to get at pedagogical knowing, conceptually,
as well as substantively, requires attending to teachers. It is in the teaching
that knowing resides, and is revealed. Knowledge can not be seen until one
looks at teaching. Since effective teaching is in large part defined in relation
to student learning, one can not see the knowledge until the learning is
apparent. Thus in order to define, situate, and understand pedagogical
content knowledge, teachers and their students must be observed to
determine if learning is apparent through how teachers teach. By examining
how teachers use their knowledge to make sense of their classrooms in a
natural setting, teachers knowledge can be valued as an organic whole
(Golembek, 1994).
THEORIES CONCERNING CULTURE, ETHNICITY, IDENTITY

In recent years, culture has been found to be important in the educational setting. Culture according to Kalantzis (1989) is a whole way of life, not just aspects of high culture or folk culture. “Language is the key to a person’s identity because it is so often taken as a biological inheritance that its association with ethnic paternity is both frequent and powerful. It is ‘acquired with the mother’s milk. It is not only shaped by the inherited organism of speech but it, in turn, shapes the mind and the mental process” (Giles, 1977, p. 26). Giles stated that language is saturated with the tears and joys of the ancestors. It is loved with all one’s being.

“Language is commonly among the conscious ‘do’ and ‘don’ts’ as well as the unconscious ones: that is, it is among the evaluated dimensions of ethnicity membership (whether consciously or not). It is particularly touched by the sanctity of verbal rituals, and by the specialness of written ones, and, quite naturally, comes to be classed with the sanctities of which they are part and which depend upon them. Language is not only code but Code. For the ethnicity experience; language is much more than ‘merely communication’; just as ethnicity is much more than ‘mere life” (Giles, 1977, p. 28).

Students’ cultures or ethnicities should also be taken into the consideration in terms of education. Students have been punished for speaking their L1 and were made to feel ashamed of their own language and cultural background because many in education felt that bilingualism was a disease that needed to be eradicated in order for these students to become good Americans. Trueba (1993) stated that language is one of the most powerful human resources needed to maintain a sense of self-identity.
and self-fulfillment. Without a full command of one's own language, ethnic identity, the sharing of fundamental common cultural values and norms, the social context of interpersonal communication that guides interactional understandings and the feeling of belonging within a group are not possible. Trueba (1993) further stated that without language and a strong self-identity, the ability to learn other languages and understand other cultures is impaired. He used strong theoretical and pedagogical approaches to the issues of home language (or First Language) maintenance as a requirement for meaningful pedagogical approaches. Trueba (1993) firmly maintained that the importance of understanding the inseparability of language and culture in the process of learning and the role of schools in facilitating the learning of minority students. It is his belief, and many others, that teachers should make serious attempts at using cultural and linguistic knowledge to advance pedagogy and the quality of life for immigrant and minority groups in Western societies. Trueba (1993) stated that the development of ethnoscience lead to a large number of relevant studies. These studies went beyond the design of cleaner and more focused ethnographic inquiry into the emic perspectives of the people being studied to discover the significant role that language plays in the interpretation of observed behavior.

Another important discovery was that the study of other cultures was essentially the study of peoples' actions whose meaning was deciphered through their use of language. Language was used as a means to infer views of the world, expected appropriate behaviors as well as a number of other relevant structures.

Cummins (1980) also discussed the importance of using the home language of students in order to foster academic success in school.
Cummins (1997) maintained that the constant devaluation of a student's culture in school and in the larger society is ultimately destructive for the student often leading to dropping out of school. Cummins (1997) has documented through much of his research that coercive relations of power are reflected in and shaped through the use of language or discourse and usually involve a definitional process that legitimizes the inferior or deviant status accorded to the subordinated group (or individual or country). The dominant group defines the subordinated group as inferior (or evil), thereby automatically defining itself as superior (or virtuous).

Many students of color enter schools and are told by their teachers that their language is bad or substandard or that their native language should not be spoken. In order to succeed they must speak and act in a specific prescribed way and this way is the only way. Delpit (1997) stated that to tell a child who comes to school with a language that is intimately connected with loved ones, community, and personal identity that this language is wrong or ignorant and that something is wrong with the student and his or her family, in essence to denigrate their language has dire consequences for that child. She further stated that teachers must know how to effectively teach to students whose culture and language differ from that of the school, and must understand how and why students decide to add another language form to their repertoire. Thus students' cultures, languages, and identities can not be dismissed and should not be belittled.

THEORIES CONCERNING LITERACY

Native Spanish-speakers in Spanish classes in the U.S. required teachers to examine the research on literacy in first language acquisition.
Pérez (1995) stated that studies (Dolson, 1985) comparing language minority students who continue to use Spanish to those who do not, show an academic advantage for those who maintain Spanish. The skills native Spanish-speakers develop in Spanish language arts frequently transfer entirely to English, so that the students’ overall linguistic and academic competency increases and their performance in other subject areas improves, with verifiable results in the form of higher grades and, most important, fewer dropouts and more graduates continuing their education at the post secondary level (Peale, 1991).

There has been a common misconception in the U.S. that developing a students first language will interfere or adversely affect their learning of English. Therefore, many teachers, administrators, and parents believe that students should be exposed to as much English as possible and they should also use English in the home. Cummins, (1979); Cummins and Mulcahy, (1978); Ewanysthyn, (1978); Hanson, (1979); Hebert et al., (1978); Lamont et al., (1978); Rosier and Farella, (1978), have presented research findings from many parts of the world that maintaining and developing L1 through using it as a medium of instruction for a major part of the school has no negative effects on the development of L2 and, in many cases, has extremely positive effects.

The purpose and function of SSS classes is the development of language arts skills (Peale, 1991). Giroux (1987), Guthrie (1996), and Paratore (1994) as well as many others have stressed engaging students to foster literacy in English language arts. Teachers who teach native Spanish-speakers now realize that their focus should be language arts and that the training they had is in second language methodology not native language
proficiency (Merino, 1993).

THEORIES CONCERNING FIRST AND SECOND LANGUAGE ACQUISITION

There are similarities in the theories between first and second language acquisition. Lightbown and Spada (1993) stated that some theories give primary importance to the learners' innate characteristics; some emphasize the essential role of environment in shaping language learning; still others seek to integrate learner characteristics and environmental factors in their explanation for how language acquisition takes place.

Lightbown and Spada stated that a child or adult acquiring a second language is different from a child acquiring a first language in terms of both personal characteristics and conditions for learning. Furthermore, any given second language learner may differ from another second language learner in many ways.

"In second language acquisition there are a number of factors to consider. For example, the age of the learner, does the learner already know a language, is the learner able to engage in problem solving, deduction, and complex memory tasks, can the learner treat language as an object - define a word, say what sounds make up that word, how extensive is the learner's general knowledge of the world, is the learner nervous about making mistakes, does the learning environment accommodate the learning style of that learner, is there sufficient time for language learning to take place, does the learner receive corrective feedback and if so what type, is the learner exposed to language which is at an appropriate level of difficulty" (Lightbown and Spada, 1993, pp. 19-20).
All of these factors are important and must be considered when working in a second language context. Ellis (1985) discussed the complexities of why such interrelated factors are important to second language acquisition. Ellis also maintained that the learner's L1 will have an impact on L2, but that this may be either positive or negative depending upon the similarities and differences of each language.

Though the phases are similar through which a person learns a first and second language, clearly the process of learning or acquiring a first language is not the same. When babies are born they can only make sounds, but by the time they are about a year old they can usually produce a small number of intelligible single words. By about two years old they can put two words together to make a range of simple utterances. By age three they can hold conversations, changing the form of words to suit the context, asking questions, referring to the past, and stringing together a comprehensible narrative. A three year old child is a competent language user and the years that follow see a broadening and a refinement of that basic skill (Lyon, 1996).

During this time the child is receiving rich input from the world around him. Long before there is language, there is communication. Babies respond to sound and touch from a few days old. They start to imitate and learn to smile within a few weeks of birth and look at faces in preference to anything else. Caregivers spend a great deal of their time talking to babies, looking at them and touching them (Lyon, 1996).

This process is generally considered to be a natural process whereas learning a second/foreign language is not (Krashen, 1987). It is because of these differences in first and second language acquisition, no matter how
subtle, that the focus of SSS should be on first language acquisition.

There is, at this time, a limited amount of empirical pedagogical research of SSS. Much of what is written about SSS is done by teachers and rely heavily on their own classroom experiences. Much more research is needed in this area.

Schmidt-Rinehart (1997) stated that the focus for language teachers is to prepare students who can use the language in meaningful ways, in real-life situations. She emphasizes that the current organizing principle for language study is communication, which highlights the why, the whom and the when, powerful keys to successful communication.

Ornstein (1997) maintained that teachers must create lesson plans that reflect the needs and skills of their students. He stated that teachers, especially beginning teachers, should have these seven components in their lesson plans: 1) create a specific objective for the lesson, 2) provide appropriate motivation to capture the students’ interest and maintain it throughout the lesson, 3) create a development or outline of a lesson, 4) vary methods, including drill, questions and demonstrations, designed to keep the lesson track, 5) vary materials and media to supplement and clarify content, 6) provide students with medial and final summaries to ensure learning, and 7) provide them with assignments or homework that furnish them with the content needed to participate in the next day’s lesson. The focus of learning should be on the students not the teacher. As previously mentioned (in the literacy section) it is important to engage students in the learning process so that they become active participants in their own learning.
In reference to native speakers of Spanish, Guitérrez-Spencer (1995) provided recommendations for improving reading and vocabulary skills. She stated that a major obstacle to success in both the comprehension and production of written and formal language presents itself in the limited nature of native speakers' vocabulary in Spanish. She suggested that the broadening of the native speaker's lexical base can not only provide immeasurable aid in the development of comprehension, speaking, reading, and writing ability but can also boost confidence in speaking situations.

Guitérrez-Spencer went on to stress that literacy will inevitably become more highly developed in accordance with the practice of reading and writing. The selection of materials should be varied to maintain student interest and expose them to the maximum of linguistic experience in terms of vocabulary, style, context, and register. In addition, those materials should reflect the cultural background of the students, focus on topics that are of interest to everyone, and reflect a wide array of cultural and regional contexts within the Hispanic culture.

Contributions made by Guadalupe Valdés (1981; 1989) and George Blanco (1994) have been valuable in assisting teachers attempting to teach native Spanish-speakers in Spanish. Trueba (1993), Gutiérrez-Spencer (1995), Merino (1993), Faltis (1990) and a number of other have also shaped SSS toward solutions to the problems teachers face in the classroom. SSS is a new field and in order for it to gain acceptance much more empirical research is needed.
THEORIES CONCERNING TESTING AND ASSESSMENT

Wiggins (1994) maintained that assessment should improve performance, not just audit it. An authentic test enables teachers to watch a learner tackle, pose and solve open-ended and context-bound problems. According to Wiggins any authentic test or assessment of intellectual performance must involve: engaging and worthy problems or questions of importance, faithful represent the contexts facing workers in a field of study, or the real-life “tests” of adult life, non-routine and multi-stage tasks - real problems, tasks that require students to produce quality products or performances.

The criteria and standards should be very clear and comprehensible to the learners, the assessor must ask questions so that the learners must be able to justify answers or choices and respond to follow-up or probing questions, involve response-contingent challenges were the effect of both process and product/performance determine the quality of the results, the assessor must be trained in reference to clear and appropriate criteria and search for patterns of response, in diverse settings, under differing constraints; emphasis is on the consistency of student work.

Ziegler (1981) discussed recommendations for creating a placement test for native Spanish-speakers. She stated that such a placement test should measure the speaker’s linguistic skills in all areas of Spanish except phonology. She also stated that the time length of the test is important and maintains that three hours maximum has been found to be long enough to test a broad spectrum of skills and not so long that the participants’ performance deteriorates greatly.
Ziegler (1981) suggested a word-meaning section to show the quality and quantity of the student's vocabulary. It should also have a reading comprehension section to test the student's ability to understand a fairly difficult prose passage and to abstract information from it. She suggested that the passage be brief and cover a variety of subjects. The questions should be detailed enough to require a very careful reading of the text in order to answer correctly and all of the information needed to answer the questions should be in the reading selections. Each question should be provided with a set of possible answers so that the student is required to come to terms with the question as it is asked. Ziegler (1981) went on to say that among the set of possible questions there should be at least one which is similar to the correct answer so that the student must understand exactly both the passage and the question in order to select the best answer.

Finally, Ziegler (1981) stated that a composition section is needed to provide an opportunity for the student to show his or her skills in grammar, sentence structure, vocabulary, organization, and abstract thinking in Spanish. The composition should provide at least three topics of which the student will select one and the topics should require only general knowledge. She discouraged mandatory topics.

Ziegler (1981) also discussed how to score such placement tests. The factors she considers to be important are: verb forms, sequence of tenses, agreement, spelling, sentence structure, punctuation, paragraph structure, and the structure of the composition overall. Gross placement should be arranged by: 1) serious problems in morphology, 2) serious problems in syntax with minor problems in morphology, and, 3) serious problems in paragraph structure and only minor problems in morphology and syntax.
Ziegler (1981) suggested that these groups be taught separately for optimal results and maintains that the classes should be as homogeneous as class size and enrollment numbers permit. Valette (1994) discussed the importance of taking a cohesive approach to teaching, testing, and assessment for teachers to achieve the desired goals of the teachers and their students. She maintained that a strong performance-based language program should define desired outcomes of instruction, and develop summative tests and assessment instruments to measure those outcomes, define the enabling outcomes in terms of the steps that are essential in reaching the desired outcomes, and develop formative tests and assessment instruments to evaluate to what degree the enabling outcomes are being attained, and finally, provide a syllabus or framework within which teachers and students can work together to attain both the enabling and the desired outcomes.

EMPIRICAL AND BILINGUAL EDUCATION RESEARCH

There is at this time a limited amount of empirical research of SSS, more research is needed in this area. A study by Rodrigo (1996) showed a significant correlation between pleasure reading and performance on a test of vocabulary knowledge in Spanish as a first language. This study was based on a prior one with native English speakers and produced similar results. Findings like this crucial because they can support the action research of teachers in their own classrooms.

Another study by Blanco (1994) investigated the functional and formal grammatical knowledge and awareness that native speakers have of their mother tongue. The results of this study indicated that typically these
students do not have a formal knowledge of grammatical rules, but that they have a high level of functional grammar as evidenced by their ability to: a) judge correct vs. incorrect sentences; and b) generate a large number of standard syntactic and morphological items in written and oral discourse. Blanco (1994) suggested that teachers of native Spanish-speakers develop a positive attitude toward the students’ language and give the student the opportunity to be exposed to many varieties of written and spoken Spanish.

Hudelson (1981) discussed the characteristics of beginning and young readers in native Spanish speaking primary school children in her study. The study used was based on an earlier one performed on native English speakers. The article suggested that native Spanish-speakers rely on their background knowledge and their community experiences as well as oral language, and rules of the writing system.

Research in bilingual education has done a great deal in shedding light on learning languages in general. As stated previously (in the literacy section), researchers such as Pérez (1995), Dolson (1985), Peale (1991) have findings that have shown that there was an academic advantage for students continuing to use their home language. It has also been shown in the research that language arts skills in the home language often times transfer to English assisting students in learning English sooner than those who lose their home language.

Despite the research about bilingual education the attitude that developing a students’ first language will harm learning English still remains. Cummins, (1979); Cummins and Mulcahy, (1978); Ewanyshyn, (1978); Hanson, (1979); Hebert et al., (1978); Lamont et al., (1978); Rosier and Farella, (1978), presented findings from many parts of the world that
maintaining and developing the L1 has no negative effects on the development of L2 and in many cases has extremely positive effects.

According to Peale (1991, p. 447) two presidential reports describe students' native language competency as untapped resources by being brought into the mainstream of educational and employment opportunities "they can build on their existing linguistic resources so that they may contribute more to American education, diplomacy and international business." It seems apparent from the research that home language maintenance would strengthen the U.S.A. and benefit international politics and commerce.

The development of a professional knowledge framework is important for several reasons: 1) research in cognitive psychology over several decades has resulted in the realization that what knowledge learners possess is a powerful force in what information they attend to, 2) how that information is perceived, 3) what learners judge to be relevant or important, and 4) what they understand and remember (Alexander, 1996). Alexander (1996) stated that one's knowledge base is a scaffold that supports the construction of all future learning. Many current theories of learning view learners as active constructors of knowledge who make sense of the world and learn by interpreting events through their existing knowledge and beliefs (Putnam & Borko, 1997).

Putnam and Borko (1997) also stated that teachers interpret experiences through the filters of their existing knowledge and beliefs. Furthermore, teachers' knowledge and beliefs about learning, teaching, and subject matter are critically important determinants of how those teachers teach. Teachers' conceptions of students' abilities and expectations for
students from different backgrounds lead to differential treatment of students in classrooms. Those knowledge and beliefs determine what and how the teacher learns from experiences in the classroom or from various professional development experiences. Teachers can make sense of new instructional practices or ideas only through the lenses of what they already know and believe (Putnam & Borko, 1997).

THEORIES CONCERNING SUBJECT-MATTER KNOWLEDGE AND TEACHER BELIEFS

In recent years, through much research, teaching has been found to be a extremely complex activity, drawing on many types of knowledge. Gudmundstoddir (1991, p. 265) stated that it is not enough for teachers to know their subject matter, they also need to know how to teach it. He further contended that while content knowledge and pedagogy were considered important components in the knowledge base of teaching, the nature of the relationship between the two has evaded researchers on teaching. Gudmundsdottir (1991) also discussed the fact that several scholars have noted the absence of attention to curriculum content in research on teaching. Furthermore, he cited Buchmann (1984 & 1986) and Shulman (1974) stating that “there are obligations that teachers should take seriously regarding the knowledge they teach. While content knowledge alone is not enough for teaching, management skills are no substitutes” (1991, p. 266).

Gudmundsdottir (1991) also cited Dewey in drawing a distinction between scholarly knowledge and knowledge needed for teaching. The teachers’ context is different from that of the scholar. Unlike scholars, teachers cannot focus only on content. They have to take into account many
factors. They have to think about students' preconceptions and misconceptions. They have to generate appropriate analogies, explanations and examples to explain the subject matter, and they have to engage a group of students in an activity that facilitates learning. This means that teachers must restructure their content knowledge to make it pedagogical. Expert teachers, according to Gudmundsdottir (1991, p. 266), "have created new knowledge, called pedagogical content knowledge, that is unique to teachers and teaching". "Pedagogical content knowledge draws on a range of ideas that relate to students, curricular materials, educational contexts, and in particular content and pedagogy, and includes both general and topic specific strategies" (1991, p. 266).

Gudmundsdottir (1991) discussed the importance of curriculum knowledge, knowledge of learners, knowledge of educational contexts, and knowledge of educational aims. He also contended that the content in pedagogical content knowledge is especially important for high school teachers. Gudmundsdottir (1991) stated that teachers, like scholars must specialize. That is to say that the diversity within subjects, for example history, means that there are many structures by which knowledge and ideas can be organized. "Historians, for example, know a small part of the discipline of history, such as American history, Medieval history, European history, and so forth" (1991, p. 267).

Gudmundsdottir (1991) cited Schwab (1961/1978) in maintaining that "there are two aspects of knowledge within the structures of the disciplines and argued that there are several structures within each. There are, in essence, two kinds of structures within disciplines, syntactic and substantive structures. Substantive structures include the key concepts that characterize
the discipline. One example he used was that in literature there is tragedy, comedy, romanticism, plot, character, and the novel" (1991, p. 267). This kind of structure, according to Gudmundsdottir (1991), determines how scholars view their discipline and the kinds of research questions they pursue. The substantive structures often precede and determine the syntactical structures by influencing what scholars consider important ideas. The syntactic structure determines the ways in which researchers move from raw data through interpretation to conclusion. Gudmundsdottir (1991) argued that "most scholars specialize within their discipline and that they study in greater depth a few substantive and syntactic structures. This kind of specialization within a discipline gives rise to different orientations to the subject matter" (1991, p. 268).

According to Gudmundsdottir (1991), these disciplines are value laden organizations of knowledge and give rise to a range of orientations. He further contended that "making content knowledge pedagogical means a reorganization that focuses on a disciplinary orientation. An important part of the restructuring process is to find new relationships between content. This is a process that has matured in experienced teachers, who have often have elaborate models to guide their practice" (1991, p. 269).

Gudmundsdottir (1991) argued that the "pedagogy in pedagogical content knowledge is also related to teachers' orientation to the subject matter. A particular orientation legitimates a range of pedagogical strategies that enable teachers to communicate the subject matter. These pedagogical models combine content and pedagogy in a meaningful and efficient way. The models include a process that segments and structures content to make it accessible to students. Also, each model facilitates a range of pedagogical
strategies that communicate content to students” (1991, p. 269).

According to Gudmundsdottir (1991), general pedagogical models can have three levels, reflecting varying degrees of generality: rules of practice, practical principles, and images. Pedagogical models have been conceptualized as two types of curriculum: a deep curriculum that organizes content and establishes priorities for students and a surface curriculum that includes the activities observed in the classroom. He further maintained that there is a topic-specific element in pedagogical models, generated by the more general pedagogical models. The topic-specific elements include knowledge of identifying the appropriate teaching methods and segmenting a topic to make it accessible to a group of students. It also includes knowledge of the representational possibilities of a topic that can be used with different kinds of students in different kinds of courses. “The teachers’ representations have to relate to and build upon the ideas students already hold about the topic” (1991, p. 269).

Leinhardt, Putnam, Stein and Baxter (1991) reported similar findings in their research. They maintained that expertise in teaching is dependent on flexible access to highly organized systems of knowledge. Two such important areas are knowledge of lesson structure and knowledge of subject matter. The first consists of the knowledge necessary for conducting lessons, including general routines for interacting with students, for coordinating lesson segments, and for fitting lessons together within a day (across subject areas) and within a unit (across days). The second, subject-matter knowledge, supports lesson-structure knowledge by providing the subject-matter content to be taught. This subject-matter knowledge is accessed both during lesson formulation and during the course of instruction” (Leinhardt,
Leinhardt et al. (1991) defined subject-matter knowledge as the knowledge that a teacher needs to have or uses in the course of teaching a particular school-level curriculum such as mathematics. They do not mean that teachers must have the knowledge of advanced topics that a mathematician might have. Leinhardt et al. (1991) stressed the point that a teacher will not become a better teacher simply by taking increasingly more advanced math courses in topics such as Chaos, but will become better if the depth of knowledge about a particular school topic such as integers, rational numbers, or functions is enriched. This deep knowledge includes knowledge about ways of representing and presenting content in order to foster student learning or construction of meaningful understanding. This includes knowledge of what the students bring to the learning situation, knowledge that might be either facilitative or dysfunctional for the particular learning task at hand. According to Leinhardt et al., “knowledge of students includes their strategies, prior conceptions, misconceptions students are likely to have about a particular domain, and potential misapplication of prior knowledge” (Leinhardt, Putnam, Stein, & Baxter, 1991, p. 88).

Grossman, Wilson, and Shulman (1989) have investigated teacher beliefs and the effect those beliefs have on teaching knowledge. They stated that teachers frequently treat their beliefs as knowledge and that teachers' beliefs about subject matter powerfully affect their teaching in the same way as the relationship between subject matter knowledge and pedagogy. Grossman, Wilson, and Shulman (1989) distinguished beliefs from knowledge in two important ways. "First, beliefs rely heavily on affective and personal evaluations. That is, teachers' beliefs about the subject matter will
depend more on evidence that is largely affective or subjective rather than objective. Second, beliefs are more disputable than knowledge. If knowledge depends on meeting criteria such as the canons of evidence such as syntactic knowledge, teachers’ beliefs are often justified or held for reasons that do not meet those criteria or follow those canons, and, therefore, are more open to debate” (Grossman, Wilson, & Shulman, 1989, p. 31).

Grossman et al. (1989) stated that “one type of belief that novice teachers hold is related to the content that they teach. Moreover, these beliefs appeared to influence both what they choose to teach and how they choose to teach it. A second type of belief, which they have labeled “orientation toward the subject matter.” Grossman has found that novice English teachers differ in their orientations toward literature, their conceptions of what is important to know and how one knows” (Grossman, Wilson, & Shulman, 1989, p. 31). Grossman et al. (1989) have stated that “what emerged for their work, as well as that of other researchers, is the notion that prospective teachers’ beliefs about subject matter are as powerful and influential as their beliefs about teaching and learning” (Grossman, Wilson, & Shulman, 1989, p. 32).

Hollingsworth (1989) described several categorical themes which emerged in her data, and suggested: “1) that preprogram beliefs served as filters for processing program content and making sense of classroom contexts; 2) that general managerial routines had to be in place before subject specific content and pedagogy became a focus of attention, and 3) that interrelated managerial and academic routines were needed before teachers could actively focus on students’ learning from academic tasks in classrooms, while preprogram interest students as individuals and a
program-developed interest in subject pedagogy were needed to provide the motivation to do so. In turn, each new level of knowledge affected changes in preprogram beliefs" (p. 168). Furthermore, Hollingsworth (1989) maintained that "preservice programs should come to understand the incoming beliefs of its students along with other screening criteria in order to direct their placements in school settings, inform their supervision, and understand their learning" (p. 186).

THEORIES CONCERNING LANGUAGE AWARENESS AND METALINGUISTIC AWARENESS/LINGUISTIC AWARENESS

Theories concerning language awareness and metalinguistic or linguistic awareness and their usefulness to both teachers and learners have been the subject of much debate. Van Lier (1998) stated that language awareness does not require the ability to describe a linguistic feature using grammatical terminology, but rather the attempt to control and manipulate the material at hand (p. 136). He further maintained that a study at Lancaster University was significant in its findings that metalinguistic knowledge and language proficiency are relatively unrelated. Masny (1997) stated that linguistic awareness or metalinguistic awareness is an indicator of what learners know about language through reflection on and manipulation of language. She went on to talk about the differences between language awareness and linguistic awareness. Masny maintained that "while language awareness is driven mainly by applied linguistic theory and pedagogy, linguistic awareness is grounded in psycholinguistic and cognitive theories" (1997, p. 105). She further maintained that it might be necessary for the teacher and the learners to use metalanguage to manipulate language, to describe, to explain as one attempts to know and
enhance language proficiency, it might be necessary for the teacher to use metalinguage in order for students to understand aspects of the target language alone or in relation to the L1 (1997, p.106). Berry (1997) maintained that there is a more specialized form of awareness that links teachers and learners and plays a crucial role in determining the nature of class activities: teachers' awareness of learners' knowledge. If teachers are aware of, or sensitive to, learners' abilities, it will enable them, in class on a day-to-day basis, to adjust their behavior to the learners' level or to undertake activities to bring them up to the required level (p. 136). Aiderson (1997) reported the results of a study of the levels of knowledge about language of first-year undergraduate student learners of French and the relationship between metalinguistic knowledge and language proficiency and aptitude. The results showed that levels of metalinguistic knowledge vary considerably and that the relationship between metalinguistic knowledge and language proficiency appeared to constitute two separate factors of linguistic ability (p. 93). Andrews (1997) maintained that it is important to observe teachers' explicit knowledge of language (their language awareness) while they are teaching in order to appreciate its complexity and to fully understand the impact it can have on the teaching/learning process. He stated that the declarative form of a teacher's language awareness may be significantly different from the same teacher's procedural language awareness. Andrews went on to state that "possession of knowledge and having the ability to make explicit are not the same as applying that knowledge in the context of the language teaching/language learning process (1997, p. 148-149). Cullen (2001) stated that teachers without the requisite language skills will crucially lack authority and self-confidence in the classroom, and this will affect all
aspects of his or her performance (p.29). He proposed that having teachers
develop a command of classroom language that they typically use when
giving instructions, explaining, asking questions, responding to and
evaluating students' contributions, signaling the beginning and end of
activities and lesson stages will assist them in developing language
proficiency and give them the confidence required to teach effectively in
class.

CONCLUSION

The above review of research has shown how subject matter
knowledge, pedagogical content knowledge and beliefs about teaching,
cultural awareness, teacher beliefs affect what teachers do in the classroom.
It also begins to show the complexity of knowledge a teacher teaching
Spanish to Spanish-speakers needs in order to be effective. Not only must
these teachers know Spanish well, but they must also understand the
similarities and differences between first and second language acquisition,
the development of literacy skills in language and exhibit understanding of
the cultural background of their students. The present study investigated how
pedagogical content knowledge, subject matter knowledge and cultural
awareness knowledge are important factors in a knowledge framework for
non-native Spanish-speaking teachers.
CHAPTER 3
METHODOLOGY

The primary purpose of this study was to investigate the type of knowledge non-native Spanish-speaking teachers need to teach SSS. The desired goal of the data analysis and interpretation was to formulate a professional knowledge framework to provide teachers and teacher educators with the how and why pedagogical content knowledge, subject-matter knowledge, and cultural awareness knowledge is utilized for such teachers to successfully teach SSS classes providing native Spanish-speaking students with the necessary skills to improve their literacy skills in Spanish as well as learning more about their cultural heritage.

Nuthall and Lee (1990) maintained that “the choice of method should be based on an understanding of the nature of the problem being investigated” (p. 548). In order to understand how pedagogical content knowledge, subject-matter knowledge, and cultural awareness knowledge is utilized to teach SSS, a qualitative methodological approach was selected. Specifically, case study, observation, interview, questionnaires, and grounded theory methodologies were used in an effort to pinpoint how knowledge is formulated for teachers to teach, to plan lessons, and to assess their students as well as evaluating themselves in the classroom.

A descriptive case study was selected in order to describe and explore, in as much detail as possible, what occurred in the class as a whole and also to describe the actions of the teacher as well as the interaction
between the teachers and the students. Stake (1994) stated that case studies are a learning tool in that the researcher teaches what he or she has learned by teaching didactically and also through discovery learning the researcher provides material for readers to learn on their own. Stake (1994) went on to state “that naturalistic, ethnographic case materials, to some extent, parallel actual experience feeding into the most fundamental processes of awareness and understanding” (p. 240).

Observation went hand in hand with case study. Adler and Adler (1994) maintained that for as long as people have been interested in studying the social and natural world around them, observation has served as the bedrock source of human knowledge. They further stated that observation consists of gathering impressions of the surrounding world through all relevant human faculties. In this study, observation was utilized to look for patterns through making inferences about what teachers do and say in the classroom. Interviews were also an integral part of this study.

Schwandt (1997) defined interviewing as “a set of techniques for generating and analyzing date from structured, group, and unstructured interviews with respondents, participants, and key informants. In addition, it is also a particular kind of human encounter in the field that entails special ethical considerations concerning confidentiality, anonymity, and so on. Concerns include obtaining informed consent, dealing with sensitive information, and so on” (pp. 74-75).

Fontana and Frey (1994) maintained that interviewing is a paramount part of sociology because interviewing is interaction and sociology is the study of interaction (See Benny and Hughes, 1956). In this dissertation, questions for the interviews were derived from the observation of each
teacher's lesson. The interview questions attempted to tap into the teacher's cognitive mind in an effort to make explicit the knowledge teachers draw on everyday in the classroom. Knowledge cannot be seen or observed in and of itself. Grounded theory methodology was utilized in an effort to define and explain the knowledge teachers utilize on a daily basis.

Kant proposed that perception is more than seeing. Human perception derives not only from the evidence of the senses, but also from the mental apparatus that serves to organize the incoming sense impressions. Hamilton (1994) stated that "human knowledge is ultimately based on understanding an intellectual state that is more than just a consequence of experience" (p. 63). Hamilton further maintained that a Kantian perspective on the creation of knowledge therefore must take full cognizance of the investigator. It must concede the significance of interpretation and understanding. In addition to observation and interview methods the researcher will also utilize a pedagogical content knowledge questionnaire for further data collection.

I drew upon grounded theory methodology to aid in the development of interpretation and understanding in reference to the kind of knowledge teachers utilize in the classroom on a daily basis. "Grounded theory is a general methodology for developing theory that is grounded in data systematically gathered and analyzed" (Strauss and Corbin, 1994, p. 273). Theory evolves during actual research and it does this through continuous interplay between analysis and data collection. Through observation, interviewing, and questionnaires, the researcher sought to uncover patterns of action and interaction between and among the data gathered. Grounded theories are traceable to the data that give rise to them — within the
interactive context of data collecting and data analyzing, in which the analyst is also a crucially significant interactant. Theory building proceeds by thick description (Geertz, 1973) defined as “description that goes beyond the mere or bare reporting of an act (thin description), but describes and probes the intentions, motives, meaning, contexts, situations and circumstances of action” (Denzin, 1988, p. 39). The goal of theorizing then, “becomes that of providing understanding of direct lived experience instead of abstract generalizations” (Glesne, 1999, p. 22).

QUESTIONNAIRE

The questionnaire (see Appendix A) was utilized as an instrument to tap into the kinds of knowledge teachers employ on a daily basis in the classroom. The questionnaire was sent to a random sample of one hundred teachers teaching SSS. Vogt (1993) defined questionnaire as a group of written questions to which subjects respond. Some restrict the use of the term “questionnaire” to written responses. In the current study the questionnaire had 57 questions that pertained to training, long and short term planning, student and self assessment, and teachers perceptions about teaching SSS. A self-administered questionnaire was developed by the researcher as a means of obtaining the knowledge that teachers have, but that is not necessarily observable. The questionnaire covered four areas: training and education, long and short term planning, student assessment and evaluation, and self-assessment and evaluation. Questions about training and education as well as long and short term planning are meant to obtain an understanding of pedagogical content knowledge. Questions about student and self assessment and evaluation are meant to obtain an
understanding of interpersonal and intrapersonal knowledge.

The purpose of the questionnaire was twofold: first, it provided a general description of how teachers utilize pedagogical content knowledge, subject-matter knowledge, and cultural awareness knowledge in the classroom, and second, answers from the questionnaire were compared to what the researcher had observed in order to find patterns that may exist. This data also assisted the researcher in utilizing a grounded theory methodology.

A cover letter, prenotice letter, a cover letter for the first replacement questionnaire, a cover letter for the fifth and final contact, and a thank you card (see Appendix B) were also developed by the researcher to explain why teachers' responses are important and it invite teachers to participate. The cover letters also included specific critical pieces of information; including, the date, the request to respond to the questionnaire, why the individual has been selected, confidentiality of the individual's responses, the usefulness of the questionnaire, inclusion of a token of appreciation, willingness of the researcher to answer questions, and to express thanks for responding to the questionnaire (Dillman, 2000).

According to Dillman (2000, p. 150) the achievement of good results required the use of five elements which have individually been shown to significantly improve response to mail surveys in most situations. These elements included: 1) a respondent-friendly questionnaire, 2) up to five contacts with the questionnaire recipient, 3) inclusion of stamped return envelopes, 4) personalized correspondence, and 5) a token financial incentive that was sent with the survey request. Due to financial constraints a
material token incentive was utilized rather than a financial one. Included with the first cover letter and questionnaire was an Ohio State University postcard as token of appreciation for teachers completing the questionnaire. Dillman (2000) stated that material incentives may modestly improve response rates. The time line for the self administered questionnaire was as follows:

**DATA COLLECTION: TIME LINE**

In order to achieve high response rates five contacts were utilized:

* A brief prenotice letter was mailed - August 27, 2001
* The cover letter and questionnaire was mailed - September 2, 2001
* A thank you post card was mailed - September 24, 2001
* A replacement questionnaire was mailed to nonrespondents - October 22, 2001
* A final contact to any remaining nonrespondents by priority mail was mailed - November 12, 2001

**Target Population**

I wrote to the Departments of Education in Florida, New York, Texas and California to receive a public list of teachers teaching Spanish to Spanish-speakers. I found that teachers teaching SSS were listed under Spanish teachers or under ESL or Bilingual teachers and not separated in their own category, and this proved to be problematic. I was able to get a listing of teachers from Florida, Texas and New York. California was not used because the California Department of Education would only provide me with the names of schools and the principal and not individual teachers and I would have had to write the principal to obtain the names of teachers.
teaching SSS.

SAMPLE SELECTION

Random selection was used to determine the number of selections that would be drawn for each state to number 100. Therefore, 33 samples were drawn from Florida and 33 from New York and 34 samples were drawn from Texas. For each state a random sample was drawn from the target population using a procedure and a table of random numbers from Hopkins, Hopkins and Glass (1996, p. 148, pp. 348-349).

Before the actual questionnaire was mailed to the target sample a pilot study was performed. Dillman (2000) stated that results from a pilot test allows the researcher to make revisions that range from adding additional contacts or an incentive to improve response rates to eliminating or adding survey questions.

THE PILOT STUDY

In order to establish the validity and reliability of the questionnaire, a pilot study was performed. I sent a request by email through the Heritage Language Listserve on August 1, 2001. I mailed 19 questionnaires out to the people who had expressed interest in taking the survey. Of the 19 questionnaires mailed out I received 15 completed questionnaires. The results of the pilot were consistent (see Appendix C). The data in Appendix C is arranged in the following manner: the first two pages are organized by means of yes/no questions arranged in ascending order. The remaining pages are organized by means of multiple choice questions also arranged in ascending order.

I received two suggestions from one of the 15 completed questionnaires. The participant stated that I might have also asked about
student screening prior to admission to class. In reference to Part III question 16 which the participant stated seemed to be an assessment after students were enrolled. This same participant also stated that I might want to include a questions about any immersion experience such as living abroad:

I learned Spanish in school, but I acquired it by working in a Spanish-speaking country and by using it in my community with native speakers (pilot study, August 2001).

The suggestions were well founded; however, I decided not to add them to the questionnaire because of its length and their significance to the questionnaire itself. The questionnaire consisted of 57 questions with mostly multiple choice and a few short answer questions. On Question 16, I was interested in knowing if teachers themselves assessed their students’ abilities even if they had already been assessed prior to admission to class. The question of learning a language versus acquiring one may be difficult for many to distinguish. A self administered questionnaire would not be the best way to address such a question, but rather an interview with the person asking them questions pertaining to how they developed their language skills might be better suited for such a question.

Question one showed that the majority of participants had no training specific to the teaching of SSS courses. This is not surprising because much of what is known about teaching SSS courses comes from teachers who have learned by teaching the subject itself. The fact that teachers learned from their own teaching of SSS is evidenced in Question 38 which showed that the majority of their perceptions about teaching SSS changed over time. The reasons for this change in their perceptions were a range of items from continuing education on the subject to a better understanding of the needs of
the students which had the most responses.

The questions related to intrapersonal knowledge were noteworthy because of the high degree of consistency in the answers. All participants stated that they evaluated their own teaching after a lesson to consider ways to improve or change it in the future. The participants also consistently did a variety of things to keep their knowledge of Spanish current as demonstrated by question five. The participants also appeared to demonstrate an understanding of the success or lack of success of the lessons they present to students as evidenced by Questions 28 and 29. Participants also seemed to be able to resolve disagreements or misunderstandings themselves as shown by Questions 40 and 41 proved to be very intriguing. Many of the participants selected two or three responses rather than one for Question 40.

There was a even split between 40a and 40b: “The ability to understand the cultural background of the students was selected by 6 participants”, and 40b “Strong Command of the Spanish language” was selected by 5 participants. Question 40c “ability to make concepts understandable to students” was selected by three participants and 40d “Other” was selected by 5 participants. Question 40d “Other” provided a variety of responses:

- Ability to honor and enrich what students already know.
- Acceptance of regional varieties.
- On scale (1-5) 5 highest Culture is most important.
- An appreciation for Spanish language skills the students bring to the classroom.
- Their abilities; what they know/don’t know.
Strong command is of utmost importance. The language transmits the culture. A strong teacher is strong in the language. Culture is secondary they (teachers) are the culture.

(pilot study, August 2001).

Question 41 brought a more even split among the three choices 41a, 41b, and 41c in which 8 selected “understanding the cultural background of the students”, 8 also selected “strong command of the Spanish language” and 9 selected “ability to make concepts understandable to students”. Once more Question 41d “Other”, brought a variety of responses:

A teacher needs to understand the emotional impact of speaking a non-prestige language in the U.S.A.

Knowing the students culture is imperative so as not to be a foolish person - an ability to make a concept understandable is the ability to teach - very, very important.

Developing a relationship with students and understanding their needs. Coming with lessons that are interesting and fun.

Understanding of range of abilities these Spanish-speakers possess.

Understanding culture is not sufficient. Experiencing culture and relating to cultural values is most important.

Understanding of learning styles/preferences and special Ed/emotionally disturbed needs and legal requirements.

Not only cultural background, but historical and linguistic situation in this region.

Have your heart in the right place and be convinced that this is the right cause for these students. Know your subject, making mistakes with Spanish is no big deal, but it helps to have a strong command of the language. Prepare interesting lessons with kids input.

Ability to maintain control in the classroom.
Have specific goals in mind and have students be active participants in their learning.

Must enjoy interacting with students of all levels (age).

(pilot study, August 2001)

The consistency of the responses to the questionnaire established the validity and reliability of the instrument.

Case Studies

Due to the fact that there is little empirical evidence available about teaching Spanish to Spanish-speakers a case study methodology was selected to provide examples of everyday actions and knowledge that was displayed and that took place in the classroom. Just as the case study framework was purposefully selected so too were the participants. Stake (1994, p. 236) maintained that "different researchers have different purposes for studying cases." He further maintained that an instrumental case study is a particular case that is examined to provide insight into an issue or refinement of theory. The case is of secondary interest; it plays a supportive role, facilitating our understanding of something else. The case is looked at in depth, its contexts scrutinized, its ordinary activities detailed, but because this helps us pursue the external interest (1994, p. 237).

My purpose for selecting a case study methodology was to provide a detailed examination of what teachers do in the classroom in addition to how and why they draw on the particular types of knowledge that they do to facilitate student learning. I also wanted to provide a sense of the intricacies and the complexities of the different types of knowledge teachers use on a
daily basis in their classrooms. In order to formulate a knowledge base for non-native Spanish-speaking teachers, it is first necessary to study what teachers do as well as how the different types of knowledge manifests themselves in the classroom and how it impacts their students. Schwandt (1997, p. 13) cited Stake (1995) in stating that the foremost concern of case study research is to generate knowledge of the particular and that it can be instrumentally useful in furthering understanding of a particular problem, issue, concept, and so on. Schwandt (1997) also stated that a case study strategy is preferred when the researcher seeks answers to how or why questions, when the object of study is a contemporary phenomenon in a real-life context, when boundaries between the phenomenon and the context are not clear, and when it is desirable to use multiple sources of evidence. Therefore, the only way to understand how teacher utilize pedagogical content knowledge, subject-matter knowledge, and cultural awareness knowledge is to study teachers in the classroom and observe their interactions with students.

The selection of a non-native Spanish-speaking teacher and a native Spanish-speaking teacher was also purposeful. I wanted to examine if there were any differences in the types of knowledge that a native Spanish-speaker would have versus a non-native Spanish-speaker in the classroom as well as if these differences provide an advantage or additional benefit for the native Spanish-speaker.

SETTING

The observations for each case took place in the classrooms of the two teachers participating in the study. The teachers teach SSS at the secondary level at public school located in central California. The non-native Spanish-
speaking teacher was observed daily during one class for a period of 14 weeks total: Wednesday, December 6 - Wednesday, December 17, 2000; Thursday, March 8 - Wednesday, March 21, 2001; and September 2, 2001 - November 10, 2001.

The native Spanish-speaking teacher took a leave from her teaching responsibilities and, therefore was observed daily during 2 classes for a total of four weeks: Wednesday, December 6 - Wednesday December 17, 2000; Thursday, March 8 - Wednesday, March 21, 2001.

PARTICIPANTS

One native Spanish-speaking teacher and one non-native Spanish-speaking teacher participated in the study. Both teachers teach SSS courses and have done so for nine and 11 years, respectively. Luz Tobar and Dominic Soto (these are the pseudonyms the participants selected for themselves) teach at a urban public high school in central California.

Luz is from a upper middle class Mexican family. Her father is a doctor and her mother is a nurse. Luz saw attending college as an expectation. She attended a university in Guadalajara. She decided to become a teacher and attended a Normal Superior, a college specifically for those in the teaching profession and classes were held in the evenings. Luz found employment as a teacher before graduating from the Norma Superior. Luz worked as a social studies teacher in a Mexican middle school. Later Luz moved back to her home town where she found employment as a vice principal and was the division supervisor of the social studies department for 9 schools. She taught only one social studies class in a private high school. After a semester she moved back to the position as a full time vice principal.
After marrying an American, Luz moved to the U.S. with her husband. After 6 months she found a job as an instructional aid for the Special Education department for 6 months. The next semester Luz was hired to teach SSS. That same summer Luz was sent to a conference, The California Literature Project in Spanish. She agreed to continue the follow up courses that followed the initial conference. During that time Luz obtained her CLAD certificate¹ as well as becoming a teacher leader for the California Literature Project.

Dominic has a multiethnic and military background. His mother is Italian and his father is Mexican. Dominic stayed with his Italian grandparents the first 2 years of his life and he heard a great deal of Italian. Dominic began picking up words in Spanish here and there when he entered school. Diversity was the norm in his hometown. Dominic was used to hearing his mother speak Italian and this sparked his interest in learning another language. Dominic’s father had spoken Spanish when he was a child, but lost his ability to speak Spanish as he got older. Dominic began to study Spanish formally in high school. He took Spanish for 4 years while in high school. During his senior year, Dominic realized that he could communicate well in Spanish so he decided to major in Spanish in college. Dominic went to a community college before going to a central California state university also completing his graduate work there. He also attended an

1. Crosscultural, Language and Academic Development (CLAD) certificate. The Bilingual Teacher Training Program was established in California to prepare teachers in the appropriate methodologies to facilitate English learners' acquisition of English and academic development. Candidates must take an examination and pass three tests to satisfy the requirements for a CLAD Certificate.
east coast university for a semester and was exposed to a variety of Hispanic lifestyles.

After graduating, Dominic obtained a teaching position in Spanish at a catholic high school for boys. He noticed that there were some native Spanish-speakers in his classes and became interested in meeting their needs. The curriculum was restrictive and was not meeting the needs of the native Spanish-speakers, so Dominic obtained employment at a public urban high school. That first year he taught Spanish as a foreign language, ESL, and SSS. Dominic also had the opportunity to attend the California Literature Project in Spanish as well as to continue on to do the 2 year follow-up series.

EXEMPLARY TEACHERS

The selection of exemplary teachers was important for this study. The criteria for exemplary teachers were based on Collinson's (1996) model — a triad of knowledge — and Ladson-Billings' (1994) conceptions of teachers with cultural relevant practices. Collinson stated that exemplary teachers have an ethic of care, a work ethic and a disposition toward continuous learning (1996, p. 7). Ladson-Billings stated that teachers with culturally relevant practices have high self-esteem and a high regard for others; see themselves as part of the community as well as see teaching as giving back to the community; and encourage their students to do the same; believe that all students can succeed, and help students make connections between their community, national and global identities (1994, p. 33-49).

I had been a colleague of both Luz and Dominic. Both participants and I had attended the same conference together for approximately two years sponsored by the California Literature Project. The Spanish Language
Literature Summer Institute took place in 1993 in southern California and lasted three weeks. All persons attending this conference signed a contract to attend six follow-up meetings over the next two years (from 1993 to 1995). I had observed both participants teach. The principal at their high school as well as other teachers in the Spanish and ESL department and the students all agree that Luz and Dominic are exemplary teachers.

Luz and Dominic are actively involved in school activities and the community. Dominic coaches the swim team at Bella Vista and is involved with the local Coast Guard Cadet program. Luz is involved with the Migrant Education Program at Bella Vista as well as working with native Spanish-speaking parents to assist them in understanding the U.S. education system.

GAINING ACCESS

Janesick (1994, p. 211) stated that “access and entry are sensitive components in qualitative research, and the researcher must establish trust, rapport and authentic communication patterns with participants.” She went on to state that establishing trust and rapport at the beginning of the study makes the researcher better able to capture the nuance and meaning of each participant’s life from the participant’s point of view.

I knew each participant very well and because of this relationship gaining access to the school was done with relative ease. The principal was happy to be of assistance in any way she could and was very pleased that Bella Vista had been selected to be part of my dissertation research.

Janesick (1994, p. 211) also maintained that the establishment of trust and rapport at the very beginning “ensures that participants will be more willing to share everything, warts and all, with the researcher.”
Because of the nature of the research for this study the establishment of trust and rapport were paramount in order for me to be able to “get into the minds” of the participants. My role as a researcher is that of a learner and that of another teacher, not of an expert or an authority figure.

ETHICAL CONSIDERATIONS

The ethics of qualitative inquiry, as with other forms of social inquiry, are concerned with the ethical principles and obligations (including their articulation in professional codes) governing conduct in the field and writing up accounts of fieldwork. “Conventional treatments of ethics attend to the unique kinds of moral dilemmas arising from sustained interpersonal fieldwork and the kinds of ethical frameworks (e.g., utilitarianism, ethical relativism, and so on) and principles (e.g., autonomy, beneficence, and so on) that might provide guidance in reasoning ethically through dilemmas arising from dealing with issues of trust, confidentiality, harm, deception, consent, and so forth...” (Schwandt, 1997, p. 41).

It was the researcher’s goal to insure that the study did abide by the ethical codes set forth by The Ohio State University Institutional Review Board. The five basic principles are as follows (Glesne, 1999, pp. 114-115):

1. Research subjects must have sufficient information to make informed decisions about participating in a study.

2. Research subjects must be able to withdraw, without penalty, from a study at any point.

3. All unnecessary risks to a research subject must be eliminated.

4. Benefits to the subject or society, preferably both, must outweigh all potential risks.

5. Experiments should be conducted only by qualified investigators.
The participants in the study were given all information about the research and will be given written consent forms to sign if they agreed to participate in the study (See Appendix D). "Through informed consent, potential study participants are made aware (1) that participation is voluntary, (2) of any aspects of the research that might affect their well-being, and (3) that they may freely choose to stop participation at any point in the study" (Glesne, 1999, pp. 116-117). In addition, the participants had the opportunity to review sections of draft reports in which they were quoted to ensure that they were comfortable with the way they were represented. Furthermore, to ensure privacy and confidentiality the participants selected their own pseudonyms. All data included in the research was presented in such a way that no participant's true identity or schools in which they taught were revealed.

DATA COLLECTION

Observation fieldnotes were taken by myself observing the teachers during their regular classroom lessons. I also kept a journal to record my thoughts about, interests in, and reactions to events as they took place in the classroom. Each observation was audiotaped and the tapes were then transcribed after the lesson has ended.

Interviews with the teachers were also audiotaped and the fieldnotes from these interviews as well as the audiotapes were transcribed every evening.

A questionnaire about pedagogical content knowledge was sent to a random number of teachers who teach SSS. The teachers who participated in the case studies were also asked to complete the questionnaire. The questionnaires were analyzed through coding strategies
(See Data Analysis). The findings were recorded to aid in the formulation of a grounded theory about teacher knowledge.

**DATA ANALYSIS**

Schwandt (1997) defined data analysis as the "activity of making sense of interpreting, or theorizing the data...It includes the processes of organizing, reducing, and describing the data; drawing conclusions or interpretations from the data and warranting those interpretations. If data could speak for themselves, analysis would not be necessary" (p. 4).

I utilized coding; that is to say I developed coding categories and generated categories, themes, and patterns. Schwandt (1997) maintained that "coding is put into place to begin the process of analyzing the large volume of data generated in the form of transcripts, fieldnotes, photographs, and the like, the qualitative inquirer engages in the activity of coding. Coding is a procedure that disaggregates the data, breaks it down into manageable segments and identifies or names those segments... Coding requires constantly comparing and contrasting various successive segments of the data and subsequently categorizing them" (p. 16). Furthermore, Corbin and Strauss (1990) affirmed that coding is the fundamental analytic process used by the researcher.

I also utilized a grounded theory approach in coding the data following the procedures and canons as defined by Corbin and Strauss (1990). Grounded theory is characterized as the researcher's attempt to derive a theory by using multiple stages of data collection and the refinement and interrelationship of categories of information (Strauss and Corbin, 1990). "Two primary characteristics of this design are the constant comparison of data with emerging categories, and theoretical sampling of different groups"
to maximize the similarities and differences of information" (Creswell, 1994, p. 12).

A grounded theory approach in accordance to the procedures and cannons according to Juliet Corbin and Anselm Strauss (Corbin and Strauss, 1990, pp. 3-21) were utilized for this study.

Corbin and Strauss (1990) maintained that a grounded theory should explain as well as describe. They also asserted that grounded theory seeks not only to uncover relevant conditions, but also to determine how the actors respond to changing conditions and to the consequences of their actions. "It is the researcher's responsibility to catch this interplay" (Corbin and Strauss, 1990, p. 5).

Furthermore, according to Corbin and Strauss (1990), "the data for a grounded theory can come from various sources. Data collection procedures involve interviews and observations as well as other sources... anything that may shed light on questions under study" (p. 5). In addition, Corbin and Strauss (1990) insisted that "the investigator use the methods suggested in the interview and field work literature to assure credibility of respondents and to avoid biasing their responses and observations. They also stressed that the investigator should follow similar protective procedures for collecting and analyzing documentary data" (pp. 5-6).

According to Corbin and Strauss (1990), "a key feature of grounded theory is that hypotheses are constantly revised during the research until they hold true for all of the evidence concerning the phenomena under study, as gathered in repeated interviews, observations or documents" (p. 11).

Charmaz (1988) contended that "grounded theory method stresses discovery and theory development rather than logical deductive reasoning
which relies on prior theoretical frameworks. She set out four distinctive strategies of grounded theory: 1) data collection and analysis proceed simultaneously; 2) both the processes and products of research are shaped from frameworks. Grounded theorists rely heavily on studying their data and reading in other fields during the initial stages of research; 3) grounded theorists do not follow traditional quantitative cannons of verification. They check their developing ideas with further specific observations, make systematic comparisons between observations, and, often, take their research beyond the confines of one topic, setting, or issue; 4) Grounded theorists study process and they assume that making theoretical sense of social life is itself a process. Grounded theorists aim to develop fresh theoretical interpretations of the data rather than explicitly aim for any final or complete interpretation of it” (pp. 110-111).

My aim in this research was to begin with substantive analysis, but take the analysis to a higher level of abstraction and conceptual integration to develop a formal theory that would be the foundation of the professional knowledge base for non-native Spanish-speaking teachers teaching Spanish to native-speakers.

TRUSTWORTHINESS

Schwandt (1997) cited Lincoln and Guba as defining “trustworthiness as that quality of an investigation (and its findings) that made it noteworthy to audiences. One way to establish the trustworthiness of the research is through the use of triangulation. Glesne (1999) defined the purpose of triangulation as an attempt to relate the combination of different kinds of data so as to counteract the threats to validity identified in each. In this study, three forms of triangulation were used utilized: data triangulation, method
triangulation, and theory triangulation.

*Data triangulation:* described by Janesick (1994) as the use of a variety of data sources in a study. Glesne (1999, p. 31) stated that “the more sources tapped for understanding, the richer the data and the more believable the findings.” By interviewing I explored each participants’ understanding and experience of teaching and the type of knowledge they utilized in the classroom every day. Along with interviewing each participant I also observed them in their daily routine in the classroom. I also analyzed my fieldnotes and the handouts and lesson plans of my participants as well as the responses to the self-administered questionnaire. I worked in collaboration with my participants to insure that I represented their understandings accurately. Schwandt (1997) described data triangulation as as means of checking the integrity of the inferences one draws and to examine a single social phenomenon from more than one vantage point.

*Methodological triangulation:* the use of multiple methods to study a single problem Janesick (1994). This was done by the use of collecting data via quantitative and qualitative methods. The purpose of the questionnaire was to gage the perceptions of teachers teaching SSS. The research participants took an open ended oral version of the questionnaire. The results of the two participants were compared with the results of the self-administered questionnaire taken by the sample population. Morse (1994) stated that qualitative research may also incorporate quantitative methods into the design to answer particular questions.

*Theory triangulation:* the use of multiple perspectives to interpret a single set of data. Grounded theory and critical theory are the two theories I used to interpret the data. Strauss & Corbin (1994, p. 273)
stated that "grounded theory is a general methodology for developing theory that is grounded in data systematically gathered and analyzed." Strauss & Corbin also maintained that "knowledge is linked closely with time and place. When the researchers carefully and specifically build conditions into their theories, they forgo claims to idealistic versions of knowledge, leaving the way open for further development of their theories. The development of a knowledge framework for non-native Spanish-speaking teachers is derived from the data in this study. In order to produce a knowledge framework that dealt with how teachers utilized pedagogical content knowledge, subject-matter knowledge, and cultural awareness knowledge to teach Spanish to Spanish-speakers the theory had to be "grounded" in what I observed them doing in their classrooms as well as their interactions with their students. In addition, their beliefs about teaching, about knowledge and their beliefs about their students were equally important to the formation of the knowledge base. Strauss & Corbin (1994, p. 278-279) maintained that "first, theories are always traceable to the data that gave rise to them--within the interactive context of data collecting and data analyzing, in which the analyst is also a crucially significant interactant. Second, grounded theories are very fluid...They call for exploration of each new situation to see if they fit, how they might fit, and how they might not fit...grounded theories are not just another set of phrases; rather, they are systematic statements of plausible relationships."

Exploring the data through the lens of critical theory was important because of my own identity and experiences. I am a Black woman who taught SSS in central California. I have insider knowledge of teaching SSS. My own experiences as a member of a non-dominant culture affect how
I view the world. Kincheloe & McLaren (1994, p. 140) stated that "critical research can be best understood in the context of the empowerment of individuals. Inquiry that aspires to the name critical must be connected to an attempt to confront the injustice of a particular society or sphere within the society." My purpose in grounding a knowledge framework based on what teachers actually do in the classroom was to give teachers a "voice." Much research has been done about teachers, but few have actually permitted teachers themselves to speak, to be heard. For teacher knowledge to be understood the "voice" of the teacher must be heard and understood. It is this knowledge and understanding that resides within the teacher that must be made public knowledge in order to be better understood by those inside and outside of education. Kincheloe & McLaren (1994, p. 145) maintained that "the knowledge that the world yields has to be interpreted by men and women who are a part of that world. What we call information always involves an act of human judgment. From a critical perspective this act of judgment is an interpretive act. The interpretation of theory, critical analysts contend, involves understanding the relationship between the particular and the whole and between the subject and the object of analysis."

Being a woman of color also affects the lens in which I viewed the data. Denzin (1994, p.509) stated that "a good critical, emancipatory text is one that is multivocal, collaborative, naturalistically grounded in the worlds of lived experience, and organized by a critical, interpretive theory. Denzin (1994, p. 510) cited Lather in stating that "theory is interpretation. There is no break between empirical activity (gathering empirical materials, reading social texts) and theorizing. Theory as interpretation is always anchored in
the texts that it analyzes and reads. Conceptualizing theory-as-interpretation or theory-as-criticism means that the writer employs a style that immediately connects a theoretical term to its referent.”

Janesick (1994) stated that the qualitative researcher makes a series of decisions at the beginning, middle, and end of a study. She further maintained that the qualitative design must have an elastic quality. In addition the researcher focused on description and explanation, and all design decisions ultimately relate to these acts. A system of checks and balances is built into the qualitative research design that includes staying in a setting over time and capturing and interpreting the meaning in individuals’ lives. The investment of time means that the researcher has the opportunity to use data triangulation. This allows for multiple views of framing the problem, selecting research strategies, and extending discourse across several fields of study. “Finally, the qualitative researcher is like the choreographer, who creates a dance to make a statement. For the researcher, the story told is the dance in all its complexity, context, originality, and passion (Janesick, 1994, p. 218).

CONCLUSION

A qualitative design has been chosen for this study because qualitative research according to Denzin & Lincoln (1994, p. 2) is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. Moreover, qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. In addition, “qualitative research involves the studied use and collection of a variety of empirical materials—case study, personal experience, introspective, life story, interview, observational,
historical, interactional, and visual texts — that describe routine and problematic moments and meanings in individuals’ lives." In this study, observation, interview, and a self-administered questionnaire are the phenomena that were examined to formulate a knowledge base for non-native Spanish-speaking teachers. Each of the cases studied is likely to contribute to basic knowledge in the area of SSS.
CHAPTER 4

FINDINGS AND DISCUSSION

Knowledge grows and so should we (Wineburg, 1997)

INTRODUCTION

Teachers are expected to do many tasks in their classroom and to do them well. Teachers are expected to manage their classroom; organize activities; allocate time and turns; structure assignments; praise students who do well and cajole, bribe or urge students who are not doing well to do better; formulate the levels of their questions; plan lessons and judge student understanding. The focus of this study was to examine the questions that Shulman (1986, p. 8) insisted were missing in research on teaching: 1) questions about the content of the lessons taught, 2) the questions asked, and 3) the explanations offered in order to understand teacher knowledge.

The complexities of teacher knowledge have only recently come to the forefront of teacher education. To the layperson, teaching consists of nothing more than presenting information to students who then study and take a test over the material presented. This view of teaching is aligned with Freire's (1970) model of educational banking where students are nothing more than empty vessels waiting to be filled by the teacher who is a dispenser of knowledge. Recent research on teaching and teacher knowledge (Shulman, 1986, 1987; Grossman, 1987, 1989, 1991, 1999; Collinson, 1996, 1998, 1999; Clandinin & Connelly, 1995; Brophy, 1991; Bennett, 1993; Barnes, 1991; Raths & McAninch, 1999) has begun to highlight the complex nature of
teaching and teacher knowledge.

Calderhead (1987) stated that "research on teachers' thought processes has grown rapidly over the past decade, as it has become increasingly recognized that much of teachers' professional activity is cognitive in nature, and that a large proportion of teachers' classroom behavior is the product or accompaniment of some form of thinking" (p.183). One concern about investigating teacher knowledge is that it is private in nature. One method of identifying this private teacher thinking is to observe teachers at work in their classrooms. According to Golembek (1994) "the researcher can begin to ask what knowledge teachers have, how teachers acquire that knowledge, how knowledge changes, how students affect teachers' knowledge, and how teachers use that knowledge to make sense of their classrooms" (p. 406). Studies continue to show that there is a need to investigate teacher knowledge.

This study investigated three aspects of teacher knowledge: pedagogical content knowledge (PCK), subject-matter knowledge (SMK), and Cultural Awareness knowledge (CAK). There was a set of questions for each category. Pedagogical content knowledge had four questions; cultural awareness, three; and subject-matter knowledge, three. The purpose of the study was to identify ways in which teachers utilized their PCK, SMK, and CAK and ultimately to formulate a framework for non-native Spanish-speaking teachers who teach Spanish to native-speakers.

The findings of this study are presented in three data sets of survey, observation and interview. Findings in part one addresses the questions concerning PCK, part two addresses questions concerning SMK, and part three addresses questions concerning CAK. Following each data section is
a discussion addressing the answers provided for each section. The research questions for PCK, SMK, and CAK precede each of the respective data sets. The perspectives of the teachers that served as data were taken from questionnaire data, classroom observations of the participants, and interviews with the participants.

QUESTIONNAIRE STATISTICS

As was stated in Chapter 3, the researcher mailed 100 self-administered questionnaires to teachers in Florida, New York and Texas. Of the 100 randomly selected samples, 33 were drawn from Florida, 33 from New York, and 34 from Texas. For each state a random sample was drawn from the target population using a procedure and a table of random numbers from Hopkins, Hopkins and Glass (1996, 148, pp. 348-349).

The overall response rate was 54% (See Appendix E). The data in Appendix E is arranged in the following manner: the first two pages are organized by means of yes/no questions arranged in ascending order. The remaining pages are organized by means of multiple choice questions also arranged in ascending order. The data showed that 54 questionnaires returned and of that number 32 were used to tabulate the quantitative data sets. Nine questionnaires were returned to sender because the person was no longer working at the school. Ten were returned because the teachers did not teach Spanish to Spanish-speakers, and three others were returned because they reported that they did not have the time to respond to a research questionnaire. The modest response rate of 54% was due, in part, to the fact that some states do not distinguish Spanish as a foreign language from SSS. In some states, it was not possible to obtain a list of teachers who only taught SSS. Had the researcher been able to receive an accurate
list of teachers who teach SSS, the questionnaire response rate may have been higher.

Many of the respondents stated that they appreciated the opportunity to participate in the study and expressed an interest in obtaining the results of the study. In terms of the number of questions in the survey, there were 57 total questions; 41 were multiple choice format and 16 were open-ended. The length of the survey instrument may have also played a role in the small response rate. A copy of the survey instrument can be found in Appendix A. The next section presents data from Part I of the questionnaire.

PART 1

PEDAGOGICAL CONTENT KNOWLEDGE RESEARCH QUESTIONS

1. In what ways do non-native Spanish-speaking teachers who teach SSS understand the subject matter pedagogically?

2. To what extent do non-native Spanish-speaking teachers become aware of their understanding of pedagogical content knowledge related to teaching SSS?

3. What skills and knowledge do non-native Spanish-speaking teachers perceive as necessary for them to acquire pedagogical content knowledge for teaching SSS?

4. What changes, if any, in perceptions of their pedagogical content knowledge do teachers who teach SSS experience over time?
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Yes %</th>
<th>No %</th>
<th>Question</th>
<th>Yes %</th>
<th>No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training specific to teach SSS 1</td>
<td>53</td>
<td>38</td>
<td>Knowledge that students do not understand concepts</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Training in developing successful relationships 6</td>
<td>31</td>
<td>56</td>
<td>Getting to know students</td>
<td>22</td>
<td>88</td>
</tr>
<tr>
<td>Collaborate with other teachers 9</td>
<td>56</td>
<td>34</td>
<td>Consider students' prior knowledge when plan lessons</td>
<td>24</td>
<td>84</td>
</tr>
<tr>
<td>Utilization of advanced organizers 12</td>
<td>84</td>
<td>13</td>
<td>Evaluate teaching after a lesson for improvement</td>
<td>26</td>
<td>97</td>
</tr>
<tr>
<td>Change lessons based on students needs 14</td>
<td>91</td>
<td>0</td>
<td>Preparedness when first starting to teach SSS 31</td>
<td>53</td>
<td>47</td>
</tr>
<tr>
<td>Assess students' abilities at the beginning of school 16</td>
<td>84</td>
<td>13</td>
<td>Preparedness after teaching SSS one years 33</td>
<td>69</td>
<td>16</td>
</tr>
<tr>
<td>Knowledge of student understanding of concepts 18</td>
<td>91</td>
<td>0</td>
<td>Preparedness after teaching SSS two years 34</td>
<td>69</td>
<td>9</td>
</tr>
</tbody>
</table>

Table 1. Summary Data for Part I of the Questionnaire
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Yes</th>
<th>No</th>
<th>Question Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness after teaching SSS three years</td>
<td>69</td>
<td>3</td>
<td>Major indicators that show student understanding</td>
<td></td>
</tr>
<tr>
<td>Preparedness after teaching SSS five years</td>
<td>63</td>
<td>0</td>
<td>a- students ask relevant questions</td>
<td>78</td>
</tr>
<tr>
<td>Change of perceptions about teaching SSS over time</td>
<td>78</td>
<td>16</td>
<td>b- students show interest in the topic</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>c- students ask for more info about topic</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>d- other</td>
<td>50</td>
</tr>
<tr>
<td>Useful strategies learned for teaching SSS</td>
<td>8</td>
<td></td>
<td>Major indicators that show students do not understand</td>
<td></td>
</tr>
<tr>
<td>a- bridging strategies</td>
<td>47</td>
<td></td>
<td>a- blank stares</td>
<td>66</td>
</tr>
<tr>
<td>b- schema building</td>
<td>34</td>
<td></td>
<td>b- silence</td>
<td>75</td>
</tr>
<tr>
<td>c- metacognitive dev.</td>
<td>34</td>
<td></td>
<td>c- the students do nothing</td>
<td>59</td>
</tr>
<tr>
<td>d- textual representation</td>
<td>28</td>
<td></td>
<td>d- other</td>
<td>31</td>
</tr>
<tr>
<td>e- anticipatory guides</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f- student journals</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g- strategies that tap prior knowledge</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h- other</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills used to evaluate students</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a- writing evaluation</td>
<td>78</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b- reading evaluation</td>
<td>69</td>
<td></td>
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</tbody>
</table>

Table 1. Summary Data for Part I of the Questionnaire (Continued)
<table>
<thead>
<tr>
<th>Question</th>
<th>%</th>
<th>Question</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe evaluations used most often</td>
<td></td>
<td>How have perceptions about teaching SSS changed over time</td>
<td></td>
</tr>
<tr>
<td>a- I reflect about my teaching</td>
<td>88</td>
<td>c- confidence in my teaching has increased</td>
<td>75</td>
</tr>
<tr>
<td>b- I take notes on my teaching</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c- I have a peer evaluate my lesson</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d- other</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What factors most determine whether the lesson was successful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a- the students seem interested in the lesson content</td>
<td>94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b- the pacing of the lesson went well</td>
<td>69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c- the majority of the students do well on a quiz or test</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d- other</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What factors most determine whether a lesson was not successful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a- the students appear uninterested, bored, restless, etc.</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b- the pacing/timing did not go</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c- the majority of the students do not do well on a quiz or test</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d- other</td>
<td>13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1. Summary Data for Part I of the Questionnaire (Continued)
Question 6 on Table 1 is of interest because 56% selected "they did not receive either formal or informal training to develop relationships with students, the local community, including parents, guardians, and colleagues". Question 9 demonstrated that 56% of the respondents "did collaborate with other teachers" and 34% "did not collaborate with colleagues". On Question 31; 53% selected "they felt prepared to teach Spanish to Spanish-speakers", and 47% "did not feel prepared when they first began to teach the course". Question 8 had asked respondents to select the most useful strategies they learned from conferences or training for teaching Spanish to Spanish-speakers, range from 13%, the "Other" category, to 47%, "Bridging strategies". Question 27 asked respondents to select the evaluation technique employed most often ranged from 13%, "have a peer evaluate the lesson" to 88%, "students appeared interested in the lesson content". Question 40 asked respondents to indicate the single most important understanding a new teacher must have to teach Spanish to Spanish-speakers; 69% selected "the ability to make concepts understandable to students". Question 41 asked respondents to indicate other important understanding a new teacher must have, 69% selected "the ability to make concepts understandable to students".
*Advanced organizers

*Students' level of comfort in the classroom

*Comprehensible input - scaffolding, guided practice

*Explanation of purpose of exercises and assignments

*Repetition of concepts in varied ways

*Immediate incorporation of students' suggestions

*Awareness of students' understanding or misunderstanding of concepts or assignments

*Frequent use of drawing on students' prior knowledge

*Teasing out responses from students by asking a question more than once; using multiple examples; giving the first part of the sound or letter of the answer; encouraging students to think critically

*Classroom expectations are made clear to students and are often reiterated

*Frequent comprehension checks with students

*Organization skills evident in presentation of lessons

<table>
<thead>
<tr>
<th>Table 2. Summary of Observational Data Related to Part I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelve Techniques Observed: (listed in order of observations not frequency)</td>
</tr>
</tbody>
</table>
*strategies to assist students in building vocabulary; improve their writing; become autonomous learners

*providing immediate feedback to students on their assignments

*making certain students understand concepts presented to them

*constant reflection about their teaching and continuing education to improve their teaching skills

*keeping long term goals in mind as short term goals are met

*creative ways of making lessons interesting and enjoyable for students as well as ways of getting all students to participate

<table>
<thead>
<tr>
<th>Table 3. Summary of Interview Data Related to Part I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six Key Comments Frequently mentioned in Interviews: (listed in order of interview and not frequency)</td>
</tr>
</tbody>
</table>
PART 1 DISCUSSION

Borko and Putnam (1995, p. 36) contended that to understand teaching, it is essential to study teachers' knowledge systems; their thoughts, judgments, and decisions; the relationship between teachers' knowledge systems and their cognitions; and how these cognitions are translated into action. Borko and Putnam also maintained that the "essence of knowledge is structure." They go on to state that cognitive psychologists share a common basic assumption that an individual's knowledge structures and mental representations of the world play a key role in perceiving, thinking, and acting. Furthermore, teachers' thinking is directly influenced by their knowledge.

Borko and Putnam (1995, p. 46) also stated that "pedagogical content knowledge consists of an understanding of how a subject area, and the topics and issues within it, can be organized and represented for teaching". Thus, in order to examine teachers pedagogical content knowledge it is important to investigate how teachers organize or structure their classroom so that learning can occur. In each classroom, I noticed the use of advanced organizers; they were used every day. These included a daily agenda which listed the order in which assignments would take place. Dominic used the computer to display his daily agenda on the television screen which typically was presented in the following manner (English translations mine):

I. Introducción (Introduction)
   A. Visita a la biblioteca (Visit to the library)
   B. Repaso: hacer resúmenes (Review: Writing summaries)
   C. Lectura libre (Free reading)
D. Entregar la tarea 1) evaluación de lectura (Turn in homework 1) reading evaluation)

II. Repaso oral - Vocabulario #1 (Oral review - Vocabulary #1)

A. Examen - Hoy miércoles 5 de septiembre
   (Test - Today Wednesday Sept. 5)

(Observation 9/5/01)

Luz wrote her teaching agenda on the blackboard which was presented as follows:

6 de diciembre del 2000 (December 6, 2000)
- Lectura en silencio (Silent Reading)
- Traducción/reflexión (Translation/reflection)
- Ortografía - homófonos (Spelling - homophones)
- "Raining Backwards"

(Observation 12/6/00)

This was also consistent with the survey, Question Number 12, in that 84% of the respondents stated that they used advanced organizers to prepare students for a lesson.

Another common technique of the participants was frequent comprehension checks with the students or asking the same questions a number of times and providing wait-time for students to respond.

En tu familia aparte de tus padres ¿quién es una persona a quien admiras y por qué? ¿Entienden la pregunta? Normalmente admitan a sus papás, abuela, abuelo, un tío o un hermano mayor... Quiero que hablen acerca de otra persona aparte de sus papás porque sabemos que sus papás trabajan muy duro para mantenerlos, etc. Habla de otra persona a quien admiras y quiero averiguar el por qué.
In your family, aside from your parents, who is the person you admire most and why? Do you understand the question? Normally you admire your parents, grandma, grandpa, an uncle or an older brother... I want you to talk about someone other than your parents because we know that your parents work very hard to support your families, etc. Talk about another person whom you admire and I want to know why.

(Observation Dominic's class 9/4/01)

Ahora dentro de la categoría de los regionalismos están lo que se conoce como jergas o caló, sobre todo necesitamos decir algo sobre caló, ¿qué es caló? [Un grupo] Es un grupo sí, pero ¿qué significa? La jerga, ¿no? ¿Caló? Okay, la jerga es una manera de hablar que se distingue en un grupo de personas...

Now within the category of regionalisms, there is what is known as jargon or slang. Above all, we need to say something about jargon. What is jargon? [A group] A group yes, but what does it mean? Jargon? Slang? Okay, jargon is a term used to distinguish a group of people from other groups...

(Observation Luz's class 3/16/01)

El punto se usa para indicar el final de un párrafo o de un escrito y el punto puede asumir 3 funciones: punto y seguido, punto y aparte, punto final, y Uds. entienden eso ¿verdad?
¿Qué es punto y aparte, punto y seguido y punto final entienden eso verdad? ¿Sí o no? [Más o menos] Porque si entienden eso, entonces no hay que apuntar esto. Pero pueden apuntar la diferencia entre punto y seguido y punto y aparte.

The period is used to indicate the end of a paragraph or an essay and the period assume 3 functions: to end a paragraph, to end a sentence within a paragraph, and to end of a piece of writing. You all understand this right? What are the 3 functions of the period? You all understand this right? Yes or no? [More or less] Because if you understand then you don’t need to take notes on this, but you should take notes on the difference between the the end of a sentence and the end of a paragraph.

(Observation Dominic’s class 9/27/01)


Entonces recuerden Uds. cuando hay una palabra y no están seguros váyanse a la palabra original.

Sí, obviamente, la palabra abrazo viene de brazo ¿verdad?

Abrazar or abrasar (to embrace and to burn) Which is which?
Which is which? With s? How do you spell brazo (arm)? With z, obviously abrazar means to embrace. So remember when there’s
a word that you're not sure of go to the original source word.

Obviously, the word abrazo (embrace) comes from (brazo) arm, right?

(Observation Luz's class 12/12/00)

Drawing on students' prior knowledge was another important aspect in Luz and Dominic's teaching. In the survey in reference to question 8, 66% selected strategies that tap prior knowledge which was the largest percentage of the eight choices of useful strategies. On survey Question 24, 84% responded that they did take their students' prior knowledge into consideration when planning their lessons while 9% responded that they did not.


Other languages are recognized. For example, in Mexico what is the official language? [Spanish] Spanish. Are other languages spoken? [Yes] Approximately, how many? [Many] There are 72 languages aside from Spanish...

(Observation Luz's class 3/20/01)

Déjame revisar lo que dice, preguntar sobre lo que está ocurriendo en el cuento o una sección o parte del texto, y probablemente Uds. han hecho esto cuando
están viendo las novelas en la tele, okay. Cuando están
viendo novelas en la tele, algo sucede: un hombre muy
fidel a su esposa ve a otra mujer y la quiere conocer...

Let me review what I said, to ask a question about what
is happening in a story or in a section or part of the text,
and probably, you all have done this when you’re watching
soap operas on TV. You’re watching a soap opera and
something happens to a man who is usually very faithful to his wife
then he sees another woman and he wants to get to know her...
(Observation Dominic’s class 9/24/01)

Bueno, al final sabemos que se trata de la discriminación
¿verdad? ¿Racial y separación racial? Recuerden que
escribieron de la muralla y Uds. vieron la separación que
había en esa muralla. Lo que Uds van a hacer es escribir
una situación en la cual hubiera una muralla entre las
personas ¿verdad? Ya sea la falta de comunicación de
una situación entre padres, etc. ....

Good, we finally know what discrimination is, right?
Racial and racial separation? Remember when you all
wrote about the wall and you saw the separation
that the wall caused. You all are going to write
about a situation in which there is a wall between people,
right? It could be a situation where there is a lack of communication among parents, etc....

(Observation Luz's class 3/20/01)

Both participants told their expectations for assignments and homework.

Bueno tiene que tener una oración inicial muy impactante después de esto de una manera general, Uds. me podrían introducir a la autora y mencionarme los puntos que Uds. quieren hablar de ella. No me tenían que poner todo lo que ella habla, solamente lo que Uds. van a defender. Recuerden de que antes de escribir este ensayo tenían que haber hecho una lluvia de ideas, ¿verdad? Como "brainstorming" de cuál es el título que voy a hablar y... voy a enfocar en estos 2 aún cuando el autor habla de esos otros porque en la historia estos son los puntos que habla más ¿verdad?...

Well, the first sentence has to make quite an impression, then in a general manner you would introduce me to the author and mention the points you want to talk about in reference to the author. You don't need to tell me everything she said, only those themes you are going to defend. Remember that before writing this essay you'd have to have
done some brainstorming, right? For example, brainstorming about the title ... I'm going to focus on these 2 themes even though the authors talks about more themes in the story she talks more about these 2 specifically, right?

(Observation, Luz's class 3/16/01)

...Ahora quiero que prosigan de esta manera, su párrafo introductorio tiene una oración introductoria de la idea principal del párrafo. ¿Cuál es la idea principal de su párrafo? [El lugar] El lugar, muy bien. En su primer recuadro, Uds. me van a poner la oración introductoria... Después me van a dar una descripción y la descripción debe ser clara y detallada...

Now I want you to proceed in this manner, your opening paragraph has an introductory sentence with the main point of the paragraph. What's the main point of your paragraph? [Place] Place, very well. In your first paragraph you'll to give me an introductory sentence.. Afterwards, you're going to give me a description and that description should be rather clear and detailed.

(Observation, Dominic's class 10/4/01)
Both participants regularly explained the purpose of classroom assignments and homework to their students.

Ahora quiero introducir otra cosa para las estrategias, ¿y para qué les estoy dando las estrategias de lectura activa? ¿Para qué les estoy dando estas cosas? ¿Alguien se acuerda? ¿Qué hacen las estrategias de lectura activa por nosotros?... El propósito es para mejorar la lectura. Esas estrategias o técnicas les pueden ayudar a involucrarse más con lo que están leyendo, y se acuerdan más con técnicas para ayudarles a ampliar su comprensión, okay.

Now I want to introduce another reading strategy. Why am I giving you these strategies for active reading? Why am I giving you these things? Does anyone remember? What do active reading strategies do for us?.. The purpose is to improve your reading. These strategies or techniques can help involve you more in the reading and you remember more with these strategies which will help your comprehension.

(Observation, Dominic’s class 9/24/01)

Entre más el hombre piensa como mejor se adapta al pensar o podemos poner a ello ya se adapta a ello
porque ya sabemos que se refiere a pensar, ¿verdad?
...cuando Uds. hacen ejercicio, ¿qué pasan las
primeras veces?...¿Qué pasa si no hacemos ejercicio?
¿Qué pasa con nuestros brazos, nuestros músculos?
Se atrofian, ¿verdad? Entonces esto pasa igual con la
mente, tenemos que ejercitarla y muchas veces no toma
mucho de nuestra parte pero tenemos que hacerlo...

The more a man thinks, the better adapted he becomes
to thinking because we already know that this refers to thinking,
right?... When you exercise what happens the first few
times? What happens if we don’t exercise? What
happens to our arms, our muscles? They deteriorate,
right? So the same thing happens to the mind, we
have to exercise it often. It doesn’t take
much on our part, but we have to do it...

(Observation, Luz’s class 12/12/00)

Luz was explaining the importance of doing the daily translation
exercises in her SSS (Native-speakers) class. Each day students were
given a quote in English which they had to translate into Spanish. When
translating they had to take into consideration not just the Spanish
equivalents, but also the meaning of the quote.

The importance of students understanding concepts presented to them
was an important aspect in teaching as well as being in tune to students’
interest or disinterest in classroom activities and assignments. On survey
Question 14, 91% of the teachers responded that they did change their lesson plans based on their students' needs. On survey Question 18, 91% of the teachers responded that they knew when students understood a concept that had been presented to them. Question 19 asked teachers to rank the behaviors that served as indicators of students understanding; 78% selected “students asked relevant questions”, 84% selected “students showed interest in the topic”, 66% selected “students asked for more information about the topic”, and 50% selected “other indicators of student understanding”. The following are some teacher participant indicators of the level of student understanding in the “Other” category of Question 20:

- students remain in the classroom talking about the topic
- oral and written participation
- expressions on students’ faces
- students look at you and smile and sometimes ask to extend the topic discussed in class previously
- students look directly at you
- When you hear the “Oh, I get it” and I can see the brightness in their eyes
- formal assessment
- students are able to answer teacher’s questions over the concept
- students relate the how concepts/topic with previous knowledge and want to share it with the class
- we have discussion, some questions are teacher guided, others are open-ended questions
- they can explain it in their own words

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students answer relevant questions

(Questionnaire responses, 8/2001)

On survey Question 20, 91% of the teachers responded that they knew when their students did not understand a concept presented to them. On Question 21, 66% responded that “blank stares served an indicator”, 75% responded that “silence was an indicator”, 59% responded that “the students do nothing as an indicator”, and 31% selected “Other”. The following are the indicators that teachers selected as indicators as students not understanding a concept presented to them in the “Other” category of question 21:

- my students raise their hands and ask me
- students evade the topic
- students complain
- students’ lack of response. I ask them directly and I encourage them to ask questions
- students say they don’t understand
- students fail quizzes and tests
- students are “off task”
- students do not participate

Both participants were also aware of their students understanding or misunderstanding of concepts presented to them when they responded to oral interview question 9 (See Appendix F):

They start looking around. They look at the blackboard. They look at me. They start asking their classmates to see what they’re doing or they just don’t do anything.

(Excerpt of Interview with Luz 12/9/00)

Well obviously that’s an easy one, you have glassy
eyes, you have empty looks on their faces and you'll ask them is this clear, do you understand and this and they'll usually say yes and you'll say okay explain this to me and they can't and so I'll give them a bit of a prompt. I'll say okay here's the situation or look at this writing or whenever we're focusing on the capitalization of a proper noun then I'll prompt them and say remember we're talking about a person or a place or a specific name, etc. I'll give them those prompts and then let them take it from there.

(Excerpt of Interview with Dominic 12/8/00)

Both participants worked to make certain that there classrooms were comfortable places for the students. It was evident to see that students could ask questions or make suggestions with respect. Some examples follow:

I try not to do too much of the individualized response initially because they're still getting warmed up to work with me plus they're also new and and many are very shy.

(Excerpt of Interview with Dominic 12/8/00)

Voy a darles unos 5 minutos... [Diez] Okay, diez, tal vez diez y después entonces haremos el repaso de los resúmenes...

I'm going to give you 5 minutes... [Ten] Okay, ten, perhaps ten, and then we'll do the summary review.
(Observation, Dominic's class 9/4/01)

¿Necesitan algunos ayuda con de la tarea? ¿o no? [Sí]
Creo que pueden hacer todos la ocho no hay problemas, pero de roza, por ejemplo: La mujer sólo se le roza como el pétalo de una rosa.

Does anyone need help with the homework? Yes or no?
[Yes] I think that everyone can do number eight without any problems, but roza, for example: The woman touches him only slightly, like a rose petal.

(Excerpt of Interview with Luz, 3/16/01)

They are shy... and for some of them it's difficult to participate and I need to call on them more. I need to remind myself of that.

(Excerpt of Interview with Luz, 3/16/01)

Teasing out responses from students by asking a question more than once and in different ways and allowing adequate wait time was demonstrated by both participants. Some examples follow:

Once, alguien que es considerado con los otros, cumplidor de ordenes, conserva no destruye las cosas. Esta persona es res... [Respetuosa]
Respetuoso, sí porque es considerado con los otros. Ahora, que está absorbido en sus pensamientos se dice que la persona es
pen - sa.. [Pensativo] Pensativo.

Eleven, one who is considerate of others, follows orders, keeps and does not destroy things.

This person is res... [Respectful] Respectful, yes, because this person is considerate of others. Now, someone who is absorbed in their own thoughts. This person is pen -

[Pensive] Pensive.

(Observation, Dominic's class 9/4/01)

Ayer estuvimos haciendo el ejercicio de las cuatro esquinas ¿Recuerdan? ¿Algunos me pueden decir qué fue lo que hicimos?

¿De los qué? [Idiomas] De los idiomas de los Estados Unidos, ¿qué más? [Culturas] Las culturas, ¿qué hablamos sobre eso? ¿Qué dicen las preguntas? [Si el gobierno de los E.E.U.U. tiene obligación a enseñar español e inglés...]

Yesterday we did the four corners activity. Remember? Can someone tell me what we did? What did we talk about? [Languages] We talked about languages in the U.S. and what else? [Culture] Culture, and what did we say about this? What were the questions?
[If the U.S. government is obligated to teach English and Spanish...

(Observation, Luz's class 12/12/00)

Survey Question 40 (See Appendix A) asked teachers what is the single most important understanding a new teacher needs to have when teaching SSS, 53% selected "the ability to make make concepts understandable to students", 13% selected the "Other" category. Survey Question 41 asked teachers what other important understandings, not including their answer to 40, a new teacher needs to have when teaching SSS, 47% selected "the ability to make concepts understandable to students", while 31% selected the "Other" category.

The comments from the "Other" category for survey Questions 40 and 41 are as follows:

I feel all these factors are interdependent.

Ability to control the class.

Ability to relate to the students.

All are vital.

If you don't have a strong command of the language how can you make concepts understandable.

Ability to get students to reflect on the stories they read and to internalize lessons relative to their lives and being good citizens.

Strongly encourage every student to grow, even when they bring very little prior knowledge of the language to the classroom.

Allow each one to feel that they can learn even if it requires extra work.

To know something other than Mexican Spanish.
Be able to tolerate the machismo attitude that the boys have and the submissive attitude the girls have.

Be able to motivate the students and network with parents.

The teacher should have a good knowledge of Spanish and Hispanic American literature/plus good grammar.

Patience!

To have the ability to work with the Spanish curriculum and make emphasis in topics that make language skills grow.

A teacher can adjust her knowledge of the Spanish language by planning her lessons well and showing a lot of enthusiasm for the subject.

Keep the students and their various levels and problems in mind at all times.

Survey Question 38 asked teachers if their perceptions about teaching SSS changed over time; 69% responded “yes”, and 16% responded “no”. Survey Question 39 asked how had teachers perceptions changed over time; 81% selected “the ability to make concepts understandable to students”. The “Other” category for survey question 39 was selected by 25% of the respondents. The comments as they related to pedagogical content knowledge are as follows:

- Awareness of the different levels of needs.
- Native speakers have different needs than non-natives.
- I’ve developed curriculum that I find very stimulating and have been able to convey that to my students.

These examples are highlights of the depth and breath of pedagogical content knowledge displayed by both participants. The observation and
interview data were useful in expanding on the responses to the questionnaire. It would have been impossible to obtain “thick description” in a self-administered questionnaire.

Subject-matter knowledge or subject-specific pedagogical knowledge according to Borko and Putnam (1995, p. 46), “consists of an understanding of how a subject area, and the topics and issues within it, can be organized and represented for teaching.” Borko and Putnam went on to state that strong pedagogical content knowledge is characterized by a well-developed, overarching conception of what it means to teach a subject matter. Leinhardt, Putnam, Stein and Baxter (1991, p. 88) stated that expert teachers use many complex cognitive skills, blending together polished lessons that are made up of many smaller lesson segments. “These segments, in turn, depend on small socially scripted pieces of behavior called routines, which teachers teach, participate in, and use extensively.” Leinhardt et al also maintained that expert teachers have a rich repertoire of instruction scripts that are updated and revised throughout their personal history of teaching. Furthermore, they believed that teachers are flexible, precise, and prudent planners. That is to say that they plan what they need to, but not what they already know and do automatically. This is the setting in which the findings for subject-matter knowledge are presented.

Part 2

Subject-Matter Knowledge Questions

1. To what extent is knowledge of subject matter perceived to assist teachers who teach SSS?

2. Will knowledge about the differences between first language acquisition be perceived to assist non-native teachers who teach SSS?
3. To what extent is metalinguistic knowledge perceived to be beneficial for non-native Spanish-speaking teachers?

4. How can the findings of this research project be used in teacher preparation programs?
<table>
<thead>
<tr>
<th>Question</th>
<th>Speak 5a</th>
<th>Reading 5b</th>
<th>TV 5c</th>
<th>Radio 5d</th>
<th>Nothing 5e</th>
<th>Email 5f</th>
<th>Other 5g</th>
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<th>Schema Bldg 8b</th>
<th>Metacog. Dev. 8c</th>
<th>Text Rep. 8d</th>
<th>Anticip. guides 8e</th>
<th>Std Jour 8f</th>
<th>Prior Kwlndg 8g</th>
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<th>Read eval. 17b</th>
<th>Listen eval. 17c</th>
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<th>Con. educ. 39b</th>
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<th>Question</th>
<th>Strong command Span. lang. 40b</th>
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<td>%</td>
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<th>Question</th>
<th>Strong command 41b</th>
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<tbody>
<tr>
<td>%</td>
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</table>

Table 4. Summary Data for Part II of the Questionnaire
Question 5 on the survey asked respondents to indicate what they did to keep their Spanish up-to-date; 0% selected "Nothing" as well as the "Other" category. Question 39 asked respondents to indicate how their perceptions changed over time; 69% selected "their comfort level with the subject had increased" and 38% selected "they had continuing education about Spanish for Spanish-speakers". Question 40 asked respondents to indicate the single most important understanding a new teacher must have to teach Spanish to Spanish-speakers; 53% selected "a strong command of the Spanish language". Question 41 asked respondents to indicate other important understanding a new teacher must have; 69% selected "a strong command of the Spanish language".
*Ability to organize concepts into understandable units and build on each unit from simple to more complex.

*Depth and breadth of knowledge of subject-matter.

*Using what students know to bridge new information as well as using comparison and contrast between Spanish and English.

*Constant planning - thinking of ways to review material already presented.

*Reflection on presentation of materials - especially after quizzes and tests.

*Knowledge of language, registers, academic and non-academic as well as purposes, including interpersonal, interpretative and presentational modes.

<table>
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<th>Table 5. Summary of Observational Data Related to Part II</th>
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<tr>
<td>Six Key Techniques Observed: (listed in order of observations not frequency)</td>
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</table>
*Making concepts understandable to students.

*Continued effort to improve knowledge of the subject-matter.

*Using what students know to present new information.

*Knowledge of language, registers, academic and non-academic as well as purposes for different registers, including interpersonal, interpretative, and presentational modes.

*Constant planning - thinking of ways to review material already presented.

<table>
<thead>
<tr>
<th>Table 6. Summary of Interview Data Related to Part II</th>
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<tbody>
<tr>
<td>Five Key Comments Frequently mentioned in Interviews: (listed in order of interview and not frequency)</td>
</tr>
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</table>
Part 2 Discussion

Grossman, Wilson and Shulman (1989, p. 25) stated that "knowledge of subject-matter encompasses more than what is typically measured in standardized multiple choice tests, and certainly more than is reflected in the number of classes that someone has taken." They stated, furthermore, that their research has demonstrated that teachers' subject-matter knowledge affected both the content and processes of instruction, influencing both what teachers teach and how they teach it. Due to the fact that knowledge is not static, teachers must actively keep their knowledge of subject-matter current. This is evident in the responses from the survey and from observations and interviews with the participants in this study.

Survey Question number five showed that everyone did something to keep their Spanish skills up-to-date. "Speaking Spanish with family or friends", response 5a was selected by 91% of the respondents, "read newspapers, magazines, etc." was selected by 81%, "watch Spanish TV programs" was selected by 72%, "listen to Spanish radio programs" 50%, "internet/email" 31%. Not surprisingly no one selected category 5e, "Nothing". In addition, no one selected category 5g, "Other".

The participants also spoke of similar ways of keeping their Spanish up-to-date in response to the oral interview question number 2 (See Appendix F):

I continue to look at the new books that are available to determine how they can help me in my teaching. I compare and contrast books to determine which might be better for the students.
(Excerpt of Interview with Luz, 12/9/00)

I speak Spanish all the time and I read. I watch television. I'll write in Spanish. I translate from time to time for other instructors at meetings and I utilize skills or techniques that I learned in the literacy project at Bella Vista High School during the summers of 94, 95 and 98.

(Interview with Dominic, 12/8/00)

The demonstration of subject-matter knowledge was conveyed through survey Question 17 which asked what skills were used to evaluate student's abilities. The category 17a "writing evaluation" was selected by 78% of the respondents, "reading evaluation" was selected by 69%, "listening evaluation" 66%, "speaking evaluation" 63%, and "Other" was selected by 9% of the respondents. The responses from the Other category were:

- spelling
- interest in learning the language
- language skills evaluation grammar according to the grade level

(Questionnaire responses, 8/2001)

Subject-matter knowledge also played an important role in how teachers changed their lessons based on their students needs. On survey Question 14, 91% responded that "they did change their lessons based on students needs" (See Part 1 - Quantitative under Research Process Pedagogical Content Knowledge.) The responses for survey Question 15,
covered a range of different techniques:

Native speakers, especially in level one, have different aptitudes. I have to teach the course bilingually.

When reading poetry (look for students interest in writing their ideas) teaching Don Quijote.

Review material over and change strategies if not comprehended at first.

If they are not ready as a group then I repeat (verbs, for example.)

Slow pace, change “teacher talk” to students, cooperative learning activities.

Postponing quizzes, adding activities to enhance reading comprehension.

Extra time for questions and answers, review homework in class.

When I sense students did not really have certain prior knowledge when teaching literature (i.e. literary terminology.)

Sometimes teachers have to accommodate daily lessons to fill in students' gaps to help them become stronger for higher education.

I can't go on with reading if there are lacks of information on vocabulary.

I allow the students to take the lesson where they want it to go with me as a guide. If the lesson isn't what I thought it would be I usually ask another teacher what I did wrong or how to make it better.

More advanced students receive advanced materials.

E.S.E. students (specialist test, etc.) Some recently arrived students from Latin America speak Spanish, but do not know how to read and write well enough, not much schooling.
Go back and read the story or segments again stay for a while in a grammar aspect.

Lengthen or shorten a lesson. Expand on topic.

Reviewing prior knowledge, additional activities to practice.

Re-teach/re-evaluate.

Monitoring and re-teach using a different strategy.

Try to provide a variety of different Latin American writers.

Go over grammar rules to improve writing skills (with my bilingual students.)

I monitor and adjust depending on the student population and cultural background.

I adjust my lessons to include the needs of my students. I use TPR, cooperative learning.

Speed or slow developing of a reading according to a group, rewrite to feel of connections.

(Questionnaire responses, 8/2001)

Both participants also responded in a similar manner to the oral interview form of this question (See Appendix F):

At the beginning of the year I’ll give a reading and writing assessment and from that I’ll base it on the purpose of my instruction. If I see a lot of need for reading comprehension techniques then that will initiate the beginning of the school year and then writing will follow because I want to make sure they understand their reading so
that in turn they can turn that into writing of
their own.

(Excerpt of Interview with Dominic, 12/8/00)
Every year's different because every year you
find new items you want to use. Sometimes
it changes a little from year to year and sometimes
from class to class because the students are different.
You need to do a bit more engagement with some
classes and not others. So it changes every time,
that's part of being a teacher.

(Excerpt of Interview with Luz, 12/9/00)
Subject-matter knowledge also plays a role in the the kinds of
advanced organizers teachers use. Survey Question 13 asked teachers to
describe the techniques or strategies they used most often. The responses
were:

Looking for author biography and Spanish narrative
on movimientos literarios like medieval times -
vanguardismo.

Prior knowledge, present material, grouping,
venn diagram, analysis.

Oral discussions - predicting and setting purpose.

History surrounding the story/vocabulary and some
religion and philosophy.

Discuss issues relevant, review vocabulary, etc.

Brainstorming (i.e. web), outlines of ideas, rough
drafts, prereading activities.

I introduce the lesson myself with examples and
visuals.
I introduce themes, vocabulary.

Have students answer questions connected to the topic. Talk on the topic can be connected to students' previous experience allowing them to grow and change ideas.

I use focus activities or sponge activities to prepare students for lessons.

Use of current events

Use of paintings to present a topic, reading of a key phrase or saying, etc.

Internet search, background - historical.

Graphic organizer, quick write.

Concept attainment, concept formation.

Questions that stimulate interest.

(Questionnaire responses, 8/2001)

The participants held similar views in response to the oral interview:

Here in the school we got together and we organized all the different strategies and categories. The ones I use most often are bridging, schema building and metacognitive development, etc. and textual representation. I use bridging activities such as anticipatory guides or tap prior knowledge questions or journal writing to introduce topics.

(Excerpt of Interview with Luz, 12/9/00)

I follow the 3 steps into, through, and beyond. If we were going to do be doing a story on descriptive writing then I'll have an object and I'll ask them to orally describe it to me before we start doing that process - What does this
object look like? What does this person look like? and then
I'll led them into doing descriptions. Then once we finish that
oral introductory piece I'll say what we're going to do now is
write. We're going to practice doing this type of basic
description and led them into it or perhaps we've done
a brainstorming activity and I ask them to describe. So
I'll show them that all of this information is good, now we
just have to put it into the proper steps and follow that with
a scale of how the writing should be done and then backup
again and take one piece at a time and describe to them,
practice with them the description placement of adjectives,
nouns.

(Excerpt of Interview with Dominic, 12/8/00)

Constant reflection and thinking of ways to improve lessons are
important aspects of teaching according to the teachers responding to the
survey and the participants. Question 26 on the survey asked if teachers
evaluated their lessons after teaching to consider ways to improve or change
it for a future time; 97% of the teachers responded that "they did". Question
27 asked teachers to describe the evaluation techniques they employed most
often (see Part 1 - Data Set 1 (Survey) Quantitative under Pedagogical
Content Knowledge). The first category 27a "I reflect on my teaching" was
selected by 88% of the respondents; "taking notes on their teaching" was
selected by 41%; "having a peer evaluate their lessons" was selected by
13%; and the "Other" category was selected by 38% of the respondents. The
responses for the "Other" category were as follows:
I determine what they need to know, and again
I need to teach grammar points bilingually.
make changes in lesson plans, re-teach.
add the next day to what I have missed.
I see in students' work how well I've taught.
I review lessons given and change ideas that
may work better in the future.
I am part of the critical friend group and we
discuss lessons and videotape each other
to view lessons and we discuss issues we
might have.
I evaluate the results of assessments.
Use students' evaluation as a way to assess
my teaching.
I have students tell me about a lesson.
I discuss my lesson with a teacher from
different school for ways to improve.
I read about new ways, discuss with other
teachers ways to improve and diversify.

(Questionnaire responses, 8/2001)
The participants also spoke about reflecting on their teaching (See
Appendix F, Question 12).
I just know when an activity worked out or if it
was too boring. If it's something I don't want to do
again I'll put reminders in the books for myself as
a way of reminding me to use it or not to use it or
to change it a little bit. At the end of the semester
I ask the kids to do an evaluation about the course
and my teaching and that always helps me to
know what to do.

(Excerpt of Interview with Luz, 12/9/00)

In the past it used to be a written thing, now I've done it so long, it's very simple. I'll just ask myself did I teach to the objective, were the students able to understand and meet the objective and did they demonstrate comprehension of the topic through their activities and responses. Then I'll tell myself I did a good job or a bad job and they weren't receptive so I try to thing about how I did during the day.

(Excerpt of Interview with Dominic, 12/8/00)

Reviewing and recalling of previously presented information as well as tapping into students' prior knowledge were evident in the observation of the participants. The responses to survey Questions 24 and 8g at 84% and 66% respectively also indicated the importance of using students prior knowledge.

Quiero que copien la siguiente estrategia que es de relacionar. Relacionar lo que lees a tu propia vida o a lo que ya sabes y esto es lo que sucede muchas veces con Uds. cuando están viendo una película entonces sucede algo y Uds. pueden relacionar esto con su vida. ¿Cuántos de Uds. trabajan con animales? Okay, bien, entonces, si Ud. vio una película en donde alguien trabajaba con animales Ud. entendería esto, ¿verdad? Uds. podían relacionar
I want you to copy the following strategy which is about relating. Relating what you read to your personal life or what you already know and this is what happens many times when you watch television and then something happens and you can relate it to your own life. How many of you work with animals? Okay, well then, if you saw a movie where someone was working with animals you would understand this right? You can relate to the problems caused by working with animals...
(Observation, Dominic’s class 10/9/01)

Ahora, para escribir un párrafo, ¿qué hay que dejar al principio del párrafo? ¿Quién se acuerda? [Un espacio] Un espacio, bueno, ¿y este espacio se llama? El nombre de la bebida una..
[Sangría] Sangría, okay muy bien.

Now in order to begin a paragraph, what do you need to do? [A space] A space, good, and what is this space called? The name of the drink a...
Seguimos revisando los exámenes de ayer de los homófonos ¿verdad? Define, ¿qué son los homófonos? [Palabras que tienen el mismo sonido pero se escriben diferente]
Sí, los homófonos son palabras que tienen el sonido igual, pero se escriben diferente y tienen diferentes significaciones también, ¿verdad?

We’ll continue to review the homonym test, right? Give me the definition for homonym.
[Words that have the same sound, but are spelled differently.] Yes, homonyms are words that sound identical, but are spelled differently and they also have different meanings, right?

¿Qué diferencia hay entre el gobierno de Cuba y el gobierno de los E.E.U.U.? Obviamente, ¿qué sistema político tiene Cuba? [Comunista] Son comunistas, ¿verdad?
What's the difference between the governments of Cuba and the U.S.? Obviously, what's Cuba's political system? [Communist]
They are communists, right?
(Observation, Luz's class 3/16/01)

...I want the kids to be able to read and write reasonably well. I tell them that the skills you develop in this Basic Skills class are transferable to English. So then that will facilitate their acquisition of English and how it works as well. Not everything, but a good number of principals are the same...
(Excerpt of Interview with Dominic, 9/20/01)

...¿Qué pasa con Uds. cuando quieren platicar un chiste en inglés? No tiene el mismo sentido del humor, ¿verdad? ¿Creen que Uds. se pueden enojar igual en el otro idioma? A a menos que sean bilingües. Se pueden enojar con igual intensidad en el otro idioma. Si pueden expresarse con igual intensidad, cuando están enojados, esa es la señal de que son totalmente bilingües, sino, un idioma es más fuerte que el otro...
...What happens when you want to tell a joke in English? It's not the same, right? Do you think that you can have the same intensity of anger in another language even though you're bilingual, you can get angry in another language, but it's more comfortable to use your native language when you're angry, especially if you feel that one language is stronger than the other...

(Observation, Luz's class 12/12/00)

Wineburg (1997) stated that someone who possesses in-depth knowledge about their topic can separate the peripheral from the central, can see the forest for the trees, and possess knowledge organized in interconnecting networks of meaning and significance. It would be impossible to list all the instances of the breadth and depth of subject-matter that both participants demonstrated in the researcher's observations of their teaching. This next section begins with an overview of what was seen and observed and follows with examples of the participants' knowledge of the subject.

Dominic taught a course called Basic Skills. This course is taught to native Spanish-speakers who obtain a score of one on the LAS test. LAS is Language Assessment of Skills and is a standardized test to assess Spanish language skills.

The goal of the Basic Skills class is to get the students' reading and writing skills up from the level where they started.

My overall goals for this class are that they learn to structure a decent sentence. That's the same every
year. I really want them to be able to structure a sentence that makes some sense and that has detail to it and build that into a paragraph so that the paragraph will have a strong voice and they're really clear in what it is that they have to say. If they make a certain statement that they support their statement with some details rather than giving a vague statement and then continuing on so that everything works fine because they're expecting the reader to understand and we just don't always understand. They need detail and some clarity to what's being stated because one of the things for a writer is that you want the reader to visualize what it is you're saying. I'd like to have them reading at a 4th grade level by January, and that's punctuating, capitalization, clarity of syntax, correct use of adjectives and then building their vocabulary, making it a little bit more effective instead of playing with words.

(Excerpt of Interview with Dominic, 9/6/01)

Dominic spoke in class about the importance of the reader being able to visualize what the writer was talking about.

Cada color se refiere a un adjetivo y tal vez Manolo va a hablar acerca de su lugar y dice "Mi lugar favorito es un lugar muy bonito. Cada vez que me iría a ese lugar me pondría alegre... Ahora es con esos colores..."
que Manolo está pintando un lugar bonito, ¿verdad?
Los adjetivos son la pintura y Uds. son los pintores y
el pincel es su lápiz o su pluma...

Each color refers to an adjective, and perhaps, Manolo
is going to talk about his place and he says “My
favorite place is a very pretty place. Each time that I would
go to this place I would be happy... Now, it is with these colors
(adjectives) that Manolo is painting a picture of a
beautiful place, right? The adjectives are the paint
and you all are the painters and the paintbrush is
your pencil or pen...

(Observation, Dominic’s class 10/4/01)

Dominic gives his students spelling and vocabulary words on a weekly
basis. He takes the spelling words from commonly misspelled words in the
students’ writing. When Dominic reviews these words with the students he
uses American sign language of the letters. The students have a handout of
the signs for each letter. Students are quizzed weekly on the spelling and
vocabulary words. When reviewing spelling and words Dominic often gives
students hints to help them remember how to spell a word or its meaning.

Okay, la palabra favorito, ¿es con “b” grande o
“v” chica? ['V' chica] “V” chica y el cognado en inglés
as favorite, favorito se escribe igual con la “v” chica.

Okay, the word favorite, is it with a B or a V?
[V] V like the English cognate favorite, favorito is also
written with a V.

(Observation, Dominic's class 9/6/01)
La ocho que busca aventuras. [Aventurero]
Aventurero y la palabra clave es [Aventuras]

Number eight, one who looks for adventure. [Adventurous]
Adventurous and the key word is? [Adventure]

(Observation, Dominic's class 9/7/01)
Dominic's knowledge of Spanish subject-matter ranges from grammar to literature. Each day students are given 5-10 minutes to do silent reading or to write in their journals. After silent reading, students must summarize what they read in writing and bring it to Dominic and he reviews their writing. The journal topics are selected by Dominic and after they finish writing they bring him their journals for his review. Dominic spends on average about 3-5 minutes with each student reviewing their writing. When asked why he felt this was important, he stated:

I try to give them an immediate response, sometimes I get so overwhelmed that I don't return a paper to them for quite a few days, so this is just a short writing piece and they're practicing capitalization, punctuation, spelling, and also vocabulary and thematic writing. It also gives them an immediate sense of accomplishment and then immediate review of where they need some work.

(Excerpt of Interview with Dominic, 3/15/01)
Dominic began the year by giving students basic concepts; separation of words into syllables, the rules for written accent marks, rules of punctuation, writing a complete sentence, and then writing of paragraphs. Dominic was asked to talk about his goals and aims for getting students to write well as well as the order in which his presented these concepts to students.

It's real basic things, breaking words into syllables and the kids all have some knowledge of reading skills already and they have some writing skills, but as they read they read hesitantly and they're afraid to pronounce words that they don't know so they skip them completely. I want them to understand it's not a difficult or scary thing and that this process of breaking words into syllables sometimes will help.

Their syntax is not good, a lot of them do not have clear ideas, their punctuation or their spelling is not clear. So you'll get a lot of short phrases that are supposed to be a sentence, but there's no fluidity. I tell them that this is not proper and they need to improve their writing because if they want to get a better job the better they read and write the easier they can learn new things for that job. I tell the kids I want you to show me that you can read and write reasonably well and that these skills you develop in Basic Skills are transferable to English. So then that will facilitate their acquisition of English and how it works as well.
Not everything, but a good number of the principles are the same. I give them the reading exercises to do out loud in class and then as they read I point out to them "look at the punctuation here"... I want them to understand that they have to write a clear sentence that makes sense and they make a statement and then they have to back it up. I want them to be able to understand that they plan their thoughts, even though that's thinking on your feet, but you try to plan or structure what you want to say and then you'll be better understood. Tomorrow, if we have time I'll work on paragraph structuring, what are the important things to have. I have a handout to give them on writing a simple paragraph and that's what I want them to do by the end of this course - to write a paragraph or more and make certain they have a statement and they support what it is that they're saying. Now, as far as how many descriptive adjectives, etc., that's just going to determine how much their going to expound upon it, making sure that they can make sense.

(Excerpt of Interview with Dominic, 9/20/01)

Luz taught three SSS courses. One was a Spanish II class composed of all native Spanish-speakers, the other was a Spanish II class composed of bilingual English Spanish-speakers, and the third course was an Advanced Placement Spanish Literature course composed of native Spanish-speakers.
and bilingual English Spanish-speakers. Luz's range of subject-matter knowledge was also impressive. She displayed knowledge of language varieties in Spanish, literary terminology, translation skills from English to Spanish, knowledge of a variety of Spanish-speaking authors, ample vocabulary, and knowledge of how to write well.

Luz began each class with silent reading time in which students read for about 5-10 minutes. Students read texts in Spanish and could select what they wanted to read. Luz provided books and newspapers for students to read during silent reading time if they did not bring a book of their own choosing. The emphasis on reading and writing was quite evident in all Luz’s classes, but especially in the AP Spanish class. Luz stressed the importance of being able to translate meaning rather than simply translating words to her students. Both Spanish II classes did a translation exercise after doing their silent reading.

Vamos a tratar de traducir la lo mejor que podamos.
Vamos a traducirla literalmente. Dice “El todo punto acerca de hacer las cosas es saber lo que no hacer.”
¿Tiene sentido? No, okay vamos a tratar de traducirla.
La idea central/principal para determinar las cosas, es saber diferenciar las cosas que no son importantes. Saber o conocer, ¿cuál es mejor?... La idea central para determinar lo que necesitamos hacer, es saber lo que debemos dejar sin hacer.

We’re going to translate this the best we can. We’re going to translate it literally. It says “The all point
about doing things is to know about what not to do.” Does it make sense? No, okay let’s try to translate it [better].
The main or principle point is to know what things are not important. To know or to be familiar with, which is better?... The whole point about getting things done is knowing what to leave undone.
(Observation, Luz’s class 12/7/00)

Luz was asked why she felt it was important for students to be able to translate because of the different skills translation required.

I think it is important for them to know how to translate into Spanish because they are going to be asked to do it at home or for their job.
(Excerpt of Interview with Luz, 12/6/00)

Luz used a variety of methods to teach students about the Spanish language in general. Students were expected to know the difference between archaisms and barbarisms as well as to understand what homonyms, regionalisms, and Anglicisms were.

Bueno les voy a decir una oración y Uds. me dicen cuál es correcta. Después de un momento
la maestra añadió, la pobre criatura
o criatura se sienten muy enferma. Criatura, ¿verdad?

I’m going to say a sentence and you all will tell me which one’s correct. After a moment the teacher added, Poor thing he feels very ill. Criatura, right? (Criatura is an archaism no longer used.)
¿En qué lugares de Hispanoamérica se habla español? [México] México, Guatemala, Honduras, Uruguay, Colombia. Okay, ¿qué diferencia habría entre el lenguaje en esos países y el español que hablamos nosotros? Los regionalismos y los acentos, ¿verdad? ¿Por qué regionalismos? ¿Cuáles son algunas diferencias entre otro país de habla hispana y el nuestro? Por ejemplo yo digo frijoles y en otros lugares dicen habichuelas...

Spanish is spoken in which Latin American countries?
[Mexico] Mexico, Guatemala, Honduras, Uruguay, Colombia. Okay, what’s the difference in the Spanish in these countries and the Spanish we speak? Regionalisms and accents, right? What are some differences among another Spanish-speaking country and ours? For example, I say frijoles (beans) and in other places they say habichuelas (beans).

Luz also exhibits extensive knowledge of the authors as well as the literary movements for her Advanced Placement Spanish class:

Y por división no voy a leer un libro de Borges. Si me voy a la playa, me voy a llevar tal vez una mejor de García Márquez o uno de Vargas Llosa o otro pero de Borges no, es difícil. García Márquez, la
manera en que escribe él, recuerda cosas comunes
de Latinoamérica, ¿verdad? Dijimos que las hace
fantásticas entonces es fácil, ¿Por qué? Porque
se reconocen mentalmente lugares como en Latinoamérica,
en cambio Borges escribe, por ejemplo,
de mitología de un pueblo pequeño de Noruega.
Para entenderlo, tienes que tener conocimiento, no
solamente de lo que está pasando, sino un
conocimiento tan vasto como él, que era una persona súper-
culta. Ambos autores poseen inteligencias superiores,
pero el nivel cultural de ellos dos es muy diferente...

For example, I wouldn't read a book by Borges if I
were going to the beach. I would prefer, perhaps
to take one of García Márquez or Vargas Llosa or
another one, but Borges no. Borges is difficult.
García Márquez, what's his style of writing,
remember? He writes about common things in
Latin America. We say that he makes them
fantastic so it is easy, why? Because of prior
knowledge whereas Borges talks about
mythology in a small Norwegian town. For
example, you have to have an understanding
not only of what is happening, but also an
understanding of a super cultured person.
Both authors have superior intelligence
Ana María Matute estaba en contra del romanticismo. El romanticismo es una corriente literaria política que inició más o menos después de la época de las diferentes revoluciones en hispanoamérica. El romanticismo se considera como una de las independencias ya que es, entonces cuando empezaron los países a independizarse. ¿Cómo se sentían? Felices, eufóricos, verdad? Porque se habían quitado la dictadura y opresión de los españoles, de los ingleses, o de los franceses y se empezaron a independizar, verdad?...Realismo es otra corriente literaria que sustituye el idealismo y el romanticismo con una corriente más conservadora, preocupada con la observación de la realidad. Había ya pasado esa temporada en donde todo lo que se veía era bello. Empezaron a ver problemas. Por ejemplo, la revolución industrial llegó y sobretodo en Francia, es donde empiezan a dar cuenta que esa realidad no era bella se empezó a ver todo con otros ojos...
Ana María Matute was against Romanticism. Romanticism was a political literary movement that began more or less after the revolution in Latin America. Romanticism was considered a number privilege when countries became independent. How did they feel? Happy, euphoric, right?... Realism is another literary movement that replaced Idealism and Romanticism for a more conservative movement, preoccupied with observation of reality. The period when everything was beautiful was gone and they began to see problems, one of the problems was the Industrial Revolution which occurred for the most part in France. This Realism was not pretty and people began to look at things differently...

(Observation, Luz's class 3/23/01)

Luz taught her students about writing for different purposes, which included personal and business correspondence as well as academic writing.


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formato de una carta formal, ¿verdad? Porque si
fuera una carta a un amigo, una carta informal,
¿qué no llevaría?...Bueno una carta formal es,
fíjense en el encabezamiento, allí dice el lugar de
donde se está enviando 11140 3rd Avenue, NY, NY
y el destinatario es el señor A. Colón de las
Relaciones Públicas Banco Popular 525 Madison
Avenue, Nueva York, etc., etc. Fíjense que está
toda la información de ese señor, cual es su puesto
donde trabaja y su dirección porque si Uds. van a
mandar, por ejemplo, una carta a un consejero a
la Universidad de Illinois, la universidad es tan
grande que si solamente le escribe: Universidad
de Illinois, ¿le va a llegar la carta?...

What should a letter contain? The date, what else?
[The name] Whose name? The term is addressee,
what else? [Introduction] What's the introduction?
[A greeting] A greeting, very good, afterwards you'd
have the body of the letter, right? Then the closing.
Normally this is the format for a formal letter, right?
If it were a letter to a friend, what wouldn't
it have?... Well, a formal letter is, pay attention to
the heading, there it has the return address,
1140 3rd Avenue, NY, NY and the
addressee is Mr. A. Colón in Public Relations at
Banco Popular 525 Madison Avenue, NY, etc.

Please note that all the information about this man, his position, where he works and the address is here because if you all were to send a letter to a counselor at the University of Illinois, the university is so big that if you only wrote the University of Illinois, is the letter going to get to that counselor?...

(Observation, Luz's class 3/16/01)

Luz not only expected students to read and write to the best of their ability, but she also expected them to speak well and defend their ideas orally.

Bueno el día de ayer fuimos haciendo la muralla del oprobio. ¿Qué es oprobio? [Deshonra] Deshonra, infamia, vergüenza y pensamos hacer la muralla de oprobio. Algunos de Uds. empezaron ayer a pegar atrás el problema que Uds. veían en la sociedad que considerado que era negativo. Hubo varias personas que les dije que guardaran su cuadrito, que siguieran pasando de uno a uno y que se leyera su ladrillo cual es su oprobio que ven Uds. en la sociedad y lo pegué en la muralla...

Yesterday we began doing the wall of shame, what is shame? [Dishonor] Dishonor, embarrassment, humiliation and we thought about making a wall of
shame. Yesterday, some of you began putting up your problem on the wall (the back wall of the room) that you saw in society that you considered to be negative and there were a number of you whom I told to hold on to your bricks because I would continue to have you come up one by one and present your brick (orange construction paper) which contained the problem that you saw in our society and attach it to the wall...

(Observation, Luz's class 3/21/01)

The day before Luz presented the activity to the class. Each student was given two cards which represented bricks. In pairs they were to discuss what were some of society’s problems. The had to choose 2 problems, one for each card and they would put the problem on one side of the card and the solution on the other side.

On survey Question 39 which asked how had your perceptions about teaching SSS changed over time (See Table 1 Summary Data for Part I of the Questionnaire); 38% selected “continuing education on the subject”, 75% selected “confidence in my teaching has increased”, and 25% selected the “Other” category. The following were the comments as they relate to subject-matter understanding from the other category for survey Question 39:

Use Spanish as a tool to help children learn English so they can be successful in both languages.

I make students write a paragraph in order to assess
their knowledge of their language and to prepare lesson accordingly.

In addition to having a solid understanding of how to teach, pedagogical content knowledge and the subject-matter, teachers must also have knowledge of the students they are teaching. Knowledge of students is one of Shulman's (1987) seven knowledge bases for teachers and is also included in Collinson's (1996) triad of teacher knowledge.

One type of knowledge that teachers need is knowledge of the culture of the students they are teaching. Ladson-Billings (1995, 161) stated that "culturally relevant teachers utilize students’ culture as a vehicle for learning." Part 3 of this study focuses on the knowledge and awareness of culture exhibited by the participants in the study as well as the responses teachers made to the survey regarding culture.
Part 3
Cultural Awareness Questions

1. To what extent is knowledge about the cultural background of the students perceived to facilitate an understanding of such students so that non-native Spanish-speaking teachers can feel equipped to provide instruction specific to the needs of the students?

2. Will knowledge about the students, their parents, and the community in which they live be perceived to impact upon non-native Spanish speaking teachers' pedagogical content knowledge?

3. To what extent is interpersonal knowledge for non-native Spanish-speaking teachers perceived to foster empathy to understand students, parents, and the community as well as trust and tolerance of different perspectives, setting aside of self, political awareness, maturity, and wisdom?

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<tr>
<th>Question Num</th>
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<tr>
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<td>% No</td>
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<th>Question Sgle import understanding</th>
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<th>Question Other import understandings</th>
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<td>%</td>
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Table 7. Summary Data for Part III of the Questionnaire
Question 22 asked respondents if they got to know their students; 88% selected “yes”, and 9% selected “no”. Question 23 asked respondents what they did to get to know their students; 84% selected “talk to individual students”, 88% selected “ask students about their interests”, 75% selected “listen to their students talk”, and 59% selected the “Other” category.

Question 30 asked respondents to state how they resolved disagreements in their classroom; 66% selected “I talk to the students in the classroom”, 75% selected “I take the students outside the classroom to talk”, 22% selected “I refer the students to a guidance counselor”, 44% selected “I follow a procedure required by my school”, and 44% selected the “Other” category.

Question 40 asked respondents to indicate the single most important understanding a new teacher must have to teach Spanish to Spanish-speakers; 56% selected “ability to understand the cultural background(s) of the students”. Question 41 asked respondents to indicate other important understanding a new teacher must have; 56% also selected “ability to understand the cultural background(s) of the students”. 

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* Real connections with students.

* Genuine appreciation of the students' culture and language.

* Understanding of the classroom in its own right - how it functions, how students act in the classroom. The effect of the home environment and the school has on the classroom as well as the students. Understanding of the school, the school district, the board of education, the school and subject-matter curriculum from the teacher's perspective.

* Understanding and acceptance of the many varieties of Spanish - especially as it relates to bilingual students born in the U.S.

* Understanding of the different purposes and functions of language as well as understanding of the differences in spoken and written language.

* Understanding of the underlying issues that affect student achievement.

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<th>Table 8. Summary of Observational Data Related to Part III</th>
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<tr>
<td>Six Key Techniques Observed: (listed in order of observations, not frequency)</td>
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*Real connections with students.

*Genuine appreciation of the students' culture and language.

*Understanding of the classroom in its own right - how it functions, how students act in the classroom. The effect of the home environment and the school has on the classroom as well as the students. Understanding of the school, the school district, the board of education, the school and subject-matter curriculum from the teacher's perspective.

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*Understanding of the underlying issues that affect student achievement.

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<th>Table 9. Summary of Interview Data Related to Part III</th>
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<tr>
<td>Six Key Comments Frequently mention in Interviews: (listed in order of interview and not frequency)</td>
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Part 3 Discussion

Ladson-Billings (1995, p. 160) stated that "culturally relevant pedagogy rests on three criteria or propositions: (a) Students must experience academic success; (b) students must develop and/or maintain cultural competence; and (c) students must develop a critical consciousness through which they challenge the status quo of the current social order." She went on to state that culturally relevant teaching requires that teachers attend to students' academic needs, not simply make them feel good. The goal of culturally relevant teaching is to get students to select academic excellence.

In order to utilize culturally relevant pedagogy, the teacher must first know and understand the culture as well as the students. This knowledge involves a certain degree of caring, not just well wishing or sympathy or even merely an interest in what happens to another person. As Mayeroff (1971, p. 13) stated "to care for someone, I must know many things. I must know, for example, how the other is, what his powers and limitations are, what his needs are, and what is conducive to his growth; I must know how to respond to his needs, and what my own powers and limitations are."

It is against this backdrop that the findings for cultural awareness knowledge were found and displayed by the participants and in the responses to the questionnaire. As is evident in survey Question six, many teachers did not receive any training to develop successful relationships with students, the local community, including parents, or guardians, and colleagues; 31% responded that "they had received training" and 56% responded that "they had not received any such training". Both participants had similar responses to oral interview Question three (see Appendix F):
I can't recall that I've had any specific training to create relationships between myself and the community with regards to my students. I enjoy working with my students and I think part of that comes naturally. They see that I do have an interest in what they are doing and so it flows from there.

(Excerpt of Interview with Dominic, 12/8/00)
I'm in the clubs and in the clubs you really learn a little about the students and I have been involved in different groups in the community, but I think it's mostly informal and I like working in the community. Right now I'm working with the parents' center in the Bella Vista Adult School. They are helping me develop a plan for the migrant leadership academy, so I'm working with them and it has been very useful.

(Excerpt of Interview with Luz, 12/9/00)
This, however, is in contrast to the response to survey Question number 22, which asked teachers if they get to know their students as individuals; 9% responded that "they did not", and 88% responded that "they did". Once again the participants' responses mirrored those of the survey. Examples are presented as follows:

It's hard to get to know the students in every class we have about 35 students per class. It's hard to get a really good relationship with them, but I try by talking to everybody, especially in class. Sometimes I tell
some jokes and I know that only a few students are going to get them and I establish relationships with those students, but not by playing favorites with them. I know that they understand what I'm saying and those are the ones who later trust me more and we have a relationship that lasts past their high school years.

(Excerpt of Interview with Luz, 12/9/00)

The first day I have them fill out a general information card, and then I can locate them and then I ask what are your special interest, what do you like to do. Some actually do have an interest in something and so that allows me to mention it to them when I'm going around checking their homework and then that's what I do whenever there's an assignment I check it to see if they've done it and during that time I can actually talk to them during my lessons I make comments about their interests as related to the lessons, just to let them know I'm aware of what their interested in.

(Excerpt of Interview with Dominic, 12/8/00)

Survey Question 23 asked teachers what they normally did to get to know their students; 84% responded that "they talked to individual students", 88% "asked students about their interests", 75% "listen to their students talk", and 59% selected "Other". The following are responses from the Other category:

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Many of the students have jobs and I see them at work.

I learn my students names the very first day of class. They love to be called by their names.

Oral discussion of topics of interests.

Graphing activities, speak to parents; make phone calls; take time to listen.

Attend important events for them and advise/coach.

Refer to personal experiences to enable them to make connections during learning activities.

I'm very perceptive and pick up cues from their behavior also.

First day of class have students answer questions. Home - country of origin, etc.

I tell them I'm nosy and that I will get into their business whether they like it or not. I call home periodically to let them know I'm concerned and I care.

I try. I'm not always successful.

Visit with last year's teacher as well as parents.

Be sensible about the behavior proper for their age.

Prepare topics of self interest and have them write journals about themselves.

I get involved totally with my students and their families, so that I treat them better/fair because I really know them.

(Questionnaire responses, 8/2001)

Survey Question 30 asked teachers what they did to resolve disagreements or misunderstandings in their classrooms; 66% responded that "they talk to the student in the classroom", 75% "take the student outside the classroom to talk", 22% "refer students to a guidance counselor", 44% "follow their school's procedure", and 44% responded to the "Other" category.

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The responses to the Other category for survey Question 30 were:

Call parents

It depends: if I can solve it at the beginning of the disagreement I do it myself; otherwise I sent them to a counselor.

1) warning 2) office 3) detention

Depending on severity of the incident, I employ all of the tactics. If a student is volatile and wanting to fight I call security and the dean if it can't be defused.

I print for them what I expect from them and their work at the beginning of the semester.

My students are very young and I can usually get to the bottom of a situation without resorting to anything else other than questioning.

I have them bargain or wait on a rushed conclusion.

I have very clear rules (school policy).

You have to resolve disagreements immediately you are open to discussion and welcome students' opinion.

(Questionnaire responses, 8/2001)

Both respondents had similar responses:

I try to avoid problems, so when there's some misunderstanding I try to be with the students. At first I try to talk with them and if that doesn't work I try to contact parents. It's hard for me because I try to tell them that I respect them as individuals so I expect them to respect each other. In extreme cases I take them out of the classroom, but I hate to do that I'd rather deal with the problem, but I don't have
many problems.

(Excerpt of Interview with Luz, 12/9/00)

Between students and I, it's not very often that that occurs, but when it does I'll ask them did I do this, did I do that, did I not do this, if I know what the answers are already and they say no you didn't then I'll well what about that didn't I do that. I try to make it a practice to make it a practice to do the same things, it's repetitive but I make sure that I'm very clear with my instructions. It's just a matter of routines. Between 2 students, it depends upon the severity of the situation, if they're just arguing I'll tell them that's not right or I'll take them outside. I try not to do it inside, once in a while, there are students who want to be recognized so I'll recognize them and they'll behave. Once in a very rare great while, not very often, but we'll go through the process that we're required to do here at school.

(Excerpt of interview with Dominic, 12/8/00)

Luz and Dominic also shared their own personal experiences with their students. They tied their own experiences into the assignments as examples to help their students better understand the assignment or a concept.

Por ejemplo, si no fuera por mi madre, yo andaría en la calle, entonces expliquen el por qué en las siguientes oraciones. Mi madre me cuidan, mi madre me respeta, me escucha y cuando tengo problemas me guía o me da consejos...
For example, if it weren't for my mother, I'd be on
the street, then explain why in the following sentences.
My mother takes care of me, my mother respects me,
she listens to me and when I have problems she guides
me or gives me advice...

(Observation, Dominic's class 3/20/01)

...Habla de otra persona a quien admiras y quiero
averiguar el por qué. Yo tenía en mi familia 2 primos
mayores, uno tenía un defecto de la pierna, pero
participaba en muchas cosas. Él no dejaba que eso le
impidiera participar en varias cosas y tengo otro que
fue a la universidad y estudió y me inspiró que puedo
estudiar también...

... Talk about another person whom you admire and I
want to know why that person is important. I had two
older cousins, in my family, one had a leg impairment,
but he participated in many things. He did not let this
stop him from participating in a variety of things and
the other went to a university and studied and this
inspired me to do the same...

(Observation, Dominic's class 9/4/01)

De mí se espera que yo hable inglés aquí en los
E.E.U.U. ya me ven hispana pero, ¿cuál tiene más
valor? ¿Qué yo aprendí, ¿verdad?

I was expected to learn English here in the U.S. I look Hispanic, but which language has more value? The one that I learned, right?

(Observation, Luz’s class 3/20/01)

... les voy a decir una experiencia personal, si las dos personas que están en casa hablan el español o la lengua materna es más fácil pero en el caso mío yo le hablo a mi hijo solamente en español y mi esposo le habla solamente en inglés. El entiende ambos idiomas, va a cumplir 3 años y me responde todo en inglés. ¿Qué es lo que voy a hacer?...

I’m going to tell you of my personal experience, if you have two people at home who speak Spanish or have the same maternal language it’s easier, but in my case I only speak Spanish to my son and my husband only speaks to him in English. He understands both languages, he is going on three years old and he answers me only in English. What am I going to do?...

(Observation, Luz’s class 3/20/01)

Luz and Dominic demonstrated their understanding of the different purposes and functions of language as well as and understanding and
acceptance of the many varieties of Spanish.

¿Cuál es la diferencia entre los regionalismos y los acentos? ¿A qué se debe la diferencia de los acentos? Por los diferentes grupos indígenas que se hallan en la región. Por ejemplo, se han fijado si han escuchado una persona hablando en Purépecha que es una lengua hablada en Michoacán, se oye como si estuvieran cantando, ¿verdad? La gente habla igual, español como si estuvieran cantando, ¿sí? En el norte de México de donde soy yo, los indígenas eran más bruscos, diferente de los indígenas que vienen al sur del país. Al Norte eran más bruscos porque no tenían las mismas cosas para sobrevivir que las que tenían en la parte norte, digo parte sur de México donde todo que les daba no les daba todo en el norte de México tenían que luchar...

What's the difference between regionalisms and accents? What is the reason for the different accents? It's due to the different indigenous group that are in the region. For example, have you noticed or heard a person speaking Purépecha, which is a language spoken in Michoacán? It sounds as if they are singing, right? The people speak as if they are singing, right? In the north of Mexico, where I'm from, the indigenous groups that came from the north were more abrupt because they did not have the
same opportunities for survival that the indigenous
groups from the south had. In the south they did
not have to fight the way they did in the north...
(Observation, Luz’s class 3/20/01)

¿Viste a Jennifer López? ¿Tenemos aquí algún
mandato? ¿Queremos que alguien haga algo aquí?
¿Sí o no? ¿Le estamos diciendo algo a alguien?
[No] No, ¿qué tipo de oración tenemos aquí?
[Interrogativa] Interrogativa porque quiere
averiguar si alguien vio a Jennifer López. Ahora,
¿cómo podemos cambiar algunas palabras aquí
para convertir esta oración en imperativa? [¿Dónde
vive?] Quieres decirles que hagan algo. Puedes
cambiar esta palabra aquí algo parecido por una
palabra relacionada a ésta. [Ve] Okay, Ve a Jennifer
López, ¡Ve a Jennifer López! con ánimo o no más
Ve a Jennifer López, sin esto y un punto o pueden
decir Mira, ¿verdad? Mira a Jennifer López, ahora
se puede usar signos exclamativos o no más punto.
Mira a Jennifer López y ya tenemos una oración
porque estamos diciendo a alguien que haga algo.

Did you see at Jennifer Lopez? Do we have a command
here? Do we have someone doing something here?
Yes or no? Are we saying anything to anyone? [No] No,
what type of sentence do we have here? [Interrogative] Interrogative because we want to know if someone saw Jennifer Lopez. Now, how can we change some of the words to convert this into a command? [Where does she live?] You want to have someone do something. You can change this word here to something similar. It's a word related to this one. [Look] Okay, Look at Jennifer Lopez or Look at Jennifer Lopez! with animation or simply with a period. Look at Jennifer Lopez without an exclamation and just a period or you could simply use Look at, right? Look at Jennifer Lopez!, now you can use an exclamation point or simply a period - Look at Jennifer Lopez. Now we have a command because we're telling someone to do something.

(Observation, Dominic's class 9/10/01)

Luz was asked if there was anything surprising about teaching SSS when she first began to teach.

En los estudiantes, me di cuenta que entre más bajo el nivel, menos inglés conocían. Tal vez tendrá que ver con el desarrollo de L1 que influencia L2. Los más avanzados, casi la mayoría habla inglés. Otra cosa es que su español es meramente conversacional que académico. De ahí que hayamos hecho cambios en el currículum.
I realized that the lower the level of the student the less English they knew. Perhaps it has to do with the development of their first language influencing their second language. The most advanced students, almost the majority speak English. Another aspect was that their Spanish is purely conversational rather than academic. Therefore, we had to make changes in the curriculum.

(Mailed Interview with Luz, 3/01)

Dominic was asked to comment on the importance of showing students that language has different functions and how he addresses these differences.

They had an opportunity in my classes to hear a wide variety of Spanish-speakers. Some utilized the vernacular the kids would use and then others spoke very eloquently and they were wonderful. It was so enjoyable and so refreshing for me to hear someone speak in that manner. I had a friend of mine come to talk to the kids. She’s from Nicaragua and she’s in the Navy. She spoke to the kids and they said “wow” this is a Latina in uniform and the thing is I try to get different people to come in, not only be role models, but to also provide good Spanish for them and they can see Spanish used in the
proper context and hopefully that was reinforced,
plus we did some writings. They wrote inviting
these professionals to come...

(Excerpt of interview with Dominic, 9/21/01)

Luz and Dominic also exhibited a genuine concern for their students
not only in academics, but also for their personal well being.

La sra Acuña es una maestra de inglés y ella quería
saber si Uds. estarían dispuestos a hablar con los
estudiantes de su clase y lo que harán es venir por
acá y van a hablar con Uds. como 2 personas
con cada estudiante aquí en clase...Durante la
clase pueden hablar entre sí y al final de la clase
quiero que Uds. me digan si se sientan bien o no...

Miss. Acuña is an English teacher and she’d
like to know if you all would be interested
in speaking with her students and what they
would do is two of them would speak with each
of you here in class... During class you can talk
about it amongst yourselves and let me know
whether you want to do it or not...

(Observation, Dominic’s class 9/17/01)

Voy a hacer lectura libre otra vez hoy porque no
hemos leído. Hoy si no he repasado con Uds.
sus mapas literarios, entonces voy a repasar...
con Uds. y quiero que vayan a tomar el examen de su libro. Esta es una indicación de logro en la lectura y si salen bien pueden seguir al siguiente nivel. Los mapas literarios son para ayudarles para que saquen buenas calificaciones en el examen.

Today I going to do free reading again because we have not read. Today if I haven’t looked over your literary maps then I will review it with you and I want you to go and take the test on your book. This is an indication of your achievement in reading and if you do well you can proceed to the next level. The literary maps are to help you get good grades on the test.

(Observation, Dominic’s class 10/10/01)

Dominic has free reading approximately three days a week. Students go to the library and choose a book to read during their free reading period and after they finished the book they go to the library to take a test about the book they read. If the score an 80% percent or higher then can go on to the next higher level to select a book to read. Dominic had introduced the literary maps to the class the day before and required that they complete a literary map on each book they read before the took their test. Dominic was asked about his goals to have the students do the literary maps before taking their reading tests. His response is presented in the following excerpt.
What I want to accomplish is one to become familiar with doing a book report and that is one format. In ESL II they have to do a book report and ESL I, so they’ll be accustomed to a simple format at this point and again in Basic Skills in Spanish so again the language will be different, but the idea’s the same and then when they take their test for the accelerated readers in the library doing the book report will allow them to focus a little more on what’s going on in the book and what the book talked about and then when they go to take their test, it’s only 5 questions, but they are probably covering those specific areas of the plot etc. I’ve seen the test once, but it was so simple I disregarded it, but then when I started seeing the scores, that’s what prompted me to get them to do this. So they’ll be familiar with another idea of structuring and I think if they can understand structuring it will facilitate their recollection of what took place. Then they’ll score better on the exams which means that they’re focusing more and they’ll advance to a higher level book and I think as they do that they’ll find them more exciting or more interesting.

(Excerpt of Interview with Dominic, 10/9/01)

Estamos viviendo en un país y en un tiempo en que todo se convierte en materialismo. A mí me da tristeza ver a los estudiantes que trabajan, aún cuando no tengan
necesidad. Trabajan sus papás y obviamente los pueden mantener, pero los estudiantes quieren trabajar para sus tenis de $300.00...no es necesario tener chamarra de $400.00, estamos en una sociedad consumista es que ellos pierden de vista cuáles cosas son las que en realidad necesitan, se preocupan por cosas materiales y tal vez no van a invertir en una educación...

We are living in a country and at a time that is very materialistic. It bothers me to see students working when they don’t need to do so. Their parents work and obviously they can support their children, but kids want to work for their $300.00 tennis shoes.. it’s not necessary to have a $400.00 jacket, we are in a consumer society and really you all need to think about what you actually need because if you’re so worried about getting things you’re not going to obtain a good education...

(Observation, Luz’s class 3/21/01)

Hay ocasiones que nosotros recibimos personas que son de Oaxaca y desgraciadamente nos burlamos de ellos porque tienen más la fisonomía tendencia indígena, ... no reímos de ellos sin pensar que no solamente saben el español, sino que están aprendiendo el inglés, y ellos ya
saben una o dos lenguas indígenas. Debemos respetar a
esas personas, debemos siempre recordar que traen
un gran conocimiento detrás, la mayoría de ellos trae a los
menos 2 idiomas, antes del inglés...

Occasionally we get people who are from
Oaxaca and unfortunately we make fun of them
because of their indigenous background. Don’t
laugh at them because not only do they speak
Spanish, they’re learning English, and they speak one or
two indigenous languages. So we must respect them
and remember that they bring with them a vast historical
knowledge to this country and they speak at least
two languages before learning English...
(Observation, Luz’s class 3/20/01)

Luz and Dominic also exhibited an understanding of the underlying
issues that affect student achievement in the classroom. Luz was asked
about her two Spanish II classes, one for native Spanish-speakers and the
other for bilingual Spanish and English-speakers. She was asked if were
there any difficulties in changing from one class to the other. The native
Spanish-speakers were calmer and more focused than the bilingual
speakers who were more agitated and less focused. The following is how
she responded to the question:

I think it’s expected for me because they are younger kids (the
bilingual class), so they are mostly freshmen and the
level is lower and I just expect that. I don’t think it’s
difficult. I wish I had them (the bilingual class) period
one instead of four, but I guess it's okay.

Luz was asked if she thought it made a difference in having a class
before lunch or after lunch for the bilingual class. She responded:
Oh yes, after lunch they're full of calories, so it's hard,
but it's not that bad.

Dominic was also aware of the factors outside of school that have an
effect on students. I asked him if he felt it was important to have an
understanding of different educational systems, Mexico being one example.
He responded in the following manner:

It's a type of mentality sometimes, you're working with it's
good enough to get by and that's what some of these
kids are brought up with as long as you can just get by.
That's not the way we're trying to teach them here at school.
We're not saying good enough to get by, sure you know
you can always eat, but what about the cars, what about
the insurance, what about the other needs that you'll have
or the wants that you'll have. You'd like to be able to
satisfy some of those things. Good enough to get by
will not allow you to do that and you can go much further
if you give yourself the opportunity to do so. To be part
of the socioeconomic community with some of the kids
who come in they're brought up in an environment if you
excel and you stand out academically, it's still to this day
sometimes, you're like an outcast, oh look at this schoolboy,
oh él se cree que es gran cosa, he thinks he's really something.
At this point I commented that in the Black community this was referred to as acting white. Ladson-Billings (1994) defined this phenomenon as equating exemplary performance in school with the loss of one's cultural identity. Dominic further commented:

Yes, it's better for him to be poor like us, almost ignorant, ignorant in the sense that they can't read or write and that comes with an "attitude" as well. It's okay for him to be like that, but for him to be better than us, well we've got to pull him down to our level. I see a that a lot in the Hispanic community and I've experienced some of that myself, but you just have to take a good look at yourself and say do I really want to be accepted by them and live like that or do I want to run the risk of maybe not being accepted by them, but being able to live more comfortably and provide for my family a lot better in a better manner. You know it's better to run that risk. You can always make new friends, it's not like this world is limited to 30 thousand people, and that's the hard part.

(Excerpt of Interview with Dominic 9/17/01)

Observations and interviews with the participants and the comments from the respondents of the questionnaire displayed a genuine appreciation for the students and their culture. Survey Question 39 asked how had your perceptions about teaching SSS changed over time (See Part 1 Table 1); 81% selected 39d "better understanding of the needs of the students", while as 69% selected "my comfort level with the subject has increased", 38%
selected "continuing education on the subject", 75% selected "confidence in my teaching has increased", and 25% selected the "Other" category. The following were the typical comments as they relate to cultural understanding from the other category for survey Question 39:

Native speakers have different needs than non-natives. They often times miss home and enjoy sharing their memories with the group.

Understanding that the students are diverse and I must remain flexible.

You have to realize most of our students were born and raised in the U.S.

Focusing on students at the beginning and end of teaching has increased geometrically with experience.

In reference to survey Questions 32 and 37 (See Appendix A for Survey) which asked respondents to explain why they felt prepared to teach SSS or why they did not feel prepared, as well as what contributed to their feeling prepared to teach SSS, the relationship to identity and culture was strong, with many responding in the following manner:

I have the native, college and work background.

I am a native speaker and I knew the subject.

Native speaker and education in my native country, college specialization worked as a bilingual editor for a publishing company.

My experiences teaching Spanish in Puerto Rico. I taught advanced Spanish in Puerto Rico.

I am a native speaker who attended school in Mexico up to the 10th grade.
I knew everything about the language. (Native-speaker of Catalán and Spanish)

I studied all my life in a Hispanic country. I believe I came with a better background. I am a native speaker.

I studied Spanish in Spanish countries; therefore I know what to do in my classes. (Native Spanish speaker)

I am a native Spanish teacher. My first language is Spanish, so I felt very comfortable.

My first language is Spanish. I know the language and culture.

I am a native of Puerto Rico. I have vast academic preparation (I am a doctoral candidate in Spanish American Literature) I have been teaching for over 30 years.

(Questionnaire responses, 8/2001)

One non-native Spanish-speakers remarked that experience abroad helped her feel prepared to teach SSS.

Survey Question 57 asked respondents are were the main benefits and challenges associated with teaching SSS. Typical comments were as follows:

Teaching Spanish in the U.S.A. is a challenge because I have students with different backgrounds. It makes me aware of my students cultural interests. I have had the opportunity to travel with my students to their countries sharing in the classroom their cultures.

You have to like it in order to be passionate.

Students learn their native language within a natural context. The teacher can relate better to their culture and can bring all that to the classroom using it as a teaching tool. Learning environment is more relevant to students!

Students need to realize the importance of knowing Spanish and English in our country. As our country
grows in its Hispanic population, both languages become imperative for success. Bilingualism should not be an option, but a requirement. We should instill a love of culture and pride for both countries.

Teaching students about “their” literature. They get to appreciate it when they understand it.

Each student brings their own cultural/familial background to class discussions.

I feel that I can help my students appreciate their families culture by learning the language and using it correctly to their utmost ability and proficiency.

I consider myself bilingual and bicultural! I love teaching Spanish-speakers because it helps keep my skills sharp. I enjoy the varied backgrounds of my students and learn more about the Hispanic countries and it keeps me current in idiomatic experiences, cultural concerns, etc.

Most of the time U.S. teachers have the opportunity to come across students from different Spanish backgrounds giving us the opportunity to expand the language with various sources and dialects. Also teaching Spanish-speakers gives us the opportunity to help those students that come to our schools with a great need to develop and grow intellectually in both languages English and Spanish.

A wider variety of the language.

I feel that it is beneficial to learn from the students’ background and it is challenging to deal with the different opinions about the language and dialects.

Learning the different ways you can say certain words phrases; different and similar cultural backgrounds.

Interesting - the teacher also learns about the great differences among Hispanics.

Trying that our students feel the same passion about the language; that they feel proud of their roots and that they come to appreciate every Hispanic as their own.
It serves as an “oasis” for the student who is new to the U.S.A. They are most enthusiastic and grateful to be able to speak their own language and feel competent in at least one class. I love them!

Keep me abreast of my own culture the reward that comes from knowing the students are mastering the Spanish language and gaining the insight into their Hispanic inheritance.

Teaching them to write correctly! Thank for doing this research!

Comprehension of the language. Ability to communicate.

We need more ideas in presenting information to students who already know Spanish. Perhaps different ways to keep their attention to correcting habits that are wrong in their spoken and written Spanish. Bad habits are hard to break.

In the U.S.A. it’s very important to be bilingual in today’s marketplace. The Spanish language is the second most spoken in this country. It is very important that Spanish native-speakers have the means to continue to develop their language skills as natives do in their countries.

Contribuir al desarrollo de la cultura hispana
(Contribute to the development of the Hispanic Culture.)

Everything!

I am presently completing my M.A. I love teaching literature, but my students are not able to discuss major Spanish writers.

Awareness of different cultures.

The main benefit is being able to use the native language 100% of the time. Some of the challenges are trying to make lessons (grammar) interesting and fun so that they can be motivated.
As a Spanish teacher, I feel great to be able to address my students fully in Spanish (my native language) and to take them through the world of literature in order to enhance their knowledge of their language.

The variety of topics that can be included in any lesson is enormous. Reading should be used as a tool to improve all skills. The diverse level of knowledge of the language are always the challenge, especially in a large group.

(Questionnaire responses, 8/2001)

Some respondents made additional comments on the back page of the questionnaire. Typical comments were as follows:

Although I was born in the U.S.A. I was exposed to Italian (Sicilian) while growing up. It was not often that I visited with my father's mother, but I think hearing her intrigued me. My mother also encouraged me in my studies because she always wanted to speak Spanish. Most of all, I am so grateful that I listened to my inner voice while I was at Stoney Brook University New York - which was to finish my senior year in Medellin, Colombia. There I was totally immersed in the language and culture. I have a deep love and respect for Latin culture and Spanish. I've kept traveling to other Spanish speaking countries and kept challenging myself to grow as a teacher. I've learned much more by teaching Spanish and made discoveries because I have taught in many schools, and have taught different levels and diverse populations.

I feel that there should be more training for teachers of Spanish for native-speakers. The activities given to teachers to Spanish for native-speakers are not challenging or beneficial. The curriculum needs to be made. I know there isn't one. I don't understand why something hasn't been developed yet. I also feel that Spanish for native-speakers should be one year only and those students should be encouraged to learn another language and not take Spanish for an easy "A".

I think that the specialists that prepare Spanish curriculum and textbooks in the U.S.A. have to go to Spanish speaking countries and adopt the procedures used to develop the
language of those native speakers.

I like your questions. They are very relevant and could be a guideline for self-assessment at anytime. We need your conclusions after the survey.

(Questionnaire responses, 8/2001)

The participants as well as the respondents to the questionnaire appear to recognize the importance of being culturally responsive to the students' needs. Ladson-Billings (1994) defined cultural responsiveness as a more dynamic or synergistic relationship between home/community culture and school culture than teachers who utilize a culturally appropriate, culturally congruent or culturally compatible methodology. There is an indication that the participants as well as the respondents to the self-administered questionnaire demonstrated their caring, as Ladson-Billings (1994, p. 474) stated, through their concern for the implications their work had on their students' lives, the welfare of the community, and unjust social arrangements. According to Ladson-Billings (1995) one aspect of culturally relevant teaching dictates that teachers attend to students' academic needs, not just make them feel good. Teachers who utilize culturally relevant pedagogy work to get students to make academic excellence their goal.

Knowledge of self in reference to the teacher is also of importance. Luz and Dominic are confident teachers. I had a sense as I observed them and spoke with them about the knowledge they had of themselves and the confidence they had of their ability to teach. They were not afraid to speak their minds with their students, nor were they afraid to have a frank and open dialogue with students on sensitive issues. They were also willing to learn from their students. Ladson-Billings (1994) stated that one element of

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culturally relevant teaching is the teachers' perceptions of themselves as well as others. She further maintained that culturally relevant teachers see themselves as professionals and strongly identify with teaching. This self-confidence and strong identity with teaching was also apparent in the responses to the open ended questions in the survey.

Dominic was asked to talk about the importance of knowing one's self in terms of teaching.

... I need to know myself first, then know what I'm going to teach. I need to know how comfortable I am with myself to be able to get up there, then secondly with my confidence then I would display a certain amount of ease with what it is that I'm dealing with and then knowing to whom I'm going to direct this instructions makes it a bit easier...

(Excerpt of Interview with Dominic, 10/11/01)

Luz was asked if she had learned anything unexpected about herself when she first started teaching Spanish to Spanish-speakers.

Acerca de mí, aprendí que lo que sé de español (ortografía y gramática) fue aprendido en primaria y que lo aplico más por memoria de lectura, que memoria académica. Tuve que re-aprender reglas para enseñar a los estudiantes.

As for me, what I learned about Spanish (spelling and grammar) I learned in grade school and used it by memory rather than academically. I had to re-learn the rules in order to teach them to the students.

(Mailed interview question to Luz, 3/01)
One tenet of culturally relevant teaching, according to Ladson-Billings, is that teachers see themselves as part of the community and view teaching as giving back to the community as well as encouraging students to do the same. Dominic is very active in his community and the school. He is the head coach of the swim team at Bella Vista and he is the Bilingual Site Coordinator. Luz is also active in the community and the school. She often works with the adults in the Migrant Education Program at Bella Vista and she works with student clubs in the school.

A second tenet according to Ladson-Billings, is that teachers with culturally relevant practices believe that all students can succeed. This was evident in Dominic's and Luz's classes. They provided many opportunities for students to learn and they were clear in their expectations. There was no sense of favorite students; all students were treated equally and were given every opportunity to learn.

CONCLUSION

This chapter presented the data for this study. Each of the data sets was followed by a discussion which included specific examples from observations and interviews with the participants and specific questions from the self-administered questionnaire for each of the issues raised. Findings were presented for the three sets of research questions which addressed pedagogical content knowledge, subject-matter knowledge, and cultural awareness. The data and discussions presented in this chapter highlight the complexity of knowledge teachers utilize on a daily basis in the classroom. experience, his dedication to his students as well as the time and energy he spent planning and perfecting his teaching practice so that it continues to appear effortless.
CHAPTER 5

SUMMARY, IMPLICATIONS, FINDINGS AND CONCLUSION

Those who can, do. Those who understand, teach (Shulman, 1987, p.14)

INTRODUCTION

It is 7:30am in the morning, Dominic walks into the classroom and sits down at the computer. He makes some changes to his teaching agenda for the day that was made the night before. As the students come into class, Dominic greets them. Dominic finishes his adjustments to his plans as the first bell rings. He gets up from the computer and goes to the podium to review his lesson plan. When the second bell rings, Dominic begins class, the lesson runs smoothly. The pacing and timing of each element of the lesson appeared to be perfect, and the students are paying attention to Dominic and responding to his questions. They were enthusiastic and Dominic appeared to enjoy teaching; he was very responsive to the needs of his students. This is a typical day in the classroom for one teacher, and if strangers were to walk into the room and observe Dominic teaching they might mistakenly believe that teaching is easy. To the untrained eye, all a good teacher needs to do is tell the students the facts they need to know, give them work to practice and then test them over the material presented to evaluate their learning.

Certainly, on the surface teaching appears to be easy, and we can be led to believe that anyone should be able to do it. However, what is missing from a casual glimpse Dominic’s class was his 27 years of teaching
Shulman (1987, p. 9) stated that "teachers must not only be capable of defining for students the accepted truths in a domain. They must also be able to explain why a particular proposition is deemed warranted, why it is worth knowing, and how it relates to other propositions, both within the discipline and without, both in theory and in practice." In order for this to occur a teacher must be able to do more than just tell students what they need to know because, as Shulman (1987) has stated, students are unlikely to appear before them as blank slates. Research has done much to focus on the complexity of teaching knowledge as well as the types of knowledge (both content and pedagogical) needed in the classroom, see Shulman (1987; 1986; 1990), Collinson (1994; 1996; 1998; 1999), Grossman (1989; 1990; 1991; 1999), Barnes (1991), Bennett (1993), Brophy (1991), Gess-Newsome, J. & Lederman, N. (1999), Johnston, B. and Goetsch, K. (2000), Raths, J., and McAninch, A. (1999), Reynolds, M. (1989), Richards, K. (1994), and Turner-Bisset, R. (1999).

OVERVIEW OF FINDINGS

The goal of this study was to explore the types of knowledge teachers who teach SSS utilize on a daily basis in their classrooms. A further goal was the development of a knowledge framework for non-native teachers who teach or plan to SSS. A review of the literature demonstrated that teacher knowledge involves more than skills. In addition, teachers' beliefs were found to play a crucial role in how one teaches. Pedagogical content knowledge has been shown to be important because it includes both the ways of representing and formulating the subject that make it comprehensible to others and an understanding of what makes the learning of specific topics appear easy or difficult: the conceptions and
preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons. Most importantly, to understand pedagogical content knowledge, teachers and their students must be observed to determine if learning is apparent through the analysis of how teachers teach.

Another factor in teacher knowledge involves a cultural awareness knowledge of the students in the classroom. For minority students, it is imperative that teachers take students' cultures or ethnicities into the consideration in terms of education. Teachers should make continuous attempts at using cultural and linguistic knowledge to advance pedagogy and the quality of life for immigrant and minority groups in classrooms. The ability to teach students whose culture and language differ from that of the school, and an understanding of how and why students decide to add another language could be added to teachers' repertoires. Therefore, students' cultures, languages, and identities cannot be dismissed and should not be marginalized.

The review of the literature also focused on the differences in teaching Spanish as a foreign language and teaching Spanish to native Spanish-speakers. Studies (e.g., Dolson, 1985) comparing language minority students who continue to use Spanish to those who do not, have shown an academic advantage for those who maintain Spanish. The skills native Spanish-speakers develop in Spanish language arts tend to transfer to English, so that the students' overall linguistic and academic competency increases and their performance in other subject areas improves, with outcomes in the form of higher grades and, fewer dropouts and more graduates continuing their education at the post secondary level.
The purpose and function of SSS classes is the development of language arts skills. The selection of materials should be varied to maintain student interest and expose them to the maximum of linguistic experience in terms of vocabulary, style, context, and register. In addition, those materials should reflect the cultural background of the students, focus on topics that are of interest to everyone, and reflect a wide array of cultural and regional contexts within the Hispanic culture. In addition, the literature review highlighted the importance of why authentic assessment of intellectual performance should include: (a) engaging and worthy problems or questions of importance, (b) faithful representation of the contexts facing workers in a field of study, or (c) the real-life "tests" of adult life, non-routine and multi-stage tasks - real problems, tasks that require students to produce quality products or performances.

Subject-matter knowledge has also been found to be a extremely complex activity, drawing on many types of knowledge. Teachers must not only know their subject-matter, they must know how to teach it. Expertise in teaching is dependent on flexible access to very organized systems of knowledge. Deep subject-matter knowledge includes knowledge about ways of representing and presenting content in order to foster student learning. This includes knowledge of what the students bring to the learning situation, knowledge that might be either facilitative or dysfunctional for the particular learning task at hand. Teachers beliefs' about the subject-matter and the students should be examined so they are aware of the affects of their own beliefs on students and the classroom.
SUMMARY OF ANSWERS TO RESEARCH QUESTIONS

PEDAGOGICAL CONTENT KNOWLEDGE

In what ways do non-native Spanish-speaking teachers who teach Spanish to Spanish-speakers understand the subject matter pedagogically?

Shulman (1987, p. 9) has stated that pedagogical content knowledge embodies the ways of representing and formulating the subject that make it comprehensible to others. This includes the most useful forms of representation, the most powerful analogies, illustrations, examples, explanations, and demonstrations. In this study, the participants’ understanding of the subject-matter pedagogically was demonstrated through the use of (1) advanced organizers, (2) expectations that are clearly stated to the students, (2) repetition of concepts in a variety of ways, (4) incorporation of student suggestions, (5) awareness of student interest or disinterest in the lesson, (6) continuously drawing of students’ prior knowledge, (7) explanations which include the purpose of doing assigned work, (8) utilizing comprehensible input, (9) teasing out responses from students and encouraging them to think critically, and (10) having a classroom with a safe environment that is conducive to learning. This list is not exhaustive, but is presented to highlight some of the crucial elements of pedagogical content knowledge observed in the classrooms.

To what extent do non-native Spanish-speaking teachers become aware of their understanding of pedagogical content knowledge related to Spanish to Spanish-speakers?

Awareness of pedagogical content knowledge comes about through the teachers’ ability to make concepts understandable to the students by a)
asking questions, b) encouraging students to think critically, c) use of a variety of questions types, and d) drawing on students' prior knowledge. In addition, teachers' understandings of the needs of native Spanish-speaking students are different from the needs of non-native Spanish-speakers; therefore teachers' pedagogical content knowledge must reflect this difference.

*What skills and knowledge do non-native Spanish-speaking teachers perceive as necessary for them to acquire pedagogical content knowledge for teaching Spanish to Spanish-speakers?*

Their consensus is that teachers should have a strong command of the Spanish language; they need a deep cultural awareness; and they should be empathetic and willing to use culturally relevant practices to attend to the needs of the students. The perceptions indicate that teachers should come into the classroom with the belief that all students are capable of learning. The data from this study indicate that teachers should be able to structure their knowledge in ways that facilitate student learning, (i.e., moving from simple to more complex concepts). The data also indicate that teachers should also know themselves and have confidence and competence in their ability to teach. Teachers should also realize the need to be flexible and be able to adapt to the needs of the students.

*What changes, if any, in perceptions of their pedagogical content knowledge do teachers who teach Spanish to Spanish-speakers experience over time?*

Some important factors in the change of the perceptions of teachers appeared to be an understanding of the needs of the students as well as confidence and competence in their teaching, their comfort level in teaching
SSS, to a lesser extent continuing education on the subject.

SUBJECT-MATTER KNOWLEDGE QUESTIONS

To what extent will knowledge of subject-matter assist teachers who teach Spanish to native Spanish-speakers?

A strong command of and competence in the Spanish language is needed in order to be able to teach SSS. If teachers have competence and confidence in their own ability to speak and use the language they are better prepared to teach the language to native-speakers. In addition, teachers need knowledge of linguistics and metalinguistic knowledge. Furthermore, teachers should have knowledge of how to teach SSS. They should have an understanding of the preconceptions and misconceptions students bring with them about the Spanish language so that the strategies teachers use can be utilized as needed in reorganizing the understanding of their learners. Teachers should have knowledge of the different dialects that students bring with them to class and should facilitate working with what the students already knows in strengthening their language skills, rather than attempting to force the strict use of a single standard variety of Spanish on the students.

Will knowledge about the differences between first and second language acquisition perceived to assist non-native teachers who teach Spanish to Spanish-speakers?

Knowledge of first language acquisition and bilingual education is perceived to be useful to non-native Spanish-speaking teachers as well as native Spanish-speaking teachers. An understanding of first language acquisition will assist non-native Spanish-speaking teachers with pedagogical content knowledge about Spanish. Furthermore, knowledge
about the natural occurring process of learning a first language is perceived to prepare teachers to foster the development of literacy of their native Spanish-speaking students.

Second language acquisition is not perceived as being useful to teachers who teach SSS. This is due to the fact that the priorities for teaching Spanish as a foreign/second language are different than those for teaching SSS (See figure 5.1).

*To what extent is metalinguistic knowledge perceived to be beneficial for non-native Spanish-speaking teachers?*

Metalinguistic knowledge in and of itself may be perceived as beneficial for non-native Spanish-speaking teachers. It would be beneficial for teachers to be aware that their interactions with students provide learning opportunities. Language awareness and an understanding of the purposes and uses of language are important factors in terms of teaching a language. The development of non-native Spanish-speaking teachers’ language awareness may be beneficial in making their classroom language more effective and give them confidence in their ability to ask questions and respond to students questions as well as a variety of issues that may arise in the classroom. Cullen (2001) stated that “a teacher with a poor or hesitant command of spoken English will have difficulty with essential classroom teaching procedures such as giving instructions, asking questions on a text, explaining the meaning of a word or replying to a student’s question or remark” (p. 28). The same could be said of a non-native Spanish-speaking teachers teaching SSS.
TEACHER EDUCATION IMPLICATIONS

How can the findings of this research project be used in teaching preparation programs?

1) the development of courses specifically for teaching SSS in this content area.

2) Preservice teachers and in-service teachers should been given the opportunity to advance their own language skills by taking in Spanish, such as methods, curriculum design, and bilingual education.

3) Prospective teachers should explore their own beliefs about learning, SSS and themselves and their abilities to teach Spanish at the very beginning.

4) Courses should be provided on native language acquisition as well as bilingual education, sociolinguistics and the many varieties of Spanish in Spain and the Americas as well as courses that provide needed information about the various Hispanic cultures.

CULTURAL AWARENESS KNOWLEDGE QUESTIONS

To what extent is knowledge about the cultural background of the students perceived to facilitate an understanding of such students so that non-native Spanish-speaking teachers can feel prepared to provide instruction specific to the needs of the students?

An understanding of the students' culture is perceived to be basic knowledge for teachers. The results of the survey as well as the interviews and observations of the participants demonstrated that with this understanding of the students the teacher can better be able to address the
needs of the students in her/his classroom. Teachers can draw on their knowledge and understanding of the students' culture rather than guessing or assuming as to why students do not appear to understand a concept presented to them. Ladson-Billings (1994) stated that teachers must be willing "to acknowledge racial differences or grapple with these and other differences in the classroom" (p. 31).

Does knowledge about the students, their parents, and the community in which they live impact upon non-native Spanish-speaking teachers' pedagogical content knowledge?

Knowledge about students, their parents, and the community is perceived to be beneficial in that it would enable non-native Spanish-speaking teachers to utilize practices and methodologies that are specific to the needs of the students, rather than applying a blanket one-size-fits-all methodology and expecting the same results. Knowledge of this type is perceived to also help teachers keep an open mind about what to expect from their students so teachers do not come to the classroom believing that all the students are going to be like them, have the same interests as they do, or be from the same socioeconomic background. Research has been presented (Chapter 2) to document the need for teacher content knowledge in this area.

Cultural awareness knowledge is important for teachers who follow Ladson-Billings practices for culturally relevant teaching. Ladson-Billings (1994) stated that "culturally relevant teaching involves cultivation of the relationship beyond the boundaries of the classroom" (p. 62).
To what extent is interpersonal knowledge for non-native Spanish-speaking teachers perceived to foster empathy to understand students, parents, and the community as well as trust and tolerance of different perspectives, setting aside of self, political awareness, maturity, and wisdom?

Collinson (1996, p. 3) quoted Waller (1965, p. 1) “the important things that happen in schools result from the interaction of personalities.” A fostering of knowledge of students, parents, and the community is perceived to better prepare non-native Spanish-speaking teachers to work with their students, parents and the community to foster academic success. Teachers who are given the opportunity to develop their interpersonal knowledge learn to think in an ever expanding scope of professional community. Collinson (1996) maintained that personal and organizational knowledge that allows teachers to understand many different perspectives and facets of issues are required in order for teachers to develop their interpersonal knowledge.

The results of this study have demonstrated teachers perceptions of the importance of pedagogical content knowledge, subject-matter, and cultural awareness for non-native Spanish-speaking teachers who teach SSS. Pedagogical content knowledge is important because it provides teachers with methods and strategies to use in the classroom to get their students to learn. Ways of representing knowledge to students include: (1) advanced organizers, (2) expectations that are clearly stated to the students, (3) repetition of concepts in a variety of ways, (4) incorporation of student suggestions, (5) awareness of student interest or disinterest in the lesson, (6) continuously drawing of students’ prior knowledge, (7) explanations which include the purpose of doing assigned work, (8) utilizing comprehensible input, (9) teasing out responses from students and encouraging them to think.
critically, and (10) having a classroom with a safe environment that is conducive to learning.

An equally important perception for teachers who teach SSS is their subject-matter knowledge of Spanish. Knowledge of the subject, Spanish is important because teachers need not only to be capable of defining accepted truths in a domain for students they must also, according to Shulman (1987, p. 9) “be able to explain why a particular proposition is deemed warranted, why it is worth knowing, and how it relates to other propositions, both within the discipline and without, both in theory and in practice.” Teachers should have knowledge of how to teach SSS and their knowledge of and competence in Spanish must be solid. According to Wineburg (1997, p. 257), someone who possesses in-depth knowledge about their subject-matter “can separate the peripheral from the central, can see the forest for the trees, and the individual possesses knowledge organized in interconnecting networks of meaning and significance”. For teachers who teach SSS, this means knowing more than how to conjugate verbs; it means being prepared to explain why verbs are considered regular and others irregular, or why some words are spelled with a “b” and others with a “v” in the Spanish language. Knowledge of Spanish for teachers who teach SSS means knowing more than what is printed in textbooks.

In accordance with Wineburg (1997, 260), teachers who teach SSS know how the books know, know how historical claims are introduced, evaluated, warranted, and judged by members of a disciplinary community. The teachers would know how new knowledge in the discipline comes about and how historical claims are introduced, evaluated, and disputed. In essence, teachers who teach SSS knowledge go beyond knowing that there
are different varieties of Spanish to knowing how these differences came about in the Spanish language.

The other important knowledge for non-native Spanish-speaking teachers is cultural awareness. The development of an understanding of the students, their parents, and the community is important for non-native Spanish speaking teachers because it fosters the development of interpersonal skills which allows teachers to understand many different perspectives and facets of issues. Equally important is teachers own introspective knowledge of themselves. It is only when a person is comfortable with themselves that they can focus on the needs of another person by respecting themselves and others. Teachers who are secure themselves realize that they learn from their students just as their students learn from them. Teachers who teach SSS should believe that all students are capable of learning and should be encouraged to do their best. Teachers who teach SSS should understand the central role of culture in their students, parents lives as well as that of the community.

METAPHORS FOR THE CLASSROOM AND TEACHER KNOWLEDGE

Many proposed metaphors for the classroom and teacher knowledge have been postulated. This study has brought to light the complexity of teacher knowledge. The three factors highlighted were subject-matter knowledge, pedagogical content knowledge, and cultural awareness knowledge, but there are other factors as well such as a teacher’s own personal and life experience, understanding of the classroom, the school, the school administration, the community, the society, knowledge and understanding of the material available for teaching SSS. In fact, each of the above three factors can be the subject of study each and of themselves and
should be done specifically for Spanish for Spanish speakers just as Grossman (1989, 1990, 1991), has investigated English and others for mathematics, and social studies.

As for the use of a metaphor, the SSS classroom is an ecosystem. An ecosystem is defined as the most complex level of organization in nature. It is made up of a community and its physical environment. The classroom is an ecosystem and one important part of the classroom ecosystem is the teacher. Holliday (1994, 31) maintained that "what can be seen of classroom interaction constitutes 'epiphenomena' - mere surface manifestations of far more complex things going on under the surface." Following the same logic as Holliday (1994), so far we understand teacher knowledge as the rim of a socio-cognitive forest. A forest, in which teacher knowledge would be represented as a knowledge tree. In an ecosystem, a tree is a primary producer which produces food by the process of photosynthesis. The sun, in an ecosystem, provides that energy that primary producers need to make food. In the classroom forest ecosystem the sources of teacher knowledge serve as the sun. The process of photosynthesis is the teacher's use of pedagogical content knowledge, subject-matter knowledge, and cultural awareness to produce digestible knowledge which is the "food." Students, who are the primary consumers eat this digestible knowledge or "food." The secondary consumer would be the interactions between students and the teacher and between each other. Assessments, testing, and finally individual student internalizations of the knowledge that had been presented and discussed through classroom interactions would be the decomposer. That is to say, this presented knowledge is be broken down and internalized by each individual student which represents simple nutrients that are recycled
back into the soil and used again by the knowledge tree or teacher who
draws on this prior knowledge to continually introduce know concepts
building one upon another.

The explanation is somewhat simplistic, but is important in helping to
unpack the complexity of teacher knowledge. Knowledge does not exist in a
vacuum nor is it static; it is dependent on context, the learners, and the
teacher. The teacher plays a crucial role in how her/his knowledge of the
subject-matter is presented to students. A teacher's knowledge of the
subject-matter, her/his pedagogical content knowledge, cultural awareness,
beliefs about students, self, teaching, and her/his ability to teach all impact
the learning in the classroom.

A PROFESSIONAL KNOWLEDGE FRAMEWORK FOR NON-NATIVE
SPANISH-SPEAKING TEACHERS WHO TEACH SPANISH TO SPANISH-
SPEAKERS

The purposes for knowledge are also important, especially in terms of
teaching Spanish as a foreign language and Spanish to native Spanish-
speakers as Figure 5.1 shows some of the differences in the purposes of
each course.
<table>
<thead>
<tr>
<th>Spanish for Spanish-speakers</th>
<th>Spanish as a foreign language</th>
</tr>
</thead>
<tbody>
<tr>
<td>students possess varying levels of proficiency in speaking, reading, writing and listening in Spanish</td>
<td>Limited or minute knowledge of Spanish</td>
</tr>
<tr>
<td>Literacy development in broad skill areas of reading, writing, speaking, and listening</td>
<td>Focus on vocabulary and basic grammar in order to develop proficiency</td>
</tr>
<tr>
<td>Development of appreciation and pride in students' own cultures (heritage language and heritage culture)</td>
<td>Promotion of an appreciation/understanding of different cultures</td>
</tr>
<tr>
<td>Students tend to be non-dominant members of society</td>
<td>Students tend to be members of the dominant society</td>
</tr>
<tr>
<td>Text and other learning materials are almost exclusively in Spanish</td>
<td>Text and other learning materials are generally in English with examples in Spanish</td>
</tr>
</tbody>
</table>

Figure 5.1: A comparison of Spanish for Spanish-speakers and Spanish as a foreign language priorities.

Figure 5.1 shows some of the differences in teaching Spanish as a foreign language and Spanish for Spanish-speakers. For example, the level of Spanish learners possess determines how they are to be taught. Spanish for Spanish-speakers is a course specifically for literacy development whereas Spanish as a foreign language the focus is on building vocabulary and basic Spanish skills then after a period of three to four years can literacy become the focus. The selection of literature is dependent upon the purpose, (i.e., the development of appreciation and pride in students' own culture or the promotion of an appreciation/understanding of a different culture).
Furthermore, the selection of textbooks for the class is also dependent upon the purpose. Non-native students would have a difficult time understanding a text written almost exclusively in Spanish especially at the Spanish I or Spanish II levels in high school. Textbooks in English would do little to develop literacy in Spanish for native Spanish-speakers.

Figure 5.2 is a representation of the three types of knowledge and knowledge of self. The knowledge of self came evident from the responses to the survey as well as the observations and interviews with the participants. I had not anticipated that knowledge of self would be as important as it has as evidenced by the data. This knowledge of self is an important factor in Collinson's (1996) triad of knowledge. She stated that “intrapersonal knowledge emphasizes understanding of oneself and the capacity for introspection and reflection” (p. 8). Therefore, knowledge of self has an important purpose in the development of exemplary teachers. Ladson-Billings (1994) also spoke to the notion of knowledge of self. She stated that “teachers with culturally relevant practices have high self-esteem and a high regard for others” (1994, p.33). The figure focus point represents the rings of a tree, and at the core of this tree is knowledge of self which is surrounded by the the types of knowledges which were the focus of this study.
Code: 1 - Knowledge of Self
2 - Subject-Matter Knowledge (Spanish)
3 - Pedagogical Content Knowledge
4 - Cultural Awareness Knowledge - Knowledge of Learners

Figure 5.2 Teacher Knowledge Tree
Knowledge of self is the core of teacher knowledge because a teacher needs to know her/himself well - to know, understand, and accept her/his strengths, weaknesses, likes, dislikes, beliefs about students, beliefs about teaching, beliefs about her/his ability to teach in general, his/her ability to teach in Spanish, and personal biases before she/he can know and understand another person or to teach others. Knowledge of the subject-matter, Spanish is second because in order to teach a subject a teacher must have knowledge of that subject. The respondents of the survey and the participants through the excerpts of their interviews indicated that knowledge of Spanish is crucial. This knowledge should be both profound and extensive. Pedagogical content knowledge is third because it involves taking the subject-matter knowledge, Spanish, and breaking it down into understandable units for the students and also because pedagogical content knowledge can be adjusted to fit a particular group. Having a firm grounding in pedagogical content knowledge allows a teacher to tailor lessons to the particular needs of the students. Cultural knowledge and knowledge of learners is fourth after acquisition of subject-matter and pedagogical content knowledge. Knowledge of the students' culture and the students themselves allow the teacher to make the lessons specific to the needs of the students and make the lessons purposeful to the students.

The groundwork has been presented for the professional framework for non-native Spanish-speaking teachers. It is important to reiterate that this represents surface manifestations of far more complex phenomena going on under the surface of a teacher's practice. There is a danger in the presentation of figures, in that it is easy to over-simplify the complexity of the nature of knowledge. The goal in this study has been to scratch of the
surface of knowledge that non-native Spanish-speaking teachers who teach Spanish to Spanish-speakers need. This framework is not complete and needs to incorporate the layers of teacher knowledge yet to be explored.

At this time, it is possible to investigate the effects of knowledge, those aspects that can be observed as well as those that teachers themselves can describe. The goal of the study was to understand perspectives and knowledge of the participants, in particular. To a lesser extent, the survey was designed to investigate this private knowledge of teachers who work closely with Spanish-speaking students. Once this private knowledge is made transparent and public, it can then be as Kennedy (Raths and McAninch, 1999, p. 31) stated, "we can say it and write it down, we can share it and discuss it with others." Much of the knowledge about teaching Spanish to Spanish-speakers has been done in the field by teachers themselves doing action research. Teachers who teach Spanish to Spanish-speakers have a wealth of knowledge waiting to be explored, and it deserves to be made "public." The rich knowledge teachers have about teaching Spanish to Spanish-speakers is difficult to access because it may occur deep within the mind of the teachers. Currently it is mainly through observations and interviews that the effects of knowledge can be documented and pattern recognitions can be made. Kennedy (1999) has developed the term teacher expertise to talk about teacher knowledge. She (1999, p.37) defined expertise as knowledge governed by both "expert" knowledge and by craft knowledge. Kennedy defined craft knowledge as the private process of predictions and outcomes or through experiences and expert knowledge as propositional, public, testable and contestable. Expert knowledge is a group knowledge and a shared knowledge distinct from craft knowledge which is
experiential and held privately by each individual.

Kennedy's notion of teacher expertise was confirmed in my observations of participants and from interviews with them as well as the responses to the survey instrument. There is a skill to exemplary teaching, represented by expert knowledge, but there is artistry as well; it is represented by craft knowledge. No two people teach in exactly the same manner even if they use the same methods or techniques and yet both may be exemplary teachers. The two participants in the present study demonstrated a passion for teaching SSS. In addition, respondents spoke about a passion for teaching SSS. This passion appears to be represented in many different forms. One thing is clear however, in order to be successful in teaching SSS the teacher should enjoy the subject and have a keen perception of the students and their needs. These perceptions should extend beyond the superficial and foster in the teacher a spirit of kinship with her/his students.
Figure 5.3: Professional knowledge framework for non-native Spanish-speaking teachers who teach Spanish to native Spanish-speakers.
It is important to mention the overlap in the framework between pedagogical content knowledge and subject matter knowledge. Shulman (1987, p. 9) maintained that pedagogical content knowledge “goes beyond knowledge of the subject matter per se to the dimension of subject matter knowledge for teaching.” In order to teach, a person must know how to teach. In order to teach SSS a person must know how to teach and have knowledge of how to speak, read, write, listen, understand, and teach Spanish. This Spanish subject matter knowledge should include both substantive and syntactic structures. Shulman (1987, p. 9) defined substantive structures as the variety of ways in which the basic concepts and principles of the discipline are organized to incorporate its facts and the syntactic structure of a discipline as the set of ways in which truth or falsehood, validity or invalidity, are established. Shulman maintained that this syntactic structure as a syntax and a syntax is like a grammar. He further maintained (1987, p. 9) that this syntax “is a set of rules for determining what is legitimate to say in a disciplinary domain and what breaks the rules.”

It is for this reason that a teacher’s subject matter knowledge of Spanish must have both breadth and depth. It is not sufficient that the non-native Spanish-speaking teacher is able to speak the language and know for her/him self how the rules operate and what breaks the rules. In Kennedy’s (Raths and McAninch, 1999, p. 39) words, the teacher with expertise and has breadth and depth of the subject-matter “will be able to justify her solution by appeal to the body of public, tested knowledge...”. This is in contrast to a teacher who does not have breadth and depth of Spanish who may justify her/his solution by saying that is just the way it is done.
CONCLUSIONS

This chapter has presented a summary of the findings of this study and introduced a knowledge framework for non-native Spanish-speaking teachers who teach Spanish to native-speakers. Also discussed in this chapter were several metaphors that draw attention to the complexity of teacher knowledge. The findings in this study may be limited surface occurrences of teacher knowledge; however, it is clear that a deeper knowledge level exists and needs to be explored.

IMPLICATIONS FOR TEACHER EDUCATION

The findings and conclusions of this study suggest implications for the content and process of teacher education for prospective SSS teachers and continuing education for teachers who currently teach SSS. Teacher education programs should develop and implement courses specifically for teaching SSS. Courses on second language acquisition may be helpful to some degree, but do not focus specifically on the needs of native Spanish-speakers. In particular, bilingual Spanish/English-speakers and native Spanish-speakers born in the U.S. have demonstrated in several studies that further specialized needs that are typically not addressed by courses focusing on second language acquisition. Teachers who teach SSS must be able to understand the difference in priorities in teaching Spanish as a foreign language and SSS (See figure 5.1). Teachers teaching SSS would benefit from courses geared specifically towards teaching Spanish to native-Spanish speakers in that they would learn strategies and methods that would benefit native Spanish-speaking students. Valdés (1989), Teschner (1990), Peale, (1991), Peale, (1991) and Blanco (1994) have demonstrated through
research and theory that methods and strategies used for second language acquisition are not beneficial to native Spanish-speaking students.

In addition, teacher education programs should provide incentives and opportunities for prospective teachers to explore their beliefs about heritage language learning, courses in SSS, and their abilities to teach Spanish. Traditionally, teacher preparation programs allow some time for prospective teachers to reflect on the beliefs and value judgments they bring with them into the university. Teachers who express a desire to teach SSS should have a genuine interest in Hispanic students and culture as well as a desire to teach the subject. Cultural awareness knowledge is perceived to be very important by the teacher participants and the respondents to the survey. It appears to be crucially important for teachers to have a true understanding and knowledge of the students they are teaching. Cultural awareness knowledge, according to the teachers perceptions in this study, must be substantive in nature not just mere sympathy. Ladson-Billings (1994) theory of culturally relevant teaching is important for school age Hispanics just as it is important for school age Blacks. The attitudes and beliefs that teachers have towards minorities, towards non-prestige languages, toward poverty have an affect on how teachers teach (see Hoy and Murphy, 2000; Ennis, C., Cothran, D., and Loftus, S. 1997; Hollingsworth, S. 1989; Nespor, J. 1987).

Teacher education programs should provide courses on first language acquisition as well as bilingualism, sociolinguistics, dialect varieties of Spanish in Spain and the Americas as well as courses that provide information about different Hispanic cultures. Taking such courses would
better prepare a teacher who has an interest in teaching SSS. These courses should focus specifically on the actual reality of what would be found in the classroom in the U.S. It is common that teachers who teach SSS have native Spanish-speakers from their home countries, bilingual Spanish/English-speakers who are English dominant or Spanish dominant individuals. Native Spanish-speaking students may sometimes arrive in the SSS class with proficiency in Spanish, or they may come with low levels of Spanish. Teachers who teach SSS must be prepared for all of these possibilities. Offering courses on dialect varieties in Spanish may assist teachers in understanding the kinds of language that are accepted as correct and appropriate in those respective countries. It may also assist teachers in understanding the cultural differences between American Spanish and Peninsular Spanish. First language acquisition and bilingual education courses would assist teachers in serving the needs of their native Spanish speaking students as well as their bilingual Spanish/English students.

Finally, prospective teachers and veteran teachers should been given the every opportunity to advance their own language skills by as much exposure as possible to use their Spanish. For non-native Spanish-speakers total immersion in the language is imperative. Courses in Spanish literature tend not to provide the non-native Spanish-speaking teacher with kinds of language experience they need for the types of communication needed in Spanish for the native-speakers classroom. Teachers who teach SSS will need to be able to communicate about a wide variety of topics, not exclusively literature. One way to gain confidence and competence is to be surrounded by the language and to be able to use the language in a variety of situations — especially interpersonal, interpretative, and presentational
modes. In order for non-native Spanish-speaking teachers to have confidence and competence in their Spanish they must become accustomed to thinking in Spanish. Spanish must become a part of them. Speaking Spanish should almost be as natural as speaking the teacher's own native language. This means that non-native Spanish-speaking teachers who teach SSS should be exposed to Spanish as much as possible. Non-native Spanish-speaking teachers would benefit from more exposure to the Spanish language than what is usually experienced in Spanish language courses. Ideally taking methods courses, first language acquisition courses, and bilingual education courses in Spanish would expose teachers to a wide range of vocabulary and grammar and provide non-native Spanish-speaking teachers with a richness of language that could not be attained in the Spanish language class alone. Another possibility may be to offer workshops or sessions in Spanish to non-native Spanish speaking teachers. Non-native Spanish-speaking teachers must be able to speak Spanish with confidence and competence so that their ability will not interfere with essential classroom teaching procedures.

Of special interest was the number of teachers who responded to the survey stating that they felt prepared to teach SSS because they, themselves, were native speakers. Many of the teachers who said they were native Spanish-speakers also had received language arts training in their native countries and this may be the reason for their preparedness.

The advantage that native Spanish-speakers have over non-native Spanish-speaking teachers is that they are comfortable communicating in their native language and they have an adequate vocabulary. This, however,
should not discourage a non-native Spanish-speaking teacher who has an genuine interest and desire to teach SSS. The key is to challenge the non-native Spanish-speaker by providing them with the kinds of situations in which to use Spanish that are similar to what native-speakers experience naturally.

PROFESSIONAL DEVELOPMENT REFLECTIONS

I was quite surprised by how much Spanish I had lost since becoming a doctoral student. When I went out to California to observe Luz and Dominic’s classes and was asked to speak to the students, I found that much of my fluency in Spanish had disappeared. One of my minors is Spanish and I did take Spanish courses for the degree, but I realize that taking Spanish courses was not sufficient to keep my Spanish up-to-date. I found it refreshing to be able to listen Spanish-speaking radio and television programs in California, something that I cannot do in Columbus without paying a premium for digital cable or a satellite dish. Being asked to speak in Spanish brought back fears that I first had when I was told that I would be teaching SSS. I doubted my confidence and competence then. Now I do not so much doubt my confidence and competence, since I know that all I need do now is to become accustomed to speaking Spanish as much as possible when the opportunity presents itself.

Luz invited me to attend a adult literacy workshop with her. The workshop was conducted in Spanish and led by a native Spanish-speaker. I learned much while attending this conference. My listening skills in Spanish were much better than my speaking skills. It was while attending this workshop that I realized how much of a benefit it would be for non-native Spanish-speaking teachers who teach SSS to take their education
coursework in Spanish making the program more of an immersion experience for those teachers.

Another surprise was the importance of knowledge of self. As I observed Luz and Dominic teach as well as interviewing and reading the responses to the questionnaire; I realized how important it was for a teacher to be comfortable with her/him self, with the students and with the classroom environment. Luz and Dominic were willing to admit to students if they made a mistake. They were not afraid to let the students see that they did not know everything and were not ‘owners of knowledge.’ I agree with Collinson (1996), she stated that “teaching depends to a large degree on how a person sees, acts, and lives (teaching by modeling), one could argue that the development of dispositions and ethics is very important to teacher education. It is, however, such a neglected part of teacher education as to be almost nonexistent” (p. 9).

PROGRAM DEVELOPMENT REFLECTIONS

As I observed Luz and Dominic teach I was astounded by the knowledge each displayed and the knowledge they drew on in the classroom on a daily basis. I thought about my own training in second language acquisition and how that training did little to prepare me for teaching SSS. Much of what I learned I taught myself. It took a change in my thinking and my perceptions of SSS that gave me a better understanding of the needs of my native and bilingual Spanish-speaking students. I was sitting in my classroom grading papers when I overheard another teacher in the classroom next to mine doing a pre-reading activity with her students about The Odyssey. The teacher made the story so interesting that I wanted to get the book and read it for myself. After school I went to talk to her about what
she had done. She gave me her handouts and explained what she was doing and why. That was the magic moment for me: I realized that my focus was completely wrong for these students. I was thinking in terms of a second language when I should have been thinking about a first language. I talked to the teachers in the English department at my school and began to develop a program for SSS based on what was done in language arts and not in foreign language.

OVERALL REFLECTIONS

When I first developed my research questions I had no idea that it they would lead me into the uncharted waters of what is teacher knowledge. I am convinced that I have barely scratched the surface of the wealth of knowledge that teachers use and draw on when teaching SSS. I can only hope that this study will begin to put teachers' private knowledge into the public domain. Teaching is indeed an art and a science; 'good teaching' does, in fact, demand expertise.

RECOMMENDATIONS FOR FUTURE STUDY

The present study has offered findings on the kinds of knowledge teachers who teach SSS need to teach. The qualitative and exploratory nature of this study has generated questions that should be researched in future investigations in the field of heritage language education. The following recommended studies are proposed as a follow-up of this study:

1. More inquiry investigating this study’s guiding research questions regarding teacher knowledge should be conducted among teachers who teach SSS in order to further discover other aspects of teacher knowledge not addressed in this study and to add to the knowledge base of this specific
field. A study of teachers’ knowledge of themselves as it relates to teaching SSS is needed. This study might be qualitative in nature.

2. Additional qualitative studies might focus on the three areas covered in this study. Such studies might be conducted over the course of the school year or longer, if possible, to explore the implicit knowledge that teachers have in reference to subject-matter, pedagogical content knowledge and cultural awareness knowledge. This study might be a cross-national study based on interviews with both pre-service and in-service teachers in classrooms in states like Texas and Florida.

3. A study which investigates the effect of knowledge of first language acquisition on who teachers teach SSS as they enter their first year teaching the course. This study might be conducted using case study methodology.

4. Another study is needed to investigate the effectiveness of prospective teachers taking courses in first and second language acquisition compared with another group of prospective teachers taking courses in second language acquisition only and another group of prospective teachers taking courses in first language acquisition only. This study might focus on subjects, grades, and responses to questionnaires.
5. A study involving non-native Spanish-speaking prospective teachers completing all their education courses in Spanish compared to another group of non-native Spanish-speaking prospective teachers taking their education courses in English. This study could focus on a case study methodology.

6. A self-administered questionnaire might be the basis of follow-up study that requests input about the types of educational courses participants’ perceived to be beneficial to them as they teach SSS and the inservice courses needed to successfully teach SSS to obtain their permanent certification or licensure to teach in states like Texas, Florida, New York and California.

7. A follow-up study to the present study is needed to identify aspects of teacher knowledge not answered in the present study (e.g., cultural awareness of students). This study should utilize the questionnaire developed in the present study, but a larger, representative sample of in-service native Spanish-speaking teachers needs to be included. The questionnaire might be followed up by random sample phone interviews to probe teachers’ views.

8. A quantitative study of student outcomes (e.g., grades, test score results, etc.) is needed. The ultimate goal of teaching is student achievement. Using pre and post-test score and
grade-point average data, this study could be designed to study the results of interventions by matched control and experimental classes of high school native-speakers of Spanish taught by native speaking and non-native speaking teachers. Related outcomes such as dropout and graduation rates should also be included in this study.

Teachers knowledge of subject-matter, pedagogical content knowledge and cultural awareness are three important aspects of teacher knowledge. How teachers use their subject-matter, pedagogical content knowledge, and cultural awareness knowledge determines whether the presentation of their lessons to their students have the potential to be successful. Teachers who teach SSS who are non-native Spanish-speaking teachers must have both breadth and depth in their knowledge of Spanish due to the range of student abilities they are likely to encounter in the classroom as well as the variety of topics they will need to discuss ranging from grammar to literature. The present study used a self-administered questionnaire, participant observation and interviews to investigate the nature of teachers knowledge of subject-matter, pedagogical content, and cultural awareness knowledge in order to begin the development of a professional framework for non-native Spanish-speaking teachers who teach SSS.

The study has shown that teacher knowledge is complex in nature. In addition, exemplary teaching is more than a list of skills and methods much of a teacher's own personality goes into the lesson as well as her/his beliefs about the students, and beliefs about her/his ability to teach.
LIST OF REFERENCES


APPENDIX A

What Teachers Know Makes A Difference!

A Questionnaire for Teachers Who Teach Spanish for Spanish-speakers

Please return your completed questionnaire in the enclosed envelope to:

The Ohio State University
Foreign/Second Language Education
333 Arps Hall
1945 North High Street
Columbus, OH 43210-1172
PART I. Training/Education

This multiple choice and short answer questionnaire is designed to solicit the views of teachers who teach Spanish to Spanish-speakers. Please answer each question completely.

START HERE

1. Have you ever received any training (both formal & informal) or taken specialized courses to teach Spanish to Spanish-speakers?
   
   No ............ □ (Skip to Item 5)
   Yes ............. □

2. (If yes) Name the type of course(s) taken.

3. Name the school or institution where course(s) were taken.

4. What was the date (approximate) when you completed the course(s)?

5. What do you do to keep your Spanish language skills up to date?

   (Check all that apply)
   
   Speak Spanish with family ........... □
   Read newspapers, magazines, etc .......... □
   Watch Spanish TV programs .................. □
   Listen to Spanish radio programs .......... □
   Nothing .................................. □
   Internet/email ................................ □
   Other (Please explain) ............... □

6. Have you ever received any training (either formal or informal) to assist you in developing successful relationships with students or the local community, including parents, or guardians, and colleagues?

   No ...... □ (Skip to Item 8)
   Yes ...... □

7. (If yes) Please describe training.

8. What do you think are some of the most useful strategies you have learned from any conference or training for teaching Spanish to Spanish-speakers?

   (Check all that apply)
   
   Bridging strategies....... □
   Schema building........... □
   Metacognitive development........... □
   Textual representation..... □
   Anticipatory guides........... □
   Student journals............... □
   Strategies that tap prior knowledge................ □
   Other (Please explain).... □
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you collaborate with other teachers in your department about lessons and curriculum issues?</td>
<td>No □ (Skip to Item 12) Yes □</td>
</tr>
<tr>
<td>(If yes) Describe the collaboration amongst other teachers and yourself.</td>
<td></td>
</tr>
<tr>
<td>Please indicate the frequency of each item described in item 10 (e.g., daily, weekly, etc.)</td>
<td></td>
</tr>
<tr>
<td>Do you utilize advanced organizers to prepare your students for a new lesson? (For example, do you utilize pre-reading activities to prepare students to read a novel or short story?)</td>
<td>No □ (Skip to Item 14) Yes □</td>
</tr>
<tr>
<td>(If yes) Please describe the techniques or strategies you use most often to prepare students for a new lesson.</td>
<td></td>
</tr>
<tr>
<td>Do you sometimes change your lesson plans based on your students' needs?</td>
<td>No □ (Skip to 16) Yes □</td>
</tr>
<tr>
<td>Please describe two examples of changes that you make most often.</td>
<td></td>
</tr>
<tr>
<td>Do you assess your students' abilities at the beginning of the school year?</td>
<td>No □ (Skip to Item 18) Yes □</td>
</tr>
<tr>
<td>What skills do you tend to use to evaluate your students' abilities? (Check all that apply)</td>
<td>Writing evaluation □ Reading evaluation □ Listening evaluation □ Speaking evaluation □ Other (Please describe) □</td>
</tr>
</tbody>
</table>
18. Do you know when your students understand a concept that has been presented to them?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Skip to Item 20)

19. (If yes) Describe the major student behaviors or body language that serve as indicators for you.

- Students ask relevant questions.
- Students show interest in the topic.
- Students ask for more information about the topic.
- Other (Please describe).

22. Do you get to know your students as individuals?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Skip to Item 24)

23. (If yes) What do you usually do to get to know your students?

- Talk to individual students.
- Ask students about their interests.
- Listen to their talk.
- Other (Please Explain)

24. Do you take your students' background/prior knowledge into consideration when planning your lessons?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Skip to Item 26)

25. (If yes) Please describe how you obtain information about the extent of your students' prior knowledge on a given subject.

- Ask students to tell me what they know.
- Have students write what they know.
- Other (Please describe)

20. Do you usually know when your students do not understand a concept that has been presented to them?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Skip to Item 22)

21. (If yes) What are the major student behaviors or body language that serve as indicators?

- Blank stares.
- Silence.
- The students do nothing.
- Other (Please describe)
### PART IV. Self-Assessment/Evaluation

**26. Do you sometimes evaluate your own teaching after a lesson to consider ways to improve or change it for a future time?**

- No. □ (Skip to Item 28)
- Yes. □

**27. (If yes) Please describe the evaluation technique(s) you employ most often.**

- I reflect about my teaching. □
- I take notes on my teaching. □
- I have a peer evaluate my lesson. □
- Other (Please describe). □

**29. In your opinion, what factors most determine whether a lesson was not successful for you?**

- The students appear uninterested, bored, restless, etc. □
- The pacing/timing did not go smoothly. □
- The majority of the students do not do well on a quiz/test. □
- Other (Please describe). □

**30. Briefly describe how you usually attempt to resolve disagreements or misunderstandings in your classroom, either between you and a student or between students (for example, a student is unhappy about a test grade or two students are in dispute regarding ownership of a book, etc.) (Check all that apply)**

- I talk to the students in the classroom. □
- I take the students outside the classroom to talk. □
- I refer the students to a guidance counselor. □
- I follow a procedure required by my school. □
- Other (Please describe). □
**PART V. Your perceptions about Spanish for Spanish-speakers**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. Did you feel prepared when you first began to teach Spanish for Spanish-speakers?</td>
<td>No ☐, Yes ☐</td>
</tr>
<tr>
<td>32. Please explain why or why you did not feel prepared to teach.</td>
<td></td>
</tr>
<tr>
<td>33. Did you feel prepared to teach Spanish for Spanish-speakers one year after you first started to teach?</td>
<td>No ☐, Yes ☐</td>
</tr>
<tr>
<td>34. Did you feel prepared to teach Spanish for Spanish-speakers two years after you first started to teach?</td>
<td>No ☐, Yes ☐, Not applicable ☐</td>
</tr>
<tr>
<td>35. Did you feel prepared to teach Spanish for Spanish-speakers three years after you first started to teach?</td>
<td>No ☐, Yes ☐, Not applicable ☐</td>
</tr>
<tr>
<td>36. Did you feel prepared to teach Spanish for Spanish-speakers five years after you first started to teach this subject?</td>
<td>No ☐, Yes ☐, Not applicable ☐</td>
</tr>
<tr>
<td>37. What contributed to your feeling prepared to teach Spanish for Spanish-speakers?</td>
<td>Professional conferences ☐, College/University courses ☐, In-service and workshop courses ☐, Other (Please explain) ☐</td>
</tr>
<tr>
<td>38. Do you feel your perceptions about teaching Spanish for Spanish-speakers have changed over time?</td>
<td>No ☐ (Skip to Item 40), Yes ☐</td>
</tr>
<tr>
<td>39. How have your perceptions about teaching Spanish for Spanish-speakers changed over time?</td>
<td>(Answer all that apply)</td>
</tr>
<tr>
<td></td>
<td>My comfort level with the subject has increased ☐, Continuing education on the subject ☐, Confidence in my teaching has increased ☐, Better understanding of the needs of the students ☐, Other (Please explain) ☐</td>
</tr>
</tbody>
</table>
40. In your opinion, what is the single most important understanding a new teacher needs to have when teaching Spanish for Spanish-speakers?

| Ability to understand the cultural background(s) of the students | □ |
| Strong command of the Spanish language | □ |
| Ability to make concepts understandable to students | □ |
| Other (Please explain) | □ |

41. In your opinion, what are other important understandings, not including your answer to number 40, a new teacher needs to begin teaching Spanish for Spanish-speakers?

| Ability to understand the cultural background of the students | □ |
| Strong command of the Spanish language | □ |
| Ability to make concepts understandable to students | □ |
| Other (Please explain) | □ |

PART VI. Please tell me about yourself

42. How many total years have you been teaching?

   Number of years teaching _________

43. What grades do you currently teach?

   Grades currently teaching _________

44. In what type of school do you currently teach?

   (Check all that apply)

   - Public
   - Private
   - Urban
   - Suburban
   - Rural
   - Elementary school
   - Middle school
   - High school

45. What grades have you previously taught?

   Grades previously taught _________

46. How many years have you been teaching Spanish for Spanish-speakers?

   Number of years teaching Spanish for Spanish-speakers _________
47. What is the background of the majority of your current Spanish-speaking students?

- Mexican
- Puerto Rican
- Cuban
- Dominican
- Ecuadorian
- Other (Please specify)

48. What is your native language?

Native language

49. Where were you born?

City State Country

50. If you are bilingual, what do you consider to be your dominant language?

Dominant language

51. If you learned Spanish as a non-native speaker mainly in school, how would you rate your Spanish?

Near native
Excellent
Good
Fair

52. What other languages do you speak?

Other languages spoken

53. Please rate your proficiency in each one, using the scale in item 51.

Language Proficiency

54. What is your gender?

- Male
- Female

55. Where did you complete most of your education?

(Check each level)

USA Other Country

- A. Elementary &
  Middle School
- B. High School
- C. College
- D. Graduate study

56. Please check the appropriate degrees that you have earned.

- Bachelor's degree
- Master's degree
- Doctoral degree
- Additional training

57. Teachers of Spanish for Spanish-speakers are often passionate about the topic. What do you think are some of the main benefits and challenges associated with teaching Spanish for Spanish-speakers?
Thank you for taking the time to complete this questionnaire! Your assistance in providing this information is very much appreciated. If you have anything more you would like to say in response to the questions or about survey itself, please do so in the space provided below.

Please return your completed questionnaire in the envelope provided to:
Mil gracias.

Vickie R. Ellison
The Ohio State University
Foreign/Second Language Education
333 Arps Hall
1945 North High Street
Columbus, Ohio 43210-1172
APPENDIX B

QUESTIONNAIRE PRENOTICE LETTER

August 27, 2001

A few days from now you will receive in the mail a request to fill out a questionnaire for an important research project being conducted by myself, Vickie R. Ellison, as partial fulfillment of my dissertation study entitled "The Power of Knowledge: What Teachers Know Makes A Difference."

The project consists of a comprehensive analysis of the knowledge teachers teaching native Spanish-speakers utilize while teaching Spanish to Spanish-speakers. All data from the questionnaire will be coded to insure confidentiality. Only my dissertation committee members and myself will have access to data, and we will be bound by a strict code of confidentiality so your individual responses will not be revealed.

I am writing in advance because many people like to know ahead of time that they will be contacted. Information gained from the study will shed light on the types of knowledge teachers need to successfully teach native Spanish-speakers in U.S. middle and high schools. Your participation in this study will assist me in my efforts to create a professional knowledge base for teachers who teach Spanish for Spanish-speakers.

Participation in this study is completely voluntary and your decision regarding participation in this study will not affect your relations with your school, the school district, or this University in any way. However, your participation is extremely important so diverse perspectives can be included in the study. You will also have the opportunity to receive a summary of the findings once the research is completed.

Thank you in advance for your time and consideration. As a teacher myself, I understand how valuable your time is. However, it is only with your assistance that this research will be successful.
Mil gracias por su tiempo y participación.

Sincerely,

Vickie R. Ellison, Graduate Teaching Associate
School of Teaching and Learning

P.S. Para demostrar mi gratitud por su participación, voy a enviarle a Ud. con el cuestionario un pequeño regalito.

-----------------------------------------------
Optional:

Please send me a summary of the findings.

Name:

Address:

City/State:

Zip Code:

e-mail address:
QUESTIONNAIRE COVER LETTER

September 2, 2001

Dear Teacher,

The purpose of this letter is to solicit your participation in a study entitled "What teachers know makes a difference!" The project will be conducted over the course of the 2001-2002 school year as partial fulfillment of my doctoral dissertation research. The project consists of a comprehensive analysis of the views of teachers teaching Spanish for Spanish-speakers. Information gained from the study will shine light on the types of knowledge teachers need to successfully teach native Spanish-speakers in U.S. middle and high schools.

Your participation in this study will assist me in my efforts to create a professional knowledge base for teachers of Spanish for Spanish-speakers. This questionnaire is voluntary; however, your experiences and expertise would do much to shed light and understanding of the importance of having knowledgeable teachers such as yourself in heritage language classrooms.

All responses to this questionnaire will be confidential, and there will be no disclosure of personal information of any kind. When you return your completed questionnaire, your name will be deleted from the mailing list and it will never be connected to your answers in any manner.

Please feel free to contact me at (614) 688-4258 (ellison.27@osu.edu) or Dr. Charles R. Hancock, my advisor, at (614) 292-8047 (hancock.2@osu.edu) if you have any questions or concerns.

Para demostrar mi gratitud por su participación, voy a enviarle a Ud. con el cuestionario un pequeño regalito.

Thank you in advance for your participation this research project. If you would please return your completed questionnaire by September 30, 2001 I would be extremely grateful. I look forward to hearing back from you soon.

Sincerely,

Vickie R. Ellison,
Graduate Teaching Associate
Foreign/Second Language

P.S. If by some chance I made a mistake and you are not teaching Spanish for Spanish-speakers, please return the blank questionnaire. Otra vez, muchísimas gracias.
SECOND NOTICE QUESTIONNAIRE COVER LETTER

October 22, 2001

A few weeks ago, I sent a questionnaire to you that solicited about your views as a teacher teaching Spanish for Spanish Speakers. To the best of my knowledge, it has not yet been returned.

The comments of the teachers who have already responded have shed valuable perspectives on the types of knowledge teachers need to teach Spanish to Spanish-speakers. I believe the results are going to be extremely beneficial to the field of heritage language learning, but I need your responses.

I am writing once more because of the importance that your input has for helping me to obtain accurate results. I have sent questionnaires to teachers across the country; it’s only by hearing from nearly every teacher in the sample that I can be sure that the results are truly representative.

If by some chance I made a mistake and you are not teaching Spanish for Spanish Speakers, please return the blank questionnaire. In that way, I can conduct an accurate study.

A questionnaire identification number is printed on the front cover of the questionnaire so I can check your name off the mailing list when it is returned. The list will be destroyed so that individual names can never be connected to the results. Protecting the confidentiality of teachers’ responses is very important to me, as well as The Ohio State University.

I hope that you will fill out and return the questionnaire soon, but if for any reason you prefer not to respond, please let me know by returning a note or the blank questionnaire in the envelope provided.

I look forward to hearing from you as soon as possible.

Sincerely,

Vickie R. Ellison,
Graduate Teaching Associate
Foreign/Second Language Education

Please feel free to contact me at (614) 451-5084 (ellison.27@osu.edu) or my advisor Dr. Charles R. Hancock at (614) 292-8047 (hancock.2@osu.edu) if you have any questions or concerns.
FINAL NOTICE QUESTIONNAIRE COVER LETTER

December 3, 2001

During the last two months I sent a questionnaire to you that solicited your views as a teacher teaching Spanish to Spanish-speakers.

The purpose of the study is to obtain the views of teachers teaching Spanish to Spanish-speakers in an effort to shed light on the knowledge needed to teach native Spanish-speakers.

The study is drawing to a close, and this is the final contact that will be made with the random sample of teachers teaching Spanish to Spanish-speakers.

I am sending this final contact by priority mail because of concern that teachers who have not responded may have had different experiences than those who have. Hearing from teachers in this sample helps assure that the survey results are as accurate as possible.

I also want to assure you that your response to this study is voluntary, and if you prefer not to respond that's fine. If you decide not to respond or if you are not teaching Spanish to Spanish-speakers, please let me know by returning the blank questionnaire. In that way, I can conduct an accurate study.

I appreciate your willingness to consider my request as I conclude this effort to better understand the types of knowledge teachers need to teach Spanish to Spanish-speakers. Thank you very kindly.

Sincerely,

Vickie R. Ellison,
Graduate Teaching Associate
Foreign/Second Language Education

Please feel free to contact me at (614) 451-5084 (ellison.27@osu.edu) or my advisor Dr. Charles R. Hancock at (614) 292-8047 (hancock.2@osu.edu) if you have any questions or concerns.
APPENDIX B
Reminder Notice/Thank You Card

Vickie R. Ellison
The Ohio State University
Foreign/Second Language Ed.
333 Arps Hall
1945 North High St.
Columbus, OH 43210-1172

Dear Teacher,

This is just a little note to thank you for filling out and returning your questionnaire. If you have not yet done so, please complete it and return it as soon as you can.

Mil gracias por su interés y participación,
APPENDIX C
Pilot Study Questionnaire Results Summarized

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you ever received any training or taken specialized courses to teach Spanish for Spanish-speakers?</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>6. Have you received any training to assist you in developing successful relationships with students or the local community, including parents, or guardians, and colleagues?</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>9. Do you collaborate with other teachers in your department about lessons and curriculum issues?</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
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<td>13</td>
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<td>0</td>
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<td>20. Do you usually know when your students do not understand a concept that has been presented to them?</td>
<td>0</td>
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<tr>
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<td>14</td>
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| 8. | What do you think are some of the most useful strategies you have learned from any conference or training Spanish to Spanish-speakers? |   |
| 8a. | Bridging strategies | 9 |
| 8b. | Schema building | 4 |
| 8c. | Metacognitive development | 9 |
| 8d. | Textual representation | 7 |
| 8e. | Anticipatory guides | 5 |
| 8f. | Student journals | 10 |
| 8g. | Strategies that tap prior knowledge | 12 |
| 8h. | Other | 3 |

<p>| 17. | What skills do you tend to use to evaluate your students’ abilities |   |
| 17a. | Writing evaluation | 13 |
| 17b. | Reading evaluation | 9 |
| 17c. | Listening evaluation | 7 |
| 17d. | Speaking evaluation | 9 |
| 17e. | Other | 0 |</p>
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<td>Listen to their talk</td>
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<td>Have students write what they know</td>
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<tr>
<td>25c.</td>
<td>Other</td>
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</table>
27. (If yes) Please describe the evaluation technique(s) you employ most often.

27a. I reflect about my teaching 14
27b. I take notes on my teaching 5
27c. I have a peer evaluate my lesson 2
27d. Other 5

28. In your opinion, what factors most determine whether a lesson was successful in your teaching? (Check all that apply)

28a. The students seems interested in the lesson content 12
28b. The pacing of the lesson went well 11
28c. The majority of the students do well on the quiz or test 11
28d. Other 6

29. In your opinion, what factors most determine whether a lesson was not successful for you?

29a. The students appear uninterested, bored, restless, etc. 15
29b. The pacing/timing did not go smoothly 5
29c. The majority of the students do not do well on a quiz or test 11
29d. Other 4

30. Briefly describe how you usually attempt to resolve disagreements or misunderstandings in your classroom, either between yourself and a student or between students (for example, a student is unhappy about a test grade or two students are in dispute regarding ownership of a book, etc.) (Check all that apply)

30a. I talk to the students in the classroom 6
30b. I take the students outside the classroom to talk 13
30c. I refer the students to a guidance counselor 6
30d. I follow a procedure required by my school 3
30e. Other 223 7
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tr>
<td>What contributed to your feeling prepared to teach Spanish for Spanish-speakers?</td>
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</tr>
<tr>
<td>37a. Professional conferences</td>
<td>10</td>
</tr>
<tr>
<td>37b. College/University courses</td>
<td>5</td>
</tr>
<tr>
<td>37c. In-service and workshop courses</td>
<td>5</td>
</tr>
<tr>
<td>37d. Other</td>
<td>9</td>
</tr>
<tr>
<td>How have your perceptions about teaching Spanish for Spanish-speakers changed over time?</td>
<td></td>
</tr>
<tr>
<td>39a. My comfort level with the subject has increased</td>
<td>8</td>
</tr>
<tr>
<td>39b. Continuing education on the subject</td>
<td>6</td>
</tr>
<tr>
<td>39c. Confidence in my teaching has increased</td>
<td>9</td>
</tr>
<tr>
<td>39d. Better understanding of the needs of the students</td>
<td>12</td>
</tr>
<tr>
<td>39e. Other</td>
<td>7</td>
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<tr>
<td>In your opinion, what is the single most important understanding a new teacher needs to have when teaching Spanish for Spanish-speakers?</td>
<td></td>
</tr>
<tr>
<td>40a. Ability to understand the cultural background(s) of the students</td>
<td>6</td>
</tr>
<tr>
<td>40b. Strong command of the Spanish language</td>
<td>5</td>
</tr>
<tr>
<td>40c. Ability to make concepts understandable to students</td>
<td>3</td>
</tr>
<tr>
<td>40d. Other</td>
<td>5</td>
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<tr>
<td>In your opinion, what are other important understandings, not including your answer to number 40, a new teacher needs to have when teaching Spanish for Spanish-speakers?</td>
<td></td>
</tr>
<tr>
<td>41a. Ability to understand the cultural background(s) of the students</td>
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</tr>
<tr>
<td>41b. Strong command of the Spanish language</td>
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<td>41c. Ability to make concepts understandable to students</td>
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<td>41d. Other</td>
<td>224</td>
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<tr>
<td></td>
<td>6</td>
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<td>44. In what type of school do you currently teach?</td>
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<td>-----------------------------------------------</td>
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<tr>
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<td>44b. Private</td>
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<td>44c. Urban</td>
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<td>44d. Suburban</td>
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<td>44e. Rural</td>
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<tr>
<td>44f. Elementary school</td>
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<tr>
<td>44g. Middle school</td>
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<tr>
<td>44h. High school</td>
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<table>
<thead>
<tr>
<th>47. What is the background of the majority of your current Spanish-speaking students?</th>
</tr>
</thead>
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<tr>
<td>47a. Mexican</td>
</tr>
<tr>
<td>47b. Puerto Rican</td>
</tr>
<tr>
<td>47c. Cuban</td>
</tr>
<tr>
<td>47d. Dominican</td>
</tr>
<tr>
<td>47e. Ecuadorian</td>
</tr>
<tr>
<td>47f. Other</td>
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</table>

<table>
<thead>
<tr>
<th>51. If you learned Spanish as a non-native speaker mainly in school, how would you rate your Spanish?</th>
</tr>
</thead>
<tbody>
<tr>
<td>51a. Near native</td>
</tr>
<tr>
<td>51b. Excellent</td>
</tr>
<tr>
<td>51c. Good</td>
</tr>
<tr>
<td>51d. Fair</td>
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</table>

<table>
<thead>
<tr>
<th>54. What is your gender?</th>
</tr>
</thead>
<tbody>
<tr>
<td>54a. Male</td>
</tr>
<tr>
<td>54b. Female</td>
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55. Where did you complete most of your education?

<table>
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<tr>
<th>Option</th>
<th>Count</th>
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<td>Graduate study</td>
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<tr>
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<tr>
<td>Graduate study Other Country</td>
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56. Please check the appropriate degrees that you have learned.

<table>
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<th>Degree</th>
<th>Count</th>
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<tbody>
<tr>
<td>Bachelors degree</td>
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<tr>
<td>Masters degree</td>
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<tr>
<td>Doctoral degree</td>
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<tr>
<td>Additional training</td>
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</table>
APPENDIX D

PARTICIPATION CONSENT FORM

Protocol No:

Teachers

CONSENT FOR PARTICIPATION IN DISSERTATION RESEARCH

I consent to participating in this research entitled: The power of knowledge: What teachers know does make a difference.

I agree to allow my class to be observed and myself to be interviewed. I understand that this interview will only be audiotaped with my consent, and that all data from the study, including audiotapes, will be kept confidential. Vickie R. Ellison has explained the purpose of the study, the procedures to be followed, and the expected duration of my participation. Possible benefits of the study have been described, and I acknowledge that I have the opportunity to obtain additional information regarding the study. Furthermore, I understand that I am free to withdraw consent at any time and to discontinue participation in the study. Finally, I acknowledge that I have read and fully understand this consent form. I sign it freely and voluntarily.

______________________________________________  __________________________
Signature                                      Date

______________________________________________  __________________________
Witness                                       Date

______________________________________________  __________________________
Investigator's Signature                      Date
## APPENDIX E

### Dissertation Questionnaire Results Summarized

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>No</th>
<th>Yes</th>
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<tbody>
<tr>
<td>1. Have you ever received any training or taken specialized courses to teach Spanish for Spanish-speakers?</td>
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<td>17</td>
</tr>
<tr>
<td>6. Have you received any training to assist you in developing successful relationships with students or the local community, including parents, or guardians, and colleagues?</td>
<td>18</td>
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</tr>
<tr>
<td>9. Do you collaborate with other teachers in your department about lessons and curriculum issues?</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>12. Do you utilize advanced organizers to prepare your students for a new lesson?</td>
<td>13</td>
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<td><strong>Anticipatory guides</strong> 5</td>
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<td>8e.</td>
<td><strong>Student journals</strong> 17</td>
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<td>8f.</td>
<td><strong>Strategies that tap prior knowledge</strong> 21</td>
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<td>8g.</td>
<td><strong>Other</strong> 4</td>
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<td>17b.</td>
<td><strong>Listening evaluation</strong> 21</td>
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</tbody>
</table>
27. (If yes) Please describe the evaluation technique(s) you employ most often.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>27a.</td>
<td>I reflect about my teaching</td>
</tr>
<tr>
<td>27b.</td>
<td>I take notes on my teaching</td>
</tr>
<tr>
<td>27c.</td>
<td>I have a peer evaluate my lesson</td>
</tr>
<tr>
<td>27d.</td>
<td>Other</td>
</tr>
</tbody>
</table>

28. In your opinion, what factors most determine whether a lesson was successful in your teaching? (Check all that apply)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>28a.</td>
<td>The学生 seems interested in the lesson content</td>
</tr>
<tr>
<td>28b.</td>
<td>The pacing of the lesson went well</td>
</tr>
<tr>
<td>28c.</td>
<td>The majority of the students do well on the quiz or test</td>
</tr>
<tr>
<td>28d.</td>
<td>Other</td>
</tr>
</tbody>
</table>

29. In your opinion, what factors most determine whether a lesson was not successful for you?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>29a.</td>
<td>The students appear uninterested, bored, restless, etc.</td>
</tr>
<tr>
<td>29b.</td>
<td>The pacing/timing did not go smoothly</td>
</tr>
<tr>
<td>29c.</td>
<td>The majority of the students do not do well on a quiz or test</td>
</tr>
<tr>
<td>29d.</td>
<td>Other</td>
</tr>
</tbody>
</table>

30. Briefly describe how you usually attempt to resolve disagreements or misunderstandings in your classroom, either between yourself and a student or between students (for example, a student is unhappy about a test grade or two students are in dispute regarding ownership of a book, etc.) (Check all that apply)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30a.</td>
<td>I talk to the students in the classroom</td>
</tr>
<tr>
<td>30b.</td>
<td>I take the students outside the classroom to talk</td>
</tr>
<tr>
<td>30c.</td>
<td>I refer the students to a guidance counselor</td>
</tr>
<tr>
<td>30d.</td>
<td>I follow a procedure required by my school</td>
</tr>
<tr>
<td>30e.</td>
<td>Other</td>
</tr>
<tr>
<td>37.</td>
<td>What contributed to your feeling prepared to teach Spanish for Spanish-speakers?</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>37a.</td>
<td>Professional conferences</td>
</tr>
<tr>
<td>37b.</td>
<td>College/University courses</td>
</tr>
<tr>
<td>37c.</td>
<td>In-service and workshop courses</td>
</tr>
<tr>
<td>37d.</td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>39.</th>
<th>How have your perceptions about teaching Spanish for Spanish-speakers changed over time</th>
</tr>
</thead>
<tbody>
<tr>
<td>39a.</td>
<td>My comfort level with the subject has increased</td>
</tr>
<tr>
<td>39b.</td>
<td>Continuing education on the subject</td>
</tr>
<tr>
<td>39c.</td>
<td>Confidence in my teaching has increased</td>
</tr>
<tr>
<td>39d.</td>
<td>Better understanding of the needs of the students</td>
</tr>
<tr>
<td>39e.</td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>40.</th>
<th>In your opinion, what is the single most important understanding a new teacher needs to have when teaching Spanish for Spanish-speakers?</th>
</tr>
</thead>
<tbody>
<tr>
<td>40a.</td>
<td>Ability to understand the cultural background(s) of the students</td>
</tr>
<tr>
<td>40b.</td>
<td>Strong command of the Spanish language</td>
</tr>
<tr>
<td>40c.</td>
<td>Ability to make concepts understandable to students</td>
</tr>
<tr>
<td>40d.</td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>41.</th>
<th>In your opinion, what are other important understandings, not including your answer to number 40, a new teacher needs to have when teaching Spanish for Spanish-speakers?</th>
</tr>
</thead>
<tbody>
<tr>
<td>41a.</td>
<td>Ability to understand the cultural background(s) of the students</td>
</tr>
<tr>
<td>41b.</td>
<td>Strong command of the Spanish language</td>
</tr>
<tr>
<td>41c.</td>
<td>Ability to make concepts understandable to students</td>
</tr>
<tr>
<td>41d.</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>Question</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>44</td>
<td>In what type of school do you currently teach?</td>
</tr>
<tr>
<td>44a</td>
<td>Public</td>
</tr>
<tr>
<td>44b</td>
<td>Private</td>
</tr>
<tr>
<td>44c</td>
<td>Urban</td>
</tr>
<tr>
<td>44d</td>
<td>Suburban</td>
</tr>
<tr>
<td>44e</td>
<td>Rural</td>
</tr>
<tr>
<td>44f</td>
<td>Elementary school</td>
</tr>
<tr>
<td>44g</td>
<td>Middle school</td>
</tr>
<tr>
<td>44h</td>
<td>High school</td>
</tr>
<tr>
<td>47</td>
<td>What is the background of the majority of your current Spanish-speaking students?</td>
</tr>
<tr>
<td>47a</td>
<td>Mexican</td>
</tr>
<tr>
<td>47b</td>
<td>Puerto Rican</td>
</tr>
<tr>
<td>47c</td>
<td>Cuban</td>
</tr>
<tr>
<td>47d</td>
<td>Dominican</td>
</tr>
<tr>
<td>47e</td>
<td>Ecuadorian</td>
</tr>
<tr>
<td>47f</td>
<td>Other</td>
</tr>
<tr>
<td>51</td>
<td>If you learned Spanish as a non-native speaker mainly in school, how would you rate your Spanish?</td>
</tr>
<tr>
<td>51a</td>
<td>Near native</td>
</tr>
<tr>
<td>51b</td>
<td>Excellent</td>
</tr>
<tr>
<td>51c</td>
<td>Good</td>
</tr>
<tr>
<td>51d</td>
<td>Fair</td>
</tr>
<tr>
<td>54</td>
<td>What is your gender?</td>
</tr>
<tr>
<td>54a</td>
<td>Male</td>
</tr>
<tr>
<td>54b</td>
<td>Female</td>
</tr>
</tbody>
</table>
### 55. Where did you complete most of your education?

<table>
<thead>
<tr>
<th>55a. Elementary &amp; Middle School</th>
<th>USA</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Other country</td>
<td>14</td>
</tr>
<tr>
<td>55b. High School</td>
<td>USA</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Other country</td>
<td>11</td>
</tr>
<tr>
<td>55c. College</td>
<td>USA</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Other Country</td>
<td>9</td>
</tr>
<tr>
<td>55d. Graduate study USA</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Country</td>
<td>3</td>
</tr>
</tbody>
</table>

### 56. Please check the appropriate degrees that you have learned.

| 56a. Bachelors degree | 22 |
| 56b. Masters degree | 21 |
| 56c. Doctoral degree | 2 |
| 56d. Additional training | 11 |
Appendix F

Oral Interview Questions

TRAINING/EDUCATION
1. What educational courses/training (both formal and informal) have you taken or received to teach Spanish for Spanish Speakers?
   Name/Type of course   Place where taken   Date (Approx.) when taken

2. Briefly explain what you do to keep your knowledge about Spanish for Spanish-speakers up to date?

3. Have you received any training either formal or informal to assist you in developing successful relationships with students and/or the local community, including parents or guardians and colleagues? If yes, please describe.

4. In your opinion, what are some of the most useful strategies you have learned from any conference or training on teaching Spanish for Spanish-speakers?

PART II. LONG AND SHORT TERM PLANNING
5. Do you have the opportunity to collaborate with other teachers in your department about lessons and curriculum issues? If so, please describe.

6. To what extent do you change your lesson plans from year to year based on your students needs? Describe the types of changes you make most often.

7. How do you prepare your students to get ready for a lesson you are going to present? Please describe the techniques or strategies you use most often to prepare students for a new lesson.
PART III. STUDENT ASSESSMENT/EVALUATION

8. Describe what you do at the beginning of the school year to assess your students' abilities?

9. How do you know when your students do/do not understand a concept that has been presented to them? (For example, students are to write a 3 paragraph essay using autobiographical incident.) Briefly describe any student behaviors or body language that serve as indicators for you.

10. What do you do to get to know your students as individuals?

11. How much consideration do you give to students' background knowledge when planning your lessons? Describe how you determine the extent of their prior knowledge about a given subject.

PART IV. SELF ASSESSMENT/EVALUATION

12. After teaching a lesson, do you evaluate your teaching and consider ways to improve or change it for a future time? If so, please describe the evaluation technique(s) you employ most often.
13. What factors determine whether a lesson was successful or not for you?

14. Briefly describe how you usually resolve disagreements or misunderstandings in your classroom, either between yourself and a student or between students? (For example, a student is unhappy about a particular grade on an assignment or two students are in dispute regarding ownership of a book, etc.)