

HOW AN INTERNATIONAL SPANISH ACADEMY BILINGUAL PROGRAM AFFECTS
STUDENT MOTIVATION FOR SPANISH LANGUAGE LEARNING: A CASE STUDY

by

Frank John Madden, III

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

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ABSTRACT

The purpose of this explanatory multi-case study was to determine how an International Spanish Academy (ISA) bilingual education model affects motivation for students to take four years of Spanish classes instead of the customary two years. The study involved three groups of Georgia public high school students currently enrolled in Spanish II classes in schools that did not include an ISA program. There is a growing trend across the United States to drop the world language requirement for high school graduation (National Council of State Supervisors for Languages (NCSSFL), 2016). Because of this national trend, a phenomenon exists among Georgia high school students not to take Spanish classes for four years (G. Barfield, personal communication, January 3, 2016). The work of social psychologist and second language motivation expert Robert Gardner (2006) guided this study. His socio-educational model addressed various factors that influence a person's motivation to learn a second language, and these factors influenced this study's research question: How does an ISA bilingual program affect the motivation for students to take four years of Spanish classes instead of the customary two years. Three specific groups of Georgia public high school Spanish II students were surveyed, and a select sample of the respondents of the survey questionnaire at each school participated in focus groups to determine their perspective. Data collected from this study were analyzed through a process of transcription, coding, and theme identification using QDA Miner Lite. The study found that the participants who could see the future benefits of participating in an ISA program were motivated and the ones who could not see the future benefits of the program were not motivated students to take four years of Spanish instead of the customary two years.

Keywords: International Spanish Academy (ISA), motivation, secondary bilingual education.

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List of Abbreviations

Dual language immersion (DLI)

International Spanish Academy (ISA)

Second language learner (L2)

Two-way immersion (TWI)

CHAPTER ONE: INTRODUCTION

Overview

Historically, bilingualism in America started to become a national security concern between the time after World War II ended in the mid 1940's and Sputnik's launching in the late 1950's. American policymakers became aware that American students were not prepared in a second language to be relied upon in the event of a national crisis. As a result, many American school curricula began to offer studies in a second language (Christian, 2011). Chapter One presents a background to the case study including the problematic idea that Georgia high school graduates are not mandated to take two years of a single world language concentration yet the University System of Georgia (USG) mandates a two-year minimum in order to be considered for college or university entrance. The chapter introduces an ISA bilingual model and presents how the existing problem in the state of Georgia with regards to students not being motivated to take four years of Spanish may be solved by adding ISAs to high school curriculum. The chapter concludes by presenting the research question and the research plan to address the state's problem.

Background

There is a significant gap in current research with regards to the secondary (grades 9-12) bilingual education models or programs (Bearse & de Jong, 2008; Heining-Boynton & Haitema's, 2007; Lyons, 2014; Varghese & Park, 2010) in existence in the US. The published research data on secondary bilingual education programs is outdated (Bearse & de Jong, 2008; Heining-Boynton & Haitema's, 2007). Furthermore, several US laws have defined what language teachers may use to teach the curriculum, but currently some of the earlier laws that once restricted bilingual education are now loosening (Lee, 2006; Spolsky, 2010). The new

challenge in bilingual education is to find a successful bilingual program that works well in the community that it serves (G. Dacal, personal communication, January 3, 2013) and then update the empirical research so that other communities wishing to implement a similar bilingual program may do so after reading the published research.

Historical

The first of the bilingual laws was the Bilingual Education Act of 1968, which recognized that non-native English speakers needed educational assistance to help them be successful (Lee, 2006; Spolsky, 2010). California Proposition 63 in 1986 was enacted where California decided that English would be the official language of their state. Shortly after this proposition passed, Florida, Arizona, and Colorado also passed similar laws. Then again in 1998, California passed legislation that only permitted English to be used in classroom instruction unless a state exemption was granted, and in 2000 Arizona passed an even more strict law, Proposition 203, that required that all education instruction be completed in English without any exemption possible (Lee, 2006; Spolsky, 2010). As of 2010, the trend in US education is to not require states to have a minimum number of years in a world language for students to graduate. Such rulings stand despite many colleges and universities requiring a minimum of two years of a concentration in a specific world language for admissions (U.S. Department of Education, 2010, para. 29; National Council of State Supervisors for Languages (NCSSFL), 2016)

Social

The state of Georgia is part of a growing trend among states in the US that do not require a concentration in a specific world language in order for students to graduate from high school despite Georgia college and university admissions requirements of a minimum of two years in a

single world language (NCSSFL, 2016; U.S. Department of Education, 2010, para. 29). Despite the growing trend for high schools to decrease the world language requirement, there is still a national push that stresses the need to know a second language (U.S. Department of Education, 2010). Retired Department of Education Secretary Arne Duncan stressed in his speech at the Foreign Language Summit in 2010 that “K-12 schools and higher education institutions must be part of the solution to our national language gap...and today more than ever a world-class education requires students to be able to speak and read languages in addition to English” (U.S. Department of Education, 2010, para. 7-8). Compared to over 50% of the European population, only 18% of Americans speak “a language other than English” (para. 23).

After the 9/11 attack, the US realized how underprepared it and its education world language curriculum was to deal with the ever-changing interconnectivity of the world (President Bush Brings Languages Front and Center, 2006). The American Council on the Teaching of Foreign Language (ACTFL) published an article entitled “President Bush Brings Languages Front and Center” (2006) taking excerpts from The National Security Language Initiative (NSLI) stating:

An essential component of U.S. national security in the post-9/11 world is the ability to engage foreign governments and peoples, especially in critical regions, to encourage reform, promote understanding, convey respect for other cultures and provide an opportunity to learn more about America and its citizens. To do this, Americans must be able to communicate in other languages, a challenge for which most citizens are totally unprepared. (para. 2)

Theoretical

Discovering a successful secondary bilingual education program (English-Spanish) continues as an ongoing twenty-first century challenge in the United States (US). Pioneer researchers who published studies in the field of Dual Language Immersion (DLI) or Two-Way Immersion (TWI) like Bearse and de Jong (2008) and Heining-Boynton and Haitema's (2007) discovered that DLI/ TWI students enjoyed the bilingual educational gains that they made during their younger years in the DLI/ TWI classes that they attended. However, these researchers' studies are outdated, but importantly their research addressed a very rare population, the secondary level DLI/ TWI students. In the last decade, other researchers in the DLI/ TWI field have not published any new research involving the secondary level population (Christian, 2016; de Jong, 2016; Li, J. et.al, 2016). Such a problem may exist among researchers because implementing a successful secondary DLI/ TWI program among schools in America is one of the biggest challenges to bilingual programs (Christian, 1996). Since the Spanish language will no longer be a minority language in the US by the year 2042 (U. S. Department of State Articles, 2008, para. 4), an International Spanish Academy (ISA) bilingual model may provide answers to the US's challenge of implementing k-12 bilingual programs (G. Dacal, personal communication, January 3, 2013).

The International Spanish Academy (ISA)

The International Spanish Academy (ISA) was introduced to North America (US and Canada) as an English-Spanish bilingual model in the year 2000. The ISA model is a unique bilingual education model and the only Spanish bilingual model of its kind in existence in the world, because it is fully sponsored by the Ministry of Education of Spain (Ministerio de Educación, Cultura, y Deporte, 2016b). In an ISA program, students use the language to learn

the language, and they do so by taking twice the number of hours in various content classes compared to their traditional Spanish taking students (Ministerio de Educación, Cultura, y Deporte, 2016b).

The ISA is sponsored by the Ministry of Education of Spain, providing immediate international notoriety among its existing teachers and students. The ISA model provides twice the number of seat hour instruction for students learning the targeted minority language (L2); whereas, the traditional, non-ISA Spanish L2 students typically only receive one hour of Spanish instruction per day. Additionally, the ISA model provides a very clearly defined and easily implemented secondary bilingual education curriculum. The ISA model provides two high school diplomas upon the ISA student's graduation from the program, which coincides with the traditional high school student's graduation. The ISA diploma is recognized and endorsed by the Ministry of Education of Spain. Lastly, the ISA model provides an opportunity for ISA students to take the Diplomas de Español Lengua Extranjera (English translation: Diplomas of Spanish as a Foreign Language) or DELE exam which is an internationally recognized second language competency exam. Scoring well on the DELE (at an A2/ B1 level) permits students to be internationally recognized as fluent Spanish speakers (Ministerio de Educación, Cultura, y Deporte, 2016c).

The empirical research reflects a significant gap in current research regarding secondary (grades 9-12) bilingual education models or programs (Bearse & de Jong, 2008; Heining-Boynton & Haitema's, 2007; Lyons, 2014; Varghese & Park, 2010). Any published research data about secondary bilingual education programs is outdated (Bearse & de Jong, 2008; Heining-Boynton & Haitema's, 2007). Some critics suggest the gap exists because of politics (Lyons, 2014); other critics (Varghese & Park, 2010) suggest that it is the result of a new

movement to privatize education and ignore the bilingual education debate altogether. Some critics believe it is too difficult to accommodate the diversity in classes on a secondary level with a bilingual education program (Bearse & de Jong, 2008).

Situation to Self

Despite being a high school literature teacher for the last twenty-three years of my life and learning Spanish as a hobby, I have only recently been introduced to the importance of being able to communicate in another language when the ISA model was adopted at my school. In 2008, I, as a non-native Spanish speaker, had the honor of becoming the first secondary ISA content teacher in the state of Georgia. The obstacle that I faced every day those first few years was that the ISA model does not outline how to incorporate Spanish into the curriculum. It is a personal choice. Therefore, I created my own method that still works today by frontloading the verbs and phrases to the students prior to each unit taught. I proudly teach one of the 131 ISAs that exist in North America and one of the only eighteen secondary level ISAs in North America (Ministerio de Educación, Cultura, y Deporte, 2016a). In the ISA model, every day non-native Spanish speaking high school students are working with the language to better communicate using it. The personal experience of travelling to Latin American countries and learning the language by using the language in various foreign Latin settings shared with the students encourage them to use the language to learn the content.

In my Ninth Grade Survey Literature ISA content classroom, students are taught to not be afraid to learn from each other, often working in groups because my teaching philosophy is framed on a Vygotskian (Vygotskiĭ & Cole, 1978) approach that when working towards learning a new language, different students are working at different levels of comprehension. Students work to use one another's different second language levels of comprehension or L2 levels so

they may learn from each other, especially from those students who have a naturally higher second language comprehension than others. With scaffolded assignments and by working within the Zone of Proximal Development or ZPD (Vygotskiï & Cole, 1978), students are working to learn the language by using the language. This pedagogical approach is a natural way to learn a language because it mimics what naturally occurs as non-native Spanish speaking students use the language in society while communicating with native Spanish speakers.

My constructivist approach towards pedagogy is reflected in the constructivist approach towards this study's research question and the data gathering instruments that supported it. The participants' responses from the study's interviews constructed knowledge. Through the use of the interviews, which largely composes the data gathering instruments, researchers may naturally be inclined to construct personal opinions that could influence the participants' responses; yet, Yin (2014) proposed strategies like member checking to limit these influences. Therefore, while a constructivist approach was applied to the data gathering questions, an ontological approach was applied to how the participants' responses helped them see their reality concerning their relationship with learning the Spanish language (Creswell, 2013).

Problem Statement

Nationally, a growing 21st century educational trend in the US is to drop the world language credit requirement for high school graduation despite colleges and universities customarily requiring a two-year minimum concentration in a specific world language (NCSSFL, 2016). As of 2010, only ten states in the US require a two-year concentration in a specific world language for those students to graduate from high school (NCSSFL, 2016). This national trend is creating a large second language fluency gap among 21st century high school graduates in the US who are not able to communicate in any other language except English (U.S. Department of

Education, 2010, para. 7). While the US is nationally struggling with how to handle the influx of Spanish-speaking people from other countries, high schools on a local level are also struggling to implement successful secondary bilingual (Spanish-English) models to motivate US students to become bilingual (G. Barfield, personal communication, January 4, 2016; U.S. Department of Education, 2010). The Spanish language will become the majority language to use by the year 2042 (U. S. Department of State Articles, 2008, para. 4), and the US Census Bureau in 2014 reported that 22% of the US population of children under the age of five were of Hispanic origin. That number is expected to rise to more than 50% by 2020 as that percentage will then include any child of Latino decent who is 18 years or younger (Wazwaz, 2015, para. 8).

The national problem of reducing or eliminating world language minimum requirements for high school graduation has trickled down to the local county level in a metro-Atlanta, Georgia County (G. Barfield, personal communication, January 4, 2016; U.S. Department of Education, 2010). Therefore, the problem of this study is how an ISA bilingual education model affects the motivation of three specific groups of Georgia public high school Spanish II students to take Spanish classes for four years.

Purpose Statement

The purpose of this explanatory multi-case study was to understand how an ISA bilingual model affects the motivation for students to take four years of Spanish classes instead of the customary two years. When applicable, Gardner's (2006) Second Language Motivation Model that suggests that there are many constructs that influence and determine whether a student is motivated to learn a second language (L2) will be the theory guiding this multi-case study.

According to Yin (2014), within an existing phenomenon "an individual person is the case being studied, and the individual is the primary unit of analysis" (p. 31). Merriam (1998)

similarly defines a case “as a thing, a single entity, a unit around which there are boundaries” (p. 27). In this research, the case will be the Spanish II high school sophomore students. These sophomores will be attending class in the last year or in the last months of meeting their minimum two years needed for admissions into Georgia colleges and universities (NCSSFL, 2016). These potential participants represent a tipping point in a high school students’ bilingual studies program; they have the best personal insight as to whether they continue to study Spanish into their third and possibly fourth year or do they not continue to study (G. Barfield, personal communication, January 4, 2016; NCSSFL, 2016).

Significance of the Study

A lack of current data on successfully implemented secondary bilingual programs suggests that the US’s attempts to better prepare US students to successfully cope with the changing US English-Spanish speaking demographic needs improvement (Bears & de Jong, 2008; Heining-Boynton & Haitema, 2007; U.S. Department of Education, 2010). However, the select secondary Two-Way Immersion (TWI) or Dual Language Immersion (DLI) programs that have published data report that TWI/ DLI students believe they will achieve better paying jobs, will become more elite when competing for admissions to colleges, and will have a better understanding of the Spanish culture by being involved in the secondary TWI/ DLI (Bears & de Jong, 2008; Heining-Boynton & Haitema, 2007). Furthermore, kindergarten through twelfth grade TWI/ DLI students also report that they feel more competent with the second language or L2 (Collier, 1989; Freeman, 1998; Gomez et al., 2005; Lindholm-Leary, 2001, 2003; Thomas & Collier, 1997).

With a significant gap in published literature on ISA models within North American research data bases, this study is significant because it will contribute to the body of knowledge

regarding the use of ISAs as a means to better incorporate non-traditional bilingual models into secondary educational settings. Locally, school systems would have a new option to be able to better close the large second language gap among 21st century high school graduates in the US who are not able to communicate in any other language except English (U.S. Department of Education, 2010, para. 24).

Research Question

US national trends for high school graduation involve reducing students' requirements to take world language classes (NCSSFL, 2016). Yet, a national crisis exists where there are not enough bilingual speakers to be able to communicate with the demographically changing US population (U.S. Department of Education, 2010). The national trend affects a local Georgia county where high school students typically decide not to take four years of Spanish classes and instead just decide to take two years (G. Barfield, personal communication, January 4, 2016).

RQ. How does an ISA bilingual model affect the motivation for students to take four years of Spanish classes instead of the customary two years?

The research question is framed by Gardner's (2006) Socio-educational Model in second language motivation suggesting that many motivational constructs or influences are present when students are attempting to learn a second language (L2). A phenomenon exists in three specific Georgia public high schools where students who take Spanish II are not largely motivated to continue their Spanish studies for another two years (G. Barfield, personal communication, January 4, 2016). The insights that the Spanish II high school students will have about how an ISA bilingual model affects their motivation to take four years instead of the customary two years according to the University System of Georgia (USG) will be invaluable (NCSSFL, 2016).

Definitions

1. *Differentiated program*- For this TWI/ DLI model, students receive varying amounts of the two languages (L1 and L2) in instruction that personally tailors to the institution's demographic needs (Howard, Sugarman, & Christian, 2003).
2. *Dual Language Immersion program*- A dual language immersion (DLI) or Two-Way Immersion program is a type of bilingual program in which the teacher and the students use the targeted language (L2) in various percentages to teach and learn the curriculum (Schneyderman & Abella, 2009).
3. *Immigrant acculturation* - Immigrant acculturation is a two-way process (Logan et al., 2002; López, 1996; Yinger & NetLibrary, 1994). It involves the immigrant receiver making every effort to assist the immigrant and the immigrant's community to adjust to any prejudicial and educational problems that may arise (Jiménez, 2005). Acculturation also assists in trans-global nationalization, which assists in strengthening positive global opinions of one another's differences (Castles, 2000; Levitt, 2001).
4. *Two-Way Immersion (TWI) program* - Christian (1996) defines a TWI program also known as a DLI program as "a bilingual program that integrates native English speakers and native speakers of a minority language, uses both languages for instruction, and aims for high levels of bilingualism and biliteracy, grade-level academic achievement, and the positive cross-cultural attitudes" (as cited in Bearse & de Jong, 2008, p. 326).
5. *50/50 (balanced) program*- As the name implies in this type of model, students receive equal amounts of both languages (L1 and L2) from the initial start of instruction. This type of bilingual instruction is helpful in educational institutions that do not have many bilingual teachers. A 50/50 instruction model could be divided into a half instructional

day in the L1 and then progress into the L2, or use every other day in the L2 language, or even alternate every other instructional week in the L2. Regardless of the strategy, this type of variation permits institutions to maximize their bilingual teachers' resources while students are still getting the maximum exposure in the L2 (Gómez, Freeman & Freeman, 2005).

6. *50-50 bilingual program*- Instruction percentage options typically exists as a 50:50 model (the time between minority L2 and majority language L1 instruction is even) (Gómez, Freeman & Freeman, 2005).
7. *90/10 (minority language (L2) dominant) program*- Initially, in a 90/10 bilingual model, students receive most of the instruction in the minority language or target language (L2), and as they progress in their grade levels, the amount of majority language (L1) decreases until the targeted language (L2) becomes their primary language for instruction. Typically, by fourth grade the languages are used equally in class instruction. Many of the education institutions that incorporate the 90/10 model do so in the early grades to compensate students' lack of exposure to the L2 in the students' home and community environment (Gómez, Freeman & Freeman, 2005).

Summary

The US's demographic is changing, but the US school systems are experiencing a problem where they are not preparing non-Spanish speaking high school students to communicate with this growing population of Spanish speakers (U.S. Department of Education, 2010). The US is not incorporating non-traditional secondary bilingual studies into its secondary curriculum, like Two-Way Immersion (TWI) or Dual Language Immersion (DLI) and ISA programs; as a result, there is a lack of published secondary research studies on this topic (Bearse

& de Jong, 2008; Heining-Boynton & Haitema, 2007). The US Census Bureau in 2014 reported that almost a quarter of children under the age of five were Hispanic (Wazwaz, 2015, para. 2). Given this estimate, US schools need to provide alternative choice bilingual models to motivate high school students to become fluent in Spanish (U.S. Department of Education, 2010).

The International Spanish Academy (ISA) model of bilingual education introduced to North America in the year 2000 is another viable option for schools that want to provide a unique bilingual (English-Spanish) experience (Gobierno de España: Ministerio de Educación, 2016b). It is the intention of this multi-case study to determine how an ISA bilingual model affects motivation for students to take four years of Spanish classes instead of the customary two years.

CHAPTER TWO: LITERATURE REVIEW

Overview

The purpose of this multi-case study was to determine how an International Spanish Academy (ISA) bilingual model affects the motivation for students to take four years of Spanish classes instead of the customary two years. Chapter Two provides a theoretical framework for the study in Vygotsky's (1978) theory that second language acquisition is a social process (a concept that is central to ISAs). The study further intends to describe student motivation for learning Spanish as a second language, especially the connection between Gardner's (2006) assertion that motivation to learn another language is linked to cultural, personal, social, and educational environmental characteristics. Although published literature on ISAs and other popular bilingual models like TWI/DLI programs at the secondary level in the United States are either non-existent, scarce, and/or dated, this literature review examined related literature describing the need for, benefits of, and controversy over Spanish as a second language; the history of bilingual education; and established types of bilingual education programs. This chapter ends with a discussion of the ISA program and an analysis of the program with other bilingual education programs based on the extant literature.

Theoretical Framework

Learning a second language is difficult and time consuming. There are social, personal, and cultural variables that affect second language (L2) learning (Shine, 2011). When addressing the general bilingual program of study, the philosophical foundation of these programs suggest that there is in essence two monolingual students working within one (Gumperz & Cook-Gumperz, 2005). In other words when learning a targeted language, most students and plans of bilingual study rely heavily on the native language to foster a second language acquisition

(Baker, 2006; Cummins, 2005; Lambert & Tucker, 1972; Romaine, 1989). Stephen Krashen (1982), a social theorist like Vygotsky (Vygotskiĭ & Cole, 1978), suggests that the L2 learner uses the native language (L1) as a scaffolding device that allows new knowledge of the L2 to form. Most children by the age of five have subconsciously—and through their natural, social interactions with family members, newly formed friends, and educators—acquired all that is needed to master their L1 with the exception of vocabulary and some of the more complex grammatical structures. However, the argument that “separate is better” further dematerializes as cognitive and linguistic differences are shaped on a subconscious level that influence a language learner (Cook, 1991; Grosjean, 1982; Valdés, 2001). Ultimately, students who are learning the languages in two separate settings are, in essence, using two separate bodies of conscious and subconscious strategies in order to learn the language, and Cummins (2005) does not suggest this is the best practice. Furthermore, Lee, Hill-Bonnet, & Gillespie (2008) state the empirical evidence which supports the popular claim by many researchers that “language skills are developed through social interactions that provide access to comprehensible input as well as opportunities to produce comprehensible output and negotiate meaning” (Hatch, 1978; Krashen, 1982; Lantolf & Appel, 1994, p. 84; Long, 1985; Pica, 1994; Swain, 1985).

Gardner’s (2006) assessment that learning a second language takes personal desire and initiative to be successful, noting motivational intensity or effort, desire, and attitude towards learning the language as key characteristics that identify a motivated language learner. The theoretical framework for this study draws on Vygotsky’s (Vygotskiĭ & Cole, 1978) social learning theory and Gardner’s (1959, 2006) concepts of second language learner motivation.

Social Learning Theory and Second Language Acquisition

Social learning theorist Lev Vygotsky (Vygotskiĭ & Cole, 1978) suggested that learning a second language is a social process among peers. In an educational setting, the learning is directed by teachers in a learning community (i.e. a classroom) where some students will inevitably possess more knowledge of the content than other students will possess. These students are known as More Knowledgeable Others or MKOs (Vygotskiĭ & Cole, 1978). In many second language learning environments, the MKOs are teachers, but sometimes they are students who are native, fluent, second language speakers. MKOs then socially assist their other less knowledgeable peers in completing the new learning task, which in a bilingual setting enhances both the target language for the L2 student and the native language for the Spanish-speaking student. The new learning task must lie within an attainable zone, which Vygotsky called the Zone of Proximal Development (ZPD), which means that it is just outside the ability to be completed on one's own. If the new learning task is too far within the ZPD or too easy, then new knowledge will not occur. If the new task is too far outside the ZPD or too difficult, then the concept of scaffolding must be incorporated by an MKO in order to create new knowledge (Shabani, Khatib, & Ebadi, 2010; Vygotskiĭ & Cole, 1978).

Scaffolding allows students to create new knowledge, but scaffolding involves offering just enough learning assistance by the MKO, or the native Spanish-speaking peer or teacher, within the zone of new learning to make new cognitive development occur for the learner. Both the ZPD and the concept of scaffolding can be accomplished by a social process among a group of learners learning a second language. Second language learning is viewed as a social process that involves constantly putting the language learner in new social settings that provide new challenges (Shabani, Khatib, & Ebadi, 2010; Vygotskiĭ & Cole, 1978).

ISA models, by original design, enhance learning the targeted language by using it in different educational settings. The idea of using Spanish in different content classes becomes a social exercise that an ISA endorses as the students' goals are to learn the new content in Spanish from each other and the teacher. This idea mimics what students' experiences will be like in the real world as they socially use the language to learn new ideas. Thereby, socially as well as academically students would be motivated to learn the language through an ISA (G. Dacal, personal communication, January 3, 2013; Ministerio de Educación, Cultura, y Deporte, 2016b).

Gardner's Socio-educational Model: Motivation Theory

Educational theorist Robert Gardner's research on L2 acquisition has evolved over the last 50 years. The socio-educational model focused on the five constructs that influence learning a second language or language achievement. The model eventually became the foundation for his Attitude Motivation Test Battery (AMTB) that measures a student's second language motivation by using the same five constructs originally presented in the socio-educational model and their coordinating scales. Gardner's (2006) theory is that motivation and ability are the most important factors to L2 learning success. He claimed that ability is more simply defined than motivation because it is divided into intelligence and language aptitude whereas motivation is divided and then subdivided into many constructs and scales, one of which is ability; however, the two are considered independent from one another. As an example, if a learner has high marks on ability but is not motivated, then learning does not necessarily take place. The learner that is high in both ability and motivation will possess the highest level of L2 language achievement (Gardner, 2006).

Motivation

The scope of the current study is centered on motivation, not ability. Motivation is a very complex construct and not easily defined because it is divided into many other factors or constructs (variables) that are measured by scales and cannot be limited to just one simple definition (Gardner, 2006). Gardner provided three main scales that when taken in combination with one another and not individually identify the truly motivated L2 learner: motivational intensity or effort, desire, and attitude towards learning the language. In combination with each other and with the other constructs and characteristics of a motivated L2 learner, the L2 learner is more likely to have greater success with L2 language achievement. The main traits of an L2 learner's personality with regards to motivation share all of the following motivational traits: (1) They are goal-directed. (2) They expend energy to achieve their goals and are proud to do so. (3) They enjoy achieving their goals and have expectations with regards to the successes that are in their future. (4) They learn from their failures and are self-confident. Finally, (5) "They have reasons for their behavior, and these reasons are often called motives" (p. 243).

Therefore, to ask an L2 learner what motivates them cannot, according to Gardner (2006), be assessed with asking them to name just one reason or motive. If an assessment is asking an L2 learner to name one of these motivational traits, then Gardner (2006) maintained that the learner is just naming a reason and not a motive. The motivational features must be linked to the motivational scales in order for the learner to truly be identified as motivated (Gardner, 2006).

The Attitude Motivation Test Battery (AMTB)

Over the course of Gardner's 50 years of research, he developed the Attitude Motivation Test Battery (AMTB) "to measure the various components [constructs] of the socio-educational

model of second language acquisition” (2006, p. 245). The AMTB only assesses a student’s motivation to learn a second language. The test has five coordinating constructs associated with it: integrativeness, instrumentality, attitudes towards the learning situation, language anxiety, and motivation (Gardner, 2006).

Integrativeness. Gardner’s (2006) construct of integrativeness with regards to L2 learning motivation is defined as “an openness to other cultures in general, and an interest in the target culture in particular” (p. 247). Integrativeness is similar to Mowrer’s (1950) concept of identification in which a child will become motivated to learn a language that his or her parents are using so that in the parents’ absence the child finds comfort. Integrativeness has never meant that an L2 learner wants to become a member of the culture and society that is associated with learning the L2; instead, it means that the learner is open to the culture in general, and the learner’s personality will take on some of the targeted culture’s features as their own personality (Gardner, 2006). Gardner (2006) believed integrativeness is deeply rooted in the L2 learner’s family beliefs and the attitudes that the family identifies with in regards to other cultures. Child rearing practices and even genetic predispositions have been linked to high levels of integrativeness and thus high levels of motivation to learn the L2. Integrativeness has three coordinating scales; they are integrative orientation, interest in foreign language, and attitudes toward the language community.

Instrumentality. In contrast to integrativeness, Gardner (2006) defined instrumentality as “conditions where the language is being studied for practical or utilitarian purposes” (p. 249). Gardner’s (2006) study on motivation towards learning a second language involved “[assessing] sufficient motivational attributes to ensure that [the researcher is] assessing the individual’s true motivation and not situationally dependent reactions” (p. 252).

Instrumentality possesses a single scale, instrumental orientation. This scale pertains to an L2 learner's motivation being affected by practical gains such as learning the targeted language because it will lead to a better chance of entrance into a reputable college or university, because it will lead to a better paying career, or because the community in which the learner lives demands it for every day communication.

Attitudes towards the learning situation. Motivation has been linked to what a teacher does effectively in the classroom. Gardner (2006) referred to this construct as the “affective reactions to any aspect of the class and could be assessed in terms of the ‘atmosphere’ in the class, the quality of the materials, availability of the materials, the curriculum, the teacher, etc.” (p. 248). Admittedly, Gardner (2006) did not have statistical proof that a positive learning situation positively affects an L2 learner's language motivation; he believed, though, that this construct positively favors the L2 learner.

Attitudes towards the learning situation has two coordinating scales: teacher evaluation and class evaluation. Gardner (2006) suggested that motivation can be positively affected if a teacher is likable and stimulates thinking and student growth. However, if a teacher is strict and demanding, then that teacher quality may also positively affect motivation. The course itself, if favorable to a student, may also affect motivation regardless of the teacher's personality or teaching style.

Language anxiety. One construct that negatively affects motivation is language anxiety. L2 language achievement can be negatively affected by past negative experiences with the targeted language, poor scores on L2 tests, and poor L2 language skills. These factors create language anxiety about using the targeted language in general, and then this type of anxiety yields poor motivation (Gardner, 2006).

Language anxiety possesses two scales: language class anxiety and language use anxiety. A student after having training in an L2 may meet with failing evaluations, and this stress may lead to language anxiety. A destructive cycle may occur as an L2 learning student does not meet with success in the L2 class and this leads to further anxiety with the L2 language use as he or she loses confidence which then leads to a negative attitude towards the class and the L2 (Gardner, 2006).

Gardner's (2006) AMTB assesses a myriad of constructs and scales to determine the potential success of an L2 learners' language achievement or ability to learn the targeted language. This study intends to identify how motivation to learn Spanish is affected by a student's opportunity to take an ISA directed plan of study for four years while in high school. The constructs of integrativeness, instrumentality, attitudes towards the learning situation, language anxiety, and motivation provide the framework for understanding students' motivation to learn Spanish. My general perspective towards L2 learning motivation and data gathering instrument design and focus is heavily influenced by Gardner's (2006) work. Additionally, the fundamental premise of Vygotsky's Social Learning Theory that second language learning is a social process among peers and involves providing new challenges for the language learner in new social settings (Shabani, Khatib, & Ebadi, 2010; Vygotskiĭ & Cole, 1978) supports the ISA model.

Related Literature

The related literature addresses the current bilingual language gap that exists in the US and specifically brings attention to the significant lack of secondary bilingual programs in the US. The related literature also addresses the lack of current published secondary bilingual studies in North American databases including the non-existent data on ISA models. These

bilingual language gaps frame my study, which asks how an ISA bilingual program affects the motivation of three specific groups of Georgia public high school Spanish II students to take Spanish classes for four years.

While upwards of 90% of current bilingual programs focus on Spanish and English, nearly 80% of the current bilingual programs originate with the kindergarten level and go only through the fifth grade (Bearse & de Jong, 2008, p. 326). As of 2008, only 13 of the 338 existing bilingual programs covered grades K-8 or K-12 (p. 326). Since so few K-12 bilingual programs exist, there is a corresponding gap in the research concerning secondary bilingual education programs. According to Bearse and de Jong (2008), “studies on secondary [bilingual] programs are scarce” (p. 326). The scarceness is the result of the secondary school students’ individual course choices not easily permitting bilingual programs to exist for the entire instructional day (Bearse & de Jong, 2008). More recent reasons lend themselves to national and local budget shortfalls resulting in the reduction of the number of foreign language classes offered at a school or university (Berman, 2011; Skorton, & Altschuler, 2012).

History of Bilingual Education

After World War II and the Soviet Union’s launch of Sputnik, US policy makers and educators became concerned with the lack of US personnel on which to rely that actually knew another language other than English. The realization that primary and secondary school education curricula were not providing students with a post-secondary educational pathway in any other language other than English resulted in a national security issue (U.S. Department of Education, 2010, para. 7). Because of this national concern, learning a second language became a part of many education curricula, and as a result, various bilingual education programs have since been created (Christian, 2011). The first of these schools was created in 1963, in Florida’s

Miami Dade County at Coral Way Elementary school. It still exists today despite in 1988 Florida's residents voted English as the official language (English Language Legislation, n.d.).

Despite the popularity of K-5 TWI/DLI programs and the empirical research and data that richly corroborates their bilingual programs' successes and failures, very limited empirical published research exists on secondary (grades 9-12) TWI/ DLI programs. As supported by Bearse and de Jong (2008), Heining-Boynton and Haitema (2007), Montone and Loeb (2000), and Thomas and Collier (2002), studies that exist on a secondary level are rare and are in need of more understanding. Outside of the Ministry of Education of Spain's sponsored website and the various websites profiling the existing ISAs in North America, no empirical research or studies on ISA models especially those operating on a secondary level exist in North American databases. Bilingual education program research overall has been slow to be published in the last eight to nine years, creating a significant gap. Previous contributing researchers like Bearse and de Jong (2008) and Heining-Boynton and Haitema (2007) who wrote the seminal articles roughly ten years ago defining and executing bilingual program studies are now dormant. These pioneer researchers are only mentioned as bibliographical references to corroborate the latest bilingual education researchers (Bearse & de Jong, 2008; Heining-Boynton & Haitema, 2007), or they have only repeated their studies from nearly a decade ago with basically the same findings (Christian, 2016; de Jong, 2016; Li, J. et.al, 2016). Within these newer articles, no advancements are being made concerning secondary bilingual education models, especially articles and research pertaining to ISAs.

The L2 Debate

As bilingual education programs emerged to meet the need for Americans to be versed in more than the English language, federal legislation was enacted to support the need.

Concurrently, resistance to the use of second languages, particularly in education, also surfaced. The debate continues today as evidenced by various legislative acts.

The Bilingual Education Act (BEA). The Bilingual Education Act (BEA), Title VII of the Elementary and Secondary Education Act in 1965, supported the growing need for bilingual education in the US. Under this Act, Congress attempted to provide curricula that would improve poor school performance among the Limited English Performers (LEPs). By providing more transitional programs in the elementary schools for targeted low-income families of LEP students, the BEA helped these students learn more English before they were placed into regular English-speaking classrooms. Unfortunately, this program began an association between learning another language (English) with being economically disadvantaged (Freeman, 1998).

The Education Security Act of 1982. During the 1980s, public discourse about BEA shifted from student equal education opportunities for LEP community members to minority group language preservation. Educators and congress realized how far the US was behind the rest of the world in the teaching of foreign language. Therefore, the Education Security Act of 1982 was ratified and authorized the federal government to fund foreign language improvements in instruction. Further amendments to the BEA in 1994 reflected a new era for bilingual education and the value of its importance in the US. The amendments provided research on how a child's bilingual education is linked to a child's improved metacognitive ability. Research also focused on how children acquire a second language. In 1994 for the first time, the BEA incorporated funding for teacher professional development of a second language, second language maintenance, second language instruction improvements, research, and evaluation. The BEA "explicitly recognized the value of bilingualism on the individual level for language

minority and language majority students, and on the national level as a tool for cross-cultural understanding as well as a vital resource in the global economy” (Freeman, 1998, p. 55).

With time, Congress and the press politically attacked the BEA. Congress considered repealing the BEA and all of its accomplishments as the political attitude of the bilingual progress came under a strong anti-bilingual attack. Instead of repealing the entire BEA, congress reduced Title VII appropriations, monies marked to help improve bilingual education, by 38% between the years of 1994 and 1996. The reduction in funding cut deep into the bilingual teacher education training programs, bilingual research programs, and bilingual evaluation programs among others (Freeman, 1998).

California Proposition 63 and 227. On the state level in 1986, California voted on a referendum to make English the state’s language. The referendum was called Proposition 63. Since that time, other states like Arizona, Colorado, and Florida have followed California in making their official language English as well. California again came into the language spotlight in 1998 when it passed Proposition 227 making it illegal to teach bilingual education in the public classroom with the exception of the use of a waiver. The need to better teach minority language learners in a bilingual education classroom so that they could perform better on standardized tests was the motivational force behind this proposition.

Shortly after California was successful with Proposition 227, Arizona passed an even more restrictive Proposition 203. It prevented any bilingual program teaching any minority language other than English in public schools. Massachusetts followed in 2002 (Lee, 2006). Ironically, California is debating repealing Prop 227 because bilingual schools are finding success on standardized test scores within those bilingually taught student populations (Mongeau, 2016, para. 11).

The Language Gap Debate

Retired Secretary of Education Arne Duncan spoke at the Foreign Language Summit in 2010 addressing the irony that exists within the bilingual education debate. He spoke of the national language gap that continues to exist in the 21st century American classroom much like the language gap first appeared in the 1960's with the Sputnik scare (U. S. Department of Education, 2010, para. 2). He spoke of the interconnectivity of the world and how US citizens have to become fluently bilingual in order for America to maintain a chance to be a world leader and explained that “[j]ust 18 percent of Americans report speaking a language other than English. That is far short of Europe, where 53 percent of citizens speak more than one language” (U. S. Department of Education, 2010, para. 24).

He also stated that the study of foreign language is declining in American schools: “Just 10 states require foreign language study for high school graduation” (U.S. Department of Education, 2010, para. 29). As of 2010, Georgia no longer requires graduating high school students to take a minimum of two years in a world language concentration. Ironically, the University System of Georgia (USG) does require a minimum of two years in a world language concentration in order for students to be considered for college or university acceptance (NCSSFL, 2016).

Benefits of Bilingual Education

ISAs, Two-Way Immersion programs (TWIs) or Dual Language Immersion (DLI) programs, and Advanced Placement (AP) Spanish program classes are beneficial to the L2 student and ultimately to the community at large.

Language learning. The first shared benefit that exists among these bilingual education programs is that bilingual education is highly recognized to provide an opportunity to learn the

L2 targeted language well. Bilingual education provides an opportunity for students to benefit from a highly enriched Spanish and English curriculum (Collier, 1989; Christian, 2016; Freeman, 1998; Gomez et al., 2005; de Jong, 2016; Li, J. et al, 2016; Lindholm-Leary, 2001, 2003; Thomas & Collier, 1997).

Closes achievement gap. Learning a second language helps students to be better critical thinkers, helps them to comprehend complicated math topics, and helps them to potentially have better career choices than those students who are not learning a second language (Mongeau, 2016; Shneyderman & Abella, 2009). Furthermore, bilingual education has shown to provide opportunities to decrease the achievement gap between the socio-economic statuses of bilingual learners in the US (Collier, 1989; Freeman, 1998; Gomez et al., 2005; Lindholm-Leary, 2001, 2003; Thomas & Collier, 1997).

Improves cross-cultural skills. Bilingual education also provides an opportunity to improve cognitive, linguistic, and cross-cultural skills among bilingual students (Collier, 1989; Freeman, 1998; Lindholm-Leary, 2001, 2003; Thomas & Collier, 1997). Language reflects the cultures of those other cities across the US and the world, and a bilingual student realizing this natural connection ideally could assist in creating 21st century, cross-cultural relationships among various diverse US cities and those cities that exist internationally (Gomez et al., 2005). Parents, politicians, school administrators, and teachers can all positively affect acculturation by their community members by assisting in the bilingual educational movement (Freeman, Freeman, & Mercury, 2005).

Achievement on standardized tests. Documented results for TWI or DLI bilingual education programs when compared to monolingual or English-only education programs consistently suggest that students generally perform better on standardized tests in reading and

math over their non-bilingual peers. Bilingual educated students tend to master writing and oral skills in both languages, have a positive approach and outlook towards their school, their bilingual identity, and their membership in a cross-cultural program (Howard et al., 2003; Krashen, 2004; Lindholm-Leary, 2001; Thomas & Collier, 2002).

Bilingual education assists acculturation. Immigrant acculturation is a two-way process (Logan et al., 2002; López, 1996; Yinger & NetLibrary, 1994) that is defined as the country's host making every effort to assist the immigrant and the immigrant's community to adjust to any prejudicial and educational problems that may arise (Jiménez, 2005). Acculturation also assists in trans global nationalization, which fosters positive global opinions of one another's differences (Castles, 2000; Levitt, 2001). ISA students are exposed to the cultural skills necessary for a student to assist in acculturation (Ministerio de Educación, Cultura, y Deporte, 2016b).

Bilingual Education Programs

Between the 1980's and the early 1990's in the United States (US), a type of bilingual program called dual immersion grew immensely in public schools. In 1987, there were 30 dual immersion programs identified in the US, and within eight years, there were 182 programs in the US, which is an increase of 507% (Christian & Whitcher, 1995). The Center for Advanced Research on Language Acquisition (CARLA) in 2009 identified 415 dual immersion school programs existing within 31 different states, including the District of Columbia. These programs operated in 10 different languages 95% of which focused on Spanish as the second language. More recently, the Office of English Language Acquisition (OELA) and the Office of State Support (OSS) for the U.S. Department of Education published their state-by-state findings (2015) and reported:

In their 2012–13 Consolidated State Performance Reports (CSPRs), 39 states and the District of Columbia indicated that districts receiving federal Title III funding implemented at least one dual language program that year. In total, these programs featured more than 30 different partner languages. States most frequently reported dual language programs with Spanish (35 states and the District of Columbia), Chinese (14 states), Native American languages (12 states), and French (seven states and the District of Columbia) as the partner languages. (p. x)

Bilingual education programs have had many names over the years including bilingual immersion, two-way bilingual, Spanish immersion, one-way immersion, developmental bilingual education. The names that currently seem to be the most popular among the published research is Two-Way Immersion (TWI) or Dual Language Immersion (DLI) (CARLA, 2009), both referring to the same models. In this study, they will be referred to as TWI/DLI. A second type of bilingual education model, the International Spanish Academy (ISA), is a 21st century bilingual model. ISAs perform in schools like the existing TWI/DLI models, however, the fact that the ISA bilingual model functions and is sponsored by the Ministry of Education of Spain and is evaluated on an international level arguably makes it the most unique second language learning (L2) program of its kind in the world (“Gobierno de España: Ministerio de Educación,” 2016b).

ISA, TWI/DLI, and AP Program Comparison

In an effort to simplify the curricular components of the three bilingual model options, this section provides a thorough comparison of key aspects that distinguish the programs from one another: instructional time, student composition, second language focus, accountability, and

competency exams. Although the models for bilingual education are similar, there are main differences among them.

The TWI/DLI programs, the AP Spanish programs, and the ISA programs are all similar in that they attempt to provide instructional opportunities to learn a second language. TWI and DLI programs are programs have essentially the same framework, while AP Spanish programs and ISA programs are significantly different models.

TWI/DLI programs. Researcher Christian (1996) defines a TWI program as “a bilingual program that integrates native English speakers and native speakers of a minority language, uses both languages for instruction, and aims for high levels of bilingualism and biliteracy, grade-level academic achievement, and the positive cross-cultural attitudes” (as cited in Bearse & de Jong, 2008, p. 326). An ISA model and a TWI/DLI model are roughly the same bilingual model; however, there are some major differences.

Advanced Placement (AP) Spanish programs. When bilingual educational programs like TWIs and ISAs are non-existent in communities, school systems turn to the Advanced Placement (AP) Spanish programs at the high school level for bilingual education program opportunities.

After World War II ended, the US answered a call for better-educated Americans. As a result, the Ford Foundation initiated the Fund for Advanced Education. Various results from studies that were conducted suggested a general curriculum disconnect between secondary and post-secondary educational institutions that included the lack of preparation in a second language. Results also suggested that secondary schools should provide higher education classes for motivated students on the secondary level (College Board, 2003). Sadler and Tai (2007) mention that these “exceptional students could start in college with credit for introductory

courses, potentially earning their degree in a shorter time” (p. 6). In 1952, the pilot program was launched, and in 1955, the College Board took control of what is presently called the College Board Advanced Placement Program (College Board, 2003)

The International Spanish Academy (ISA) program. The International Spanish Academy (ISA) model has been in North American (US and Canada) educational institutes since the year 2000. It is a K-12 model that bilingually educates students in English and Spanish. ISAs modeled their unique program after the successful TWI model. Both bilingual models focus on not only educating students in the Spanish language but also having students use the language to extend the normal core curriculum classes (Ministerio de Educación, Cultura, y Deporte, 2016b).

Instructional Goals and Objectives

ISA, TWI/DLI, and AP programs share many of the same objectives. All bilingual programs, according to Howard, Sugarman, and Christian (2003) focus on the “development of high levels of linguistic and academic proficiency in both languages of instruction for both student groups, in students’ development of positive cross-cultural attitudes and behaviors, and in maintenance of academic standards and curriculum similar to those which must be met by students in other programs” (as cited in Ramos, 2007, p. 139).

TWI/DLI objectives. ISAs and TWIs/ DLIs do share the same language instruction goals involving bilingualism, biliteracy, biculturalism, and a strong academic achievement (Christian, 1996; Lindholm-Leary, 2001). Both TWI/ DLI programs and ISA programs decree as L2 students progress in age and in grade levels the L1 and L2 instruction becomes balanced to ensure student mastery of both languages (Gómez et al., 2005; Ministerio de Educación, Cultura, y Deporte. 2016b).

AP objectives. AP Spanish students develop an advanced oral and written Spanish skill set. Both programs strive to achieve fluency among their students. The AP national standards claim that AP Spanish students are to speak and comprehend the Spanish language within the interpersonal (informal), interpretive (explanatory), and presentational (formal) modes. AP Spanish students also develop an advanced Spanish vocabulary sufficiently allowing them to fluently and accurately speak and write in the L2. They can develop oral and written fluency skills allowing them to read native Spanish newspapers, emails, literature, etc. They can locate Spanish information in authentic textual sources, and they will have a presence of Spanish cultural perspective (College Board, 2015a; College Board, 2015b).

ISA objectives. An ISA will focus on high academic achievement in all curricular classes not just the traditional Spanish class. Furthermore, ISAs will prepare students to successfully develop professional skills within an international community, and they will develop students' skills to bi-culturally embrace and to encourage a community's differences (Ministerio de Educación, Cultura, y Deporte, 2016c).

Instruction

With similar goals and objectives, ISA, TWI/DLI, and AP programs vary in their instructional models. The percentage of L2 instruction changes incrementally during the students' tenure in an ISA. A TWI/ DLI program incorporates a similar L2 incremental change. The AP Spanish programs naturally incorporate this L2 change; however, only the ISA is held internationally accountable for this change in each stage of the ISA students' L2 development (Ministerio de Educación, Cultura, y Deporte, 2016b).

TWI/DLI instruction. The specific TWI/DLI program language depends largely on the population it serves (i.e. a Chinese community may ask for a Chinese-English TWI/DLI

program) (Christian 1996; Howard, Sugarman, & Christian, 2003). During the instructional day, there would be options as to what percentage of instruction would be completed in the minority or targeted language (L2) depending on which type of TWI/DLI program is implemented. Under the general TWI program heading, there are subcategories used to tailor a bilingual program's personal needs to the population it serves. The popular names of these bilingual education programs indicate how much time in the targeted language is used for instruction. A 50:50 model where the time between minority L2 and majority language L1 instruction is even; a 90:10 model where the time between the languages are heavily L2 or L1 oriented (Cazabon et al., 1998); or a differentiated model where the percentage of instruction between L1 and L2 is not specifically set but tailored to the educational environment. Curriculum for TWI/DLI programs is developed locally (Howard, Sugarman, & Christian, 2003).

The philosophical foundation of a 50/50 dual language program of study actually separates the two targeted languages from each other when the language instruction is administered. There is no empirical research that supports the common practice within 50/50 programs of separating both languages to strengthen them equally. Regardless of the empirical evidence in support of such a decision in order to strengthen both languages, it is still a common practice among schools (Lee, Hill-Bonnet, & Gillispie, 2008).

AP program instruction. The College Board provides curriculum for two AP courses that assist in Spanish language learning. They are AP Spanish Language and Culture and AP Spanish Literature and Culture. Both courses are taught in Spanish, and an AP program “enables willing and academically prepared students to pursue college-level studies—with an opportunity to earn college credit, advanced placement or both—while still in high school” (College Board, 2015a, para. 1; College Board, 2015b, para. 1).

The AP Spanish program, like the ISA and TWI/ DLI model, also is successful in educating students in the Spanish language, but AP Spanish students are only exposed to the L2 in classes that traditionally meet once per day (College Board, 2015a; College Board, 2015b).

ISA instruction. As a bilingual program, ISAs focus is on using the L2 to improve L2 comprehension in other content areas of study outside the traditional Spanish classroom. The ISA program is dedicated to specifically for Spanish language learning (Ministerio de Educación, Cultura, y Deporte, 2016c). In the ISA program, students take four years of Spanish language instruction, and during those four years, they also take content courses in general education disciplines that are conducted in Spanish. This not only doubles the student's exposure to Spanish language learning but also increases the potential for language acquisition. Each ISA is designed to meet the needs of its population (G. Dacal, personal communication, January 3, 2013; Ministerio de Educación, Cultura, y Deporte, 2016b).

Unlike the TWI/ DLI curriculum and even the AP curriculum, the unique ISA curriculum is designed by both international parties (North America and Spain) to instill a strong multicultural, international value while still stressing a common high-achieving academic rigor. While the academic rigor is shared among all three bilingual programs (AP Spanish programs, TWIs/ DLIs, and ISAs), the ISA stresses that its students become international ambassadors of the Spanish language through both English and Spanish oral and written competency. ISAs are uniquely able to meet such an important goal by preparing ISA students to foster international relations when speaking with the various Spanish representatives that visit the ISA schools and their students multiple times each year (Ministerio de Educación, Cultura, y Deporte, 2016b).

Student Composition

The three bilingual models differentiate their student populations. An ISA typically accepts a mixture of native and non-native Spanish speakers, but that depends on the ISAs population that it serves (G. Dacal, personal communication, January 3, 2013; Ministerio de Educación, Cultura, y Deporte, 2016b). An AP and a TWI/DLI will offer their programs to any student population regardless of their Spanish language experience (CARLA, 2009; College Board, 2015a; College Board, 2015b).

TWI/DLI students. According to its definition, a TWI/ DLI should have a mixture of L1 and L2 students. In an ideal TWI Spanish classroom, there would be equal number of students with a Spanish speaking background as with an English speaking background (Christian, 1996; CARLA, 2009; de Jong, 2002).

AP students. As determined by The College Board, AP Spanish Language and Culture students may take whichever AP Spanish class is available at their school if the student deems that they can handle the rigor of a college-level class. The AP Spanish Language and Culture class is a pre-requisite to the AP Spanish Literature and Culture class. There are no guidelines or applications set by the College Board that limit a student from taking any AP Spanish class based on language exposure. Therefore, native and heritage Spanish speakers are not excluded from taking these courses (College Board, 2015a; College Board, 2015b).

ISA students. As determined by the individual ISA, ISA students may have to apply and be interviewed in order to become an ISA student at that designated ISA school. Each local school's ISA coordinator determines its student population and determines how each student qualifies to be in the ISA, according to the guidelines written in the school's ISA application

approved by the Ministry of Education of Spain (Ministerio de Educación, Cultura, y Deporte, 2016a).

According to the application to the Ministry of Education of Spain, an ISA may operate as a one-way immersion program in which all L2 students originate from the same majority language (L1) and the teacher is the native Spanish speaker, or it may operate with a balanced number of L1 and L2 students or a variation of these two models (Ministerio de Educación, Cultura, y Deporte, 2016a).

Accountability

While both TWI/ DLI and AP Spanish programs state in their curriculum and objectives that they possess bicultural components (College Board, 2015a; College Board, 2015b; Howard, Sugarman, & Christian, 2003), only the ISA actually states this objective and then is internationally held accountable to provide for students this bicultural component (Ministerio de Educación, Cultura, y Deporte, 2016b).

TWI/DLI accountability. A TWI/ DLI is not held to either a national or an international standard. A TWI/ DLI is locally approved by the district's board of education. Any school can incorporate a TWI/ DLI program, and the individual school writes its own objectives and curriculum solely based on the published L2 curriculum that other existing TWIs/ DLIs have used (CARLA, 2009).

AP accountability. All AP classes and teachers are held to national standards governed by the College Board. To teach an AP class, a teacher must be trained in that subject area at a nationally certified training site. The teacher must then have an AP audit approved and AP content syllabus approved by the College Board (College Board, 2016).

ISA accountability. Any school can become an ISA, as well. A new ISA program, however, has an application process that has to be approved by the Ministry of Education of Spain. The international bicultural accountability associated with ISAs culminates in its annual ISA delegate visitations. These delegates reside and work in the US and determine if the local ISA has met its local and internationally accountable goals for the year (Ministerio de Educación, Cultura, y Deporte, 2016b).

Introduction to Competency Exams

Among the three bilingual education programs, competency exams vary from traditional course summative assessments to nationally or internationally standardized exams. Although taking a culminating L2 fluency exam is not every student's goal, such exams are available for some of the bilingual programs.

TWI/DLI competency exams. An L2 language competency exam that works directly with TWI/ DLI programs does not exist. Therefore, TWI/ DLI students do not necessarily know whether they are meeting national and international L2 competency levels.

AP competency exams. Two AP Spanish exams exist, one for each of the AP courses and both are typically administered to high school students in May during their junior or senior year, respectively (College Board, 2015a; College Board, 2015b). To ensure AP exam validity, the exams' formats and questions are connected to three modes of communication: interpersonal, interpretive, and presentational. These three modes are strongly connected by both the *Standards for Foreign Language Learning in the 21st Century* and in the *ACTFL Performance Descriptors for Language Learners* which have been a culminating effort among foreign language professionals and community members to provide a national standard for teaching Spanish since 1996 (ACTFL, 2015; College Board, 2015a).

Students who take either AP Spanish exam and earn a score of 3, 4, or 5 on it out of a scale of 1 to 5 earn the equivalent of a fifth or sixth semester college level Spanish course grade (College Board, 2013, p. 3; College Board, 2014, p. 3).

The exams and scores associated with College Board Advanced Placement are internationally recognized. AP students may assist their chances of acceptance into specific international universities by earning an Advanced Placement International Diploma (APID). In order to earn this diploma, AP students must earn scores of 3, 4, or 5 on a minimum of five exams within the following four AP curricular areas: 1) any of the English or World Languages, 2) any of the Histories or Social Sciences, 3) any of the Mathematics or Sciences, 4) any of the Arts: music or visual (College Board, 2017a).

ISA competency exam. Only the ISA offers a culminating L2 competency exam that is directly associated with the bilingual program. The L2 exam that is directly associated with the ISA program is entitled the Diplomas de Español como Lengua Extranjera (DELE) (English translation: Diplomas of Spanish as a Foreign Language). According to the ISA curriculum and by-laws created by the Ministry of Education of Spain in the year 2000, high school ISA students, who are either native or heritage or non-native or non-heritage Spanish speakers, may take the DELE exam. The DELE and the APID are both internationally recognized L2 competency exams; however, there are no class minimums or maximums that a student must take to qualify to take the DELE. Any student may take the DELE, but few US students and educators alike know about its existence (College Board, 2017a; (Ministerio de Educación, Cultura, y Deporte, 2016c). Scoring at a minimum competency level (A2/ B1 Escolar) allows ISA students to earn an internationally-recognized diploma reflecting their Spanish speaking, listening, and writing competency ((Ministerio de Educación, Cultura, y Deporte, 2016c).

Bilingual Education Documentation

One of the major distinctions among the three types of bilingual education programs is the culminating credential awarded to students who successfully complete the programs. Regardless whether a student takes a TWI/DLI, AP, or ISA program, students who successfully complete their high school education are awarded a high school diploma. The distinctiveness of each of the programs that are important to define the scope of this current study is that in some programs students may receive additional bilingual education documentation. Specific to this geographically bounded multi-case study, for example, Georgia has two recognition programs included in their World Languages and Global/Workforce Initiatives. Although all qualified schools are eligible, not all high schools with bilingual education programs participate in the Georgia Seal of Biliteracy or the International Skills Diploma Seal programs as participation in either is voluntary, requires authorization, and has reporting requirements (Georgia Department of Education, 2015a; Georgia Department of Education, 2015b).

The Georgia Seal of Biliteracy. Students in Georgia who “have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English” may receive the Georgia Seal of Biliteracy based on legislation that was enacted in May 2016 (2015a). The high school must apply for authorization to apply the Seal to high school graduates’ diplomas, and students must have “proficiency in one or more languages other than English, demonstrated by passing a foreign language advanced placement examination with a score of 4 or higher or an international baccalaureate examination with a score of 5 or higher” (Georgia Department of Education, 2015a).

The International Skills Diploma Seal. Georgia also has an International Skills Diploma Seal that can be “awarded to graduating high school students who complete an

international education curriculum and engage in extracurricular activities and experiences that foster the achievement of global competencies” (Georgia Department of Education, 2015b). Any school that provides a minimum of three years of any world language can apply to award an International Skills Diploma Seal to students who meet the criteria (Georgia Department of Education, 2015b).

TWI/DLI programs. Because curriculum for these second language programs are locally developed and approved by the district’s board of education, graduation from high school programs in which students participated in TWI/DLI programs is typically recognized with the standard high school graduation diploma. Unless the high school participates in one of the Georgia World Languages and Global/Workforce Initiatives, there is no indication on the student’s high school transcript that they completed a bilingual education program (Georgia Department of Education, 2015a; 2015b).

AP programs. Students graduating from high school who have taken the two AP Spanish classes also receive a standard high school graduation diploma. Unlike TWI/DLI programs, the AP program offers an Advanced Placement International Diploma (APID), which is a distinction among AP students who plan to attend an international post-secondary university. These students must earn scores of 3, 4, or 5 on a minimum of five exams within the following four AP curricular areas: 1) any of the English or World Languages, 2) any of the Histories or Social Sciences, 3) any of the Mathematics or Sciences, 4) any of the Arts: music or visual (College Board, 2017a). The DELE associated with an ISA and the APID are both internationally recognized L2 competency exams; however, there are no class minimums or maximums that a student must take to qualify to take the DELE (Ministerio de Educación, Cultura, y Deporte, 2016c).

An AP Capstone Diploma also exists for those AP students who earn a score of 3 or higher in the two AP Capstone courses (AP Seminar and AP Research) and earn a 3 or higher in four other AP courses (College Board, 2017b).

ISA programs. Schools with ISA programs may also elect to participate in the Georgia World Languages and Global/Workforce Initiatives and place the Georgia Seal of Biliteracy and the International Skills Diploma Seal on ISA graduates' high school diplomas. In addition to the traditional high school diploma (with or without the seals), ISA high school graduates earn the international diploma from the Ministry of Education of Spain. Earning the ISA diploma is a unique accomplishment that reflects the bilingual and bicultural skill set needed to more confidently communicate with other native Spanish speakers in the US and throughout the world (Ministerio de Educación, Cultura, y Deporte, 2016b). To complement this diploma is the DELE exam that is specifically associated with the ISA program. Scoring a minimum rating of a B1/C2 Escolar means that the owner of the certificate is internationally recognized as a fluent Spanish speaker. Only schools with the ISA program can award the international diploma, but any school may promote taking of the DELE (Ministerio de Educación, Cultura, y Deporte, 2016c).

Case Studies: ISAs Viewed through a TWI/ DLI Lens

Secondary studies that address how an ISA might affect motivation to study a second language do not exist in North American databases. However, studies on TWI/DLI programs can be examined to learn what student populations hypothetically might think about an ISA since they are very similar programs. I examined a number of TWI/DLI studies. Two high school studies that were most transferrable to the current ISA study are summarized in this section. Together, they provided a broad scope of published questions and student responses that assisted

with my understanding of how high school students might respond to various questions and strengthened the construct validity of this study's data collection instruments.

A High School TWI Study

A Two-Way Immersion (TWI) qualitative study was conducted at a culturally diverse school district in a northeastern community within the northeastern part of the US to determine high school students' perceptions of the middle school TWI program in which they had taken part. The study was designed to determine how improvements could be made to declining TWI middle school achievement scores by speaking to the TWI high school students who had just graduated from the middle school bilingual program (de Jong, 2006).

The data were gathered through individual student surveys and focus groups with three to four ethnically homogenous students when possible. The student surveys asked which language they spoke at home, which language they wrote with and read, and which language they liked more: Spanish, English, or both languages. The survey also asked about various teaching practices that they had encountered; what their attitudes were regarding bilingualism; what made a particular grade level experience difficult or easy; and what teachers did to make instruction easier for students to learn the L2. Students in focus groups were asked to recall their memories of all of the elementary, middle, and high school levels of the TWI program and discuss how, if at all, those experiences had changed. Results between the Anglo population and the Latino population of students ran parallel with the other limited secondary TWI study addressed later that suggested that overwhelmingly both populations noticed the importance of learning a second language (Spanish) for getting into a better college and getting a better paying job in the future. Within the Latino population, the importance of using the Spanish language to maintain the Latino cultural identity was identified (Lambert & Cazabon, 1994; Lindholm, 1994; Lindholm-

Leary & Borsato, 2001; Louie, 2006; Suarez-Orozco & Suarez-Orozco, 1995; Quiroz, 2001).

While the Latino population identified themselves as bicultural, the Anglos did not share this identity. Despite this result, both groups reflected a better sense of understanding one another's cultures as a result of being in the TWI. Friendships were a positive outcome of participating in the TWI (Bears & de Jong, 2008).

A High School Follow-up Study

The following qualitative study of high school students' attitudes towards their Spanish foreign language classes does not address ISAs or TWI programs specifically; however, this 10-year follow-up study of North Carolina high school students sought to understand the students' attitudes towards their foreign language (FL) classes after participating in their elementary FL program and how their perceptions of foreign language (FL) had changed now that they were adolescents in high school. Thirteen high school students participated in the study. These students had continued into high school with studying at least one language other than English—either Spanish, French, or Latin (Heining-Boynton & Haitema, 2007). To create the open-ended interview questions used by the researchers during phone interviews, they used a focus discussion group of former foreign language elementary school (FLES) students (Heining-Boynton & Haitema, 2007). While the focus group FL students were being interviewed, there were three general categories of questions that evolved that would later become the research questions.

General observations were made about FLES instruction and the impact it had on the FL students into their secondary FL education. Overall, female students had a higher interest than male students in furthering their FL instruction into the high school years. However, as female

students got older and matured, their interest in high school FL declined (Heining-Boynton & Haitema, 2007).

Despite the follow-up study taking place 10 years after the original elementary school FL study occurred, the study reported that the researcher's results were on average with results discovered by previous researchers (Vollmer, 1962). Results included that any FLES student who receives FL instruction are as much as twice likely to continue into secondary FL education compared with their peers who did not receive FLES instruction. In summary, nine of the thirteen FL students interviewed suggested that their FLES experience provided an overall everlasting positive perception towards FL speakers. The remaining FLES students that did not share the same feelings towards FL speakers as their peers did not harbor negative feelings towards other FL speakers (Heining-Boynton & Haitema, 2007).

Transferable Factors from TWI/DLI Studies to ISAs

Many K-5 bilingual education model studies exist that I scrutinized, but again none specifically addressed how an ISA might be used to motivate students who are taking high school Spanish classes to want to continue to take those classes for four years and rarely do studies address TWI/DLI models on the secondary level. However, the variables mentioned in the bilingual studies are important factors that would also contribute to the success of ISAs and are worth noting in this study. They include benefits in using an equal amount of native Spanish and native English student speakers in a classroom; risks in separating the language L1 from the L2 in instruction (Gomez, Freeman, & Freeman, 2005); the value of "social interactional spaces" in bilingual programs to foster growth in the L2 (Lee, Hill-Bonnet, & Gillispie, 2008); and advantageous standardized test scores for bilingual students (Lindholm-Leary, 2001; Thomas & Collier, 2002). Ramos (2007) found that parents were overall positive regarding their students'

“development of high levels of linguistic and academic proficiency in both languages, students’ development of positive cross-cultural attitudes and behaviors, and in the maintenance of academic standards and curriculum similar to that which must be met by students in other programs” (Howard, Sugarman, & Christian, 2003, as cited in Ramos, 2007, p. 139).

The studies highlight the need to do more intense studies from a secondary bilingual education program’s point of view to learn how the results compare. The researchers of these elementary bilingual studies discovered that successful elementary bilingual programs exist, and they exist when they are successfully tailored to the school’s population (Bearse & de Jong, 2008; Gomez, Freeman, & Freeman, 2005; Heining-Boynton & Haitema, 2007; Montone & Loeb, 2000; Thomas & Collier, 2002). These studies also highlighted the lack of empirical research on the topic of ISAs and establish a legitimate need for my study as it intends to initiate a body of research that will become a foundation for future researchable ideas that have not previously existed.

Summary

A significant gap exists in the published literature in North American databases regarding ISAs and their influence on motivation towards bilingual education in North America. After an exhaustive search in North American databases, this conclusion can be confidently made: ISA studies are non-existent especially any that might pertain to how they do or do not motivate high school students to want to continue taking Spanish for four years. By highlighting similarities and differences among the three established types of bilingual programs (TWIs/ DLIs, AP Spanish programs, and ISAs), it has been the intention to initiate a researchable foundation of knowledge on ISAs (Bearse & de Jong, 2008; College Board, 2017a; Heining-Boynton & Haitema, 2007; Ministerio de Educación, Cultura, y Deporte, 2016c).

Bilingual education has been a heated discussion point for half century in the US starting with the first bilingual education school, Coral Way Elementary school, in 1963 (Bearse & de Jong, 2008) and ending as late as California wanting to overturn Proposition 227 that made bilingual education against the law without a waiver (Mongeau, 2016).

Empirical studies in North American databases on secondary TWI/DLI programs are rare and dated. ISA studies do not exist. This study closes the gap in bilingual education by determining how an ISA bilingual model affects motivation for students to take four years of Spanish classes instead of the customary two years.

CHAPTER THREE: METHODS

Overview

The purpose of this study was to determine how an ISA bilingual model affects motivation for students to take four years of Spanish classes instead of the customary two years. With a significant gap in published literature on ISA models within North American research, this study was significant because it contributed to the body of knowledge regarding how the use of an ISA program affected student motivation to take four years of Spanish classes.

Chapter Three presents the methods used to conduct this explanatory multi-case study. The chapter addresses the study's design, research questions, setting and participants, specific procedures followed to conduct the study, researcher's role, and the data collection and analysis techniques used. A discussion of the trustworthiness of the data and the researcher's ethical considerations completes the methods chapter

Design

Influenced by the work of Yin (2014), Merriam and Tisdell (2016), and Stake (1995), this study used an explanatory multi-case approach (also known as a collective case approach) to seek answers from three specific groups of public high school Spanish II students in a northwest Georgia public school district. Yin (2014) defined a case study as “an empirical inquiry that investigates a contemporary phenomenon (the case) in depth and within its real-world context, especially when the boundaries between phenomenon and context are not clearly evident” (p.16). Similarly, Stake (1995) and Merriam and Tisdell (2016) described the case as a bounded system. The case that existed within this study focused on a problem within a northwest Georgia County in which the high school's Spanish II student population overwhelmingly did not want to take four years of Spanish while in high school (G. Barfield, personal communication, January 3,

2016). The trend was that these students wanted to take only the two-year minimum to qualify for the University System of Georgia (USG) admissions (G. Barfield, personal communication, January 3, 2016; NCSSFL, 2016).

According to Yin (2014), a case study uses *how* and *why* questions to uncover participant explanations. It also “investigates a contemporary phenomenon (the “case”) in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident” (p. 16). Because the phenomenon being investigated in this study was that high school students in a Georgia county overwhelmingly did not take four years of Spanish, only two years (G. Barfield, personal communication, January 4, 2016), I chose an explanatory multi-case study design for the study. Furthermore, the design was a multi-case study so that the results from each individual case were cross-examined with the other cases providing a strong conclusion as to how an ISA affected motivation for students to take four years of Spanish classes instead of the customary two years (Yin, 2014). The rationale for choosing a multi-case approach was that multiple cases created a more rigorous and convincing approach towards the overall study (Yin, 2014) when compared to a single-case approach. By taking a multi-case approach, critical insights into the ISA model from various participants’ points of view added to the non-existent body of literature and determined how this model motivated students to want to take Spanish for four years.

The explanatory design, according to Yin (2014), may be used “when an investigator is trying to explain how and why an event x led to an event y ” (p. 47). This study aimed to determine how an ISA model affected motivation for students to take four years of Spanish classes instead of the customary two years.

Data collection instruments consisted of multi-purpose questionnaires and focus group interviews. According to Yin (2014), “any case study finding or conclusion is likely to be more convincing and accurate if it is based on several different sources of information, following a similar convergence” (p. 120). By using various combinations from these sources of evidence, results and conclusions through a triangulation of data emerged that assisted in determining “why” or “how” a phenomenon exists within a population (Yin, 2014).

Research Question

The research question for this study was: How does an ISA bilingual model affect the motivation of students to take four years of Spanish classes instead of the customary two years?

Setting

A World Language Program Specialist for a northwest Georgia public school system assisted me in choosing the three public high schools to be a part of this study. These three schools were within the same Georgia County. The criteria used in selecting the participating schools included using as similar as possible participant demographics among the schools’ populations so that this study could be more readily replicated by future researchers (Yin, 2014). The schools also had Spanish II students who were customarily not motivated to continue studying Spanish for four years (G. Barfield, personal communication, January 4, 2016). Furthermore, I have never had contact with any of these Spanish II students, so the decision to use them decreased my personal bias towards any responses that they made in the data collection instruments. There were 13 public high schools in the county. All 13 high schools taught grades 9-12 and offered a comprehensive curriculum. One of the schools chosen was referred to as North and was an international studies magnet high school. Another one of the schools, West, was a general education school. The last school, named East, was a charter school that had a

working ISA within it, and it was my work place. Spanish II students who participated in my study were assigned appropriate pseudonyms to better protect their identities since they were minors (Merriam & Tisdell, 2016; Stake, 1995; Yin, 2014).

The North school had the largest student population in the county, on average 3200 students. It had a single principal with five assistant principals. They worked under a four-by-four block schedule. This school worked well for this study because it was an international studies magnet, was academically high performing, and had a demographically diverse population. The school's population was comprised of 35% Caucasian, 32% African-American population, 18% Hispanic, 12% Asian, and 3% other.

The West school had a comparable student population to the East school, on average 2600 students. It had one principal and four assistant principals. Its population was diverse, but it was neither a magnet nor a charter school. The school's population was comprised of 36% Caucasian, 32% African-American, 15% Hispanic, 10% Asian, and 7% other.

The East school was historically ranked among the top one hundred public high schools in the nation for its high performing academics. Its student population was on the rise, with an average of 2600 students. It had a principal and five assistant principals. As a charter school, the entire school's community was invested in its overall high level of performance both academically and extra-curricularly, and it could incorporate variations on county curriculum guidelines. The school's population was comprised of 61% Caucasian, 18% Asian, 16% Indian, 3% African- American, 2% other.

Participants

The research participants were Spanish II public high school students that were between the ages of 15 and 16 who attended one of the three public high schools in a northwest Georgia

county identified as the setting for this study. Convenience sampling involves “choosing a sample based on availability, time, location, or ease of access” (Ary et al., 2006, p. 474). The Spanish II high school students represented a convenience purposive sample as it was drawn from the three schools selected for participation because of their geographic location (Merriam & Tisdell, 2016). Each school taught Spanish II classes. The potential participants for this purposive sample were students currently enrolled in Spanish II classes. These students were chosen because at the end of their sophomore year as they finished their second consecutive year in a Spanish language concentration, according to the law in the state of Georgia, they would not have to continue studying in a Spanish track into their third year in order to graduate from high school. In addition, they did not have to take two years in a world language concentration in order to graduate (NCSSFL, 2016). However, Georgia law states that if a Georgia high school graduate plans to attend a University System of Georgia (USG) college or university, then the high school graduate must take at least two years in a World Language concentration in order to be eligible for admissions to a Georgia college or university (NCSSFL, 2016). Purposive sampling was used since I am seeking “to understand the meaning of a phenomenon from the perspectives of the participants” (Merriam, 2002, p. 12). With these potential participants’ insights based on their two years of experience with Spanish classes and what they saw as their future goals with the Spanish language, they were the best “people who kn[e]w the most about the topic” (Merriam & Tisdell, 2016 p. 114), and they “contribute[d] to the development of insight and understanding of the phenomenon” (p. 127).

The study was voluntary, and I expected to reach a conservative estimate of 15% of the total number of original participants which was approximately 180 (Yin, 2014). I asked two Spanish II classes at each of the three high schools to be a part of my study. There were

approximately 30 students per Spanish II class. Therefore, approximately 27 total participants from all three schools and all six classes were expected to complete the multi-part questionnaire. Of that estimated 27 participants, I used purposive sampling to determine how many participants were invited to the focus group interviews (Merriam & Tisdell, 2016). Keeping the numbers of participants smaller during focus group interviews created the potential for better, richer responses from participants during the interview. The number of participants among the three focus groups were approximately 10-15 (Merriam & Tisdell, 2016). However, if early in the data gathering process, I saw that I would not reach a minimum number of participants, then I planned to recruit more participants from another Spanish II class at the East school, which is the school in which I work, and note this recruitment change in an addendum to my study.

Ensuring confidentiality throughout both data collection phases was of the utmost importance and using participant pseudonyms helped to ethically protect participants (Merriam & Tisdell, 2016; Patton, 2015; Yin, 2014). The multi-part questionnaires asked participants for identifying demographic information like name, age and sex and motivation level so that I could contact them if they intended to participate in the study, but I also used this same information to create participant pseudonyms to help protect their confidentiality. Participants completed the multi-part questionnaire using Google Forms, and they participated in the focus group interviews in a small, private setting with other Spanish II participants from each participants' class. Confidentiality among peers in this setting was not maintained, but I ethically maintained participants' anonymity by using pseudonyms (Merriam & Tisdell, 2016).

An existing appropriate survey did not exist on the Internet and within published research. Therefore, I created a unique multi-part questionnaire on the curricular benefits that ISA bilingual models offer. The seven-question questionnaire and the follow-up semi-structured

written responses to the seven questions (together known as the multi-part questionnaire) asked Spanish II students to rate their motivation level with regards to how various curriculum aspects of an ISA impacted their motivation to take four years of Spanish. The multi-part questionnaire was based on the curricular information found on the ISA home web site (Ministerio de Educación, Cultura, y Deporte, 2016b) and reflected, when applicable, Gardner's (2006) Attitude/ Motivation Test Battery (AMTB) constructs that measured an L2 student's motivation. I had the multi-part questionnaire reviewed by various experts in the field of ISAs to strengthen both face and content validity (Creswell, 2013; Lincoln and Guba, 1985). The experts were two ISA directors, a University of Salamanca college professor in Spain who works with ISAs, and my county's World Language Specialist. Changes to the questionnaire were made based on their recommendations and validity was strengthened to ensure I had created a strong instrument to measure student motivation.

Procedures

The procedures for conducting the research included gaining both Liberty University's Internal Review Board (IRB) and my local county's IRB approval. I gained the principals' permission at each of the three schools; I provided a combined Parental Consent/Student Assent form (Appendix A) and an initial survey instrument (Appendix B) to each potential participant upon the first visit to each school. I completed the coding and analysis of the participant responses prior to conducting the focus groups, as these responses revealed additional lines of questioning for the focus group discussions. Next, I contacted participants and invited them to the focus group interviews that were conducted using the semi-structured focus group questions. After I asked participants to verify their interview responses, I completed the coding and analysis

of transcribed audio recorded responses from the focus groups and presented my results in Chapter 4.

Before this study was conducted, I acquired IRB approval from both Liberty University and my local Georgia school district. The estimated completion time for this approval process was mid-March 2017. Prior to submitting this study for IRB exemption at Liberty University (LU), I gained approval from my committee to submit the proposal for an LU research consultant review, which took 2-4 weeks. Following approval of the proposal by the research consultant, I scheduled a research proposal defense and submitted the proposal to SafeAssign, a plagiarism detection program, for review. Within 5 days after a successful proposal defense, I submitted an application to LU's IRB. After receiving institutional IRB approval by the end of March 2017, I submitted the necessary IRB materials to my local school district's Office of Accountability for review and approval. This process took 1 week. I was in the Spanish II classrooms at the three schools by mid-April 2017 collecting data from participants.

Once the project was approved by both the LU IRB and District ICC-R, a formal letter was sent to all three principals asking permission to use two Spanish II classes at each of their schools as this study's potential participants and to contact the teachers to arrange to present the study to their classes to recruit participants. The letter to each principal detailed the study (Appendix C). After gaining permission from each of the three principals, I contacted the three Spanish II teachers through email and asked them to allow me to present the study to each Spanish II class, to solicit participants, and to begin the data gathering process during the last 15 minutes of the Spanish II class meetings on pre-arranged days. The presentations were conducted using a PowerPoint™ slide presentation (Appendix D) and a Frequently Asked Questions handout (Appendix E).

I verified that I have the signed Parental Consent/Student Assent (Appendix A) from each participant, and then I began to code the data. I used a coding technique coined by Saldaña (2015) to code my initial data. The first cycle of coding is called structural coding, and it is appropriate to use when looking at large amounts of data and looking for trends. Then, I used the technique Saldaña (2015) called *en vivo* during the second cycle of analysis. This type of technique examines specific, original language within participant responses. Participants who returned the signed consent/assent form were given the link to the online questionnaire. I asked colleagues to verify that my choice of codes per each participant's response was accurate, and then I entered the responses into the Computer Assisted Qualitative Data Analysis Software (CAQDAS) program, QDA Miner Lite, and looked for trends among their responses.

Once I concluded that various trends and conclusions emerged from the participant responses, I developed the third focus group question for each corresponding Likert scale question using the emerging themes from the open-ended written response interview questions on the survey (Appendix F) to ensure a thorough discussion of those topics. Through purposive sampling, I contacted those specific participants that provided the richest responses in the focus groups and invited them to participate (Merriam & Tisdell, 2016). While the focus group interviews took place, I made reference to the trends and conclusions that emerged from the student responses to the questionnaire. Without disclosing individual participants' responses on the survey, I asked the students to comment on their peers' responses to achieve rich, clear, and safe conclusions within the focus group interviews (Brewer & Hunter, 1989; Lincoln & Guba, 1985; Merriam & Tisdell, 2016; Miles & Huberman, 1994).

During the focus group interviews, I recorded participant responses using an audio recording program called Audacity. I had their responses professionally transcribed, returned the

transcripts to participants for verification (Merriam & Tisdell, 2016; Yin, 2014), coded their responses using my colleagues' help, entered the codes in QDA Miner Lite, compared and consolidated the data from the survey and the focus group transcripts, and presented my conclusions in Chapter Four.

Researcher's Role

My role in this study as a veteran educator was to maintain as much objectivity as possible because of the vested interest I had in seeing ISAs work successfully. As a high school English literature teacher, I had the distinguished honor of teaching the first ISA class on a secondary level in the state of Georgia nine years ago. So, as a human non-participant observer with these built-in biases, maintaining a level of objectivity at every step of this study was paramount (Merriam & Tisdell, 2016; Yin, 2014). To assist in decreasing biases and strengthening construct validity when creating the original multi-part questionnaire on ISAs, I used professionals in the field to review it and incorporated their suggestions (Merriam & Tisdell, 2016; Yin, 2014).

According to Stake (1995), there is not a true starting point for data gathering. Engaging in thick, rich, objective journaling helped to decrease my biases, as I was able to review the decisions that I made periodically with colleagues (Merriam & Tisdell, 2016; Yin, 2014). Further, reviewing various codes that I assigned to participant responses with an objective colleague helped to decrease biases (Merriam & Tisdell, 2016; Yin, 2014). Finally, both Merriam and Tisdell (2016) and Yin (2014) suggested using member checking to verify the accuracy of the student responses and practice reflexivity to avoid researcher biases during the focus group interviews. By completing these strategies, I took steps to decrease biases and authenticate the explanatory nature of the participant responses.

Data Collection

The data for this study was collected by survey and focus group discussions. The survey included a multi-part questionnaire with seven questions students rated on a Likert scale and seven corresponding open-ended written response interview questions where students provided a rationale for their scaled choice (Appendix B). After I collected the completed surveys, I used the student responses to the open-ended written response interview questions to refine the semi-structured focus group questions (Appendix F) by identifying any emerging trends and conclusions that were further explored in the focus group discussions. Member checks were used to ensure the continuity and accuracy of participant responses to the interview questions (Merriam & Tisdell, 2016; Yin, 2014)

Questionnaires

The multi-part questionnaire (Appendix D) that was used to gather data from the three groups of Spanish II students participating in the study were designed to allow participants to rate their motivation level with regards to how much an ISA's curriculum motivates them to take four years of Spanish instruction instead of the customary two years. The multi-part questionnaire asked participants to provide demographic information including their gender, age, and their experience with Spanish including their initial motivation level towards wanting to take four years of Spanish. I asked for this information only for the purpose of student identification in order to be able to contact the student to invite them to the focus groups, to perform cross analysis among schools' participants, and to create accurate pseudonyms (Merriam & Tisdell, 2016; Yin, 2014). The multi-part questionnaire provided categorical data rather than numerical data, and as a result, it was justifiable to use a questionnaire within this qualitative multi-case

study (Yin, 2014). The multi-part questionnaire also contained a statement that explained that participants may elect to stop participating in the study at any time without consequences.

The multi-part questionnaire reflected the collaborative efforts of opinions from experts in the field of ISA models because there was no other published questionnaire of its kind in North American databases that I was able to locate. Such experts ranged in experience from starting and directing ISAs and bilingual programs at schools to working at the University of Salamanca in Spain alongside the founder of the original ISA. The multi-part questionnaire also reflected Gardner's (2006) Attitude/ Motivation Test Battery (AMTB) constructs and scales that measured a student's L2 motivation (as applicable).

Standard Likert Scale Survey Questions

1. The idea of using Spanish in different high school content classes (i.e. literature class, history class, math class) motivates me to want to be an ISA student for four years.
2. The idea of taking high school content classes in Spanish with the same class of students for four years motivates me to want to be an ISA student.
3. The idea of taking one Spanish language class and one content class taught in Spanish each semester for four years motivates me to want to be an ISA student.
4. The idea of earning two diplomas from high school, one from your school and one from the Ministry of Education of Spain, motivates me to want to be an ISA student.
5. The idea of becoming highly proficient in Spanish motivates me to want to be an ISA student.
6. The idea of becoming more culturally aware towards the Hispanic population motivates me to want to be an ISA student.

7. The idea of being able to take an internationally recognized Spanish language fluency test in my senior year motivates me to want to be an ISA student.

Question one was influenced by Gardner's (2006) Attitudes towards the Learning Situation and Language Use and Language Class Anxiety construct. This construct and its two scales, Teacher Evaluation and Course Evaluation, are based on the overall atmosphere that is present in the class. Students who would be motivated by an ISA to want to take different content classes in Spanish would also, according to Gardner's (2006) research, need to be instructed by a teacher who has "a good command of the language, an exciting curriculum, [and] meaningful evaluation procedure," and this type of teacher "may promote more favorable attitudes and possibly higher levels of motivation" (p. 248). Language Use Anxiety and Language Class Anxiety are the two measures that, if experienced by students in their current classes could have a negative impact on their L2 motivation. A student who may not like a specific class that is unique to that school's ISA could meet with anxiety that could negatively impact language acquisition (Ministerio de Educación, Cultura, y Deporte, 2016b).

Question two was influenced by the social nature of an ISA and again by Gardner's (2006) construct of Attitudes toward the Learning Situation since students would ideally take together the traditional Spanish class one period of the day as well as the Spanish content class during another period. Taking classes among peers who know one another's similar interest, the L2 achievement, may increase motivation. Ideally, as an ISA interviews potential bilingual teacher candidates and students, the teachers and students involved would reflect excitement to be part of this specific bilingual model and class and then maintain that excitement throughout the content delivery for the entire school year (Ministerio de Educación, Cultura, y Deporte, 2016b).

Question three was also influenced by the constructs of Attitudes towards the Learning Situation and Language Anxiety, but since the question asked students about taking twice the number of seat hours in Spanish, this question also relates to Gardner's (2006) construct of Motivation that has three scales or measurements: Motivational Intensity (effort), Desire to Learn the Language, and Attitude towards Learning the Language. Gardner (2006) suggested that a truly motivated student would need to possess all three of the measures because a student's effort may be increased by the teacher's expectations in a rigorous class that a student wants to attend, and desire and attitudes towards learning the language may be increased by a teacher's caring personality.

Question four addressed the construct of Instrumentality and its measure of Instrumental Orientation. Simply worded, students who were motivated by earning two diplomas upon graduation from the school and the ISA program would likely be motivated by utilitarian purposes. These motivated students were strictly motivated to learn an L2 because they could use that distinguishing element of earning two diplomas to get a better job, to get into a better college, or to get to know a community better by learning the targeted L2 (Gardner, 2006; Ministerio de Educación, Cultura, y Deporte, 2016b).

Question five that addressed students being motivated to become conversationally fluent also reflected Gardner's (2006) construct of Instrumentality (learning a language because it is practical) as well as his construct of Integrativeness (which is associated with the measures of Motivational Intensity, Desire to Learn the Language, and Interests in Foreign Languages). Integrativeness will highly influence a student's L2 achievement and motivation if he or she is open to that community or culture's language. Integrativeness is closely associated with Instrumentality, because an affective domain influences both, and as a result, both of these

constructs and their measures highly motivate students to learn the L2. Students identifying themselves through their personality with another culture are said to be strongly influenced by Integrativeness; however, they do not view themselves as ever permanently wanting to be a part of the targeted community.

Question six also drew heavily on Integrativeness because the question involved how cultural awareness about Spanish-speaking communities would motivate a student to want to be a part of an ISA. A student's affective domain that would highly motivate a student to want to study Spanish may reside in the family's positive attitudes towards the targeted community or the positive openness to another targeted culture's influences (Gardner, 2006).

Question seven addressed how a student's motivation was affected by studying Spanish in an ISA knowing that he or she would qualify to take a nationally recognized Spanish language fluency test. This question addressed Instrumentality and Integrativeness. It would seem practical for a student who has studied Spanish for four years to want to know how fluent they are in the L2. The DELE exam will allow students to demonstrate their fluency level (Ministerio de Educación, Cultura, y Deporte, 2016c). Gardner (2006) suggested that a student's confidence in the targeted language could motivate students to be more interactive with the targeted community.

Instructions directed that the signed consent forms be returned to me using the self-addressed, stamped envelope provided; however, the Spanish II teachers at the three schools allowed me to return within 48 hours, and I picked them up from each participant and that time. The teachers also allowed the approved participants to complete the multi-part questionnaire using their class time. I gave the link to the online Google Forms survey to each participant who had a signed parental consent form, and they took the survey in class. It took about 15 minutes

to complete. That evening, I began the process of coding student responses and analyzing them for trends and themes using Saldaña's (2015) techniques. The entire data gathering process only took 2 school days to complete.

The questionnaire was unique because no other questionnaire existed like it on the Internet or in published research. Each question incorporated curricular information found on the ISA home web page with at least one of the motivational constructs found in Gardner's (2006) Attitude/Test Motivation Battery (AMTB) that measures a student's motivation level to learn a second language (L2) (Gardner, 2006; Ministerio Educación, Cultura, y Deporte, 2016b). The multi-part questionnaire was reviewed and improved based on recommendations made by experts in the field of ISA bilingual models.

Interviews

"One of the most important sources of case study information is the interview" (Yin, 2014, p. 110). This study used open-ended written response interview questions included in the multi-part questionnaire. The open-ended written response interview questions were in a short answer written format and followed each scaled question on the questionnaire.

Standardized Open-ended Written Response Interview Question

Based on how you responded to Question #, please describe your reason for agreeing or disagreeing with the statement. Please write your description below.

This follow-up question was intended to elicit a rich descriptive response explaining the students' motivation for how they responded to the scaled questions. Students' responses to the written response interview questions guided the design of the focus group interview questions (Appendix F).

Focus Groups

In order to have the best participants for a study's focus, Merriam and Tisdell (2016) suggested the strategy of purposive sampling. I purposefully chose participants to be invited to the focus group interviews that provided the richest and most insightful responses to the open-ended written response interview questions on the survey questionnaires. Each of the Likert scale questions on the survey was followed by the same open-ended written response interview question: Based on how you responded to Question #, please describe your reason for agreeing or disagreeing with the statement. Please write your description below. Student responses to the open-ended written response interview questions provided additional follow-up questions for the semi-structured focus group interviews.

Standard Semi-Structured Focus Group Interview Questions

Question one on the survey was: The idea of using Spanish in different high school content classes (i.e. literature class, history class, math class) motivates me to want to be an ISA student for four years. You were also asked: Based on how you responded to Question 1, please describe your reason for agreeing or disagreeing with the statement.

Focus Group Question 1.1. Several students responded that they agreed with the statement. What was there about using Spanish in different high school content classes that motivated you to want to be an ISA student for four years?

Focus Group Question 1.2. Several students responded that they disagreed with the statement. What was there about using Spanish in different high school content classes that would not motivate you to want to be an ISA student for four years?

Focus Group Question 1.3. This follow-up question drew from any emerging themes in student responses that were identified during the preliminary analysis of the open-ended

written response interview questions. Therefore, focus group question 1.3 probed for student attitudes toward learning Spanish in different high school content classes using key words and phrases from the students' own open-ended written response interview questions on the survey.

Rationale. Because Question one was influenced by Gardner's (2006) Attitudes towards the Learning Situation and Language Use and Language Class Anxiety construct it was anticipated that students would respond in the context of their prior experiences.

Question two on the survey was: The idea of taking high school content classes in Spanish with the same class of students for four years motivates me to want to be an ISA student. You were also asked: Based on how you responded to Question 2, please describe your reason for agreeing or disagreeing with the statement. Please write your description below.

Focus Group Question 2.1. Several students responded that they agreed with the statement. What was there about taking high school content classes in Spanish with the same class of students for four years that motivated you to want to be an ISA student for four years?

Focus Group Question 2.2. Several students responded that they disagreed with the statement. What was there about taking high school content classes in Spanish with the same class of students for four years that would not motivate you to want to be an ISA student for four years?

Focus Group Question 2.3. This follow-up question drew from any emerging themes in student responses that were identified during the preliminary analysis of the open-ended written response interview questions. Therefore, focus group question 2.3 probed for student attitudes toward learning with the same students over time using key words and

phrases from the students' own open-ended written response interview questions on the survey.

Rationale. Question two was influenced by the social nature of an ISA and again by Gardner's (2006) construct of Attitudes toward the Learning Situation since students would ideally take the traditional Spanish class one period of the day as well as the Spanish content class during another period together with the same students in both classes.

Question three on the survey was: The idea of taking one Spanish language class and one content class taught in Spanish each semester for four years motivates me to want to be an ISA student. You were also asked: Based on how you responded to Question three please describe your reason for agreeing or disagreeing with the statement. Please write your description below.

Focus Group Question 3.1. Several students responded that they agreed with the statement. What was there about taking one Spanish language class and one content class taught in Spanish each semester for four years that motivated you to want to be an ISA student for four years?

Focus Group Question 3.2. Several students responded that they disagreed with the statement. What was there about taking one Spanish language class and one content class taught in Spanish each semester for four years that would not motivate you to want to be an ISA student for four years?

Focus Group Question 3.3. This follow-up question drew from any emerging themes in student responses that were identified during the preliminary analysis of the open-ended written response interview questions. Therefore, focus group question 3.3 probed for

student attitudes toward learning by taking one Spanish language class and one content class taught in Spanish each semester for four years using key words and phrases from the students' own open-ended written response interview questions on the survey.

Rationale. Question three related to Gardner's (2006) construct of Motivation that has three scales or measurements: Motivational Intensity (effort), Desire to Learn the Language, and Attitude towards Learning the Language.

Question four on the survey was: The idea of earning two diplomas from high school, one from your school and one from the Ministry of Education of Spain, motivates me to want to be an ISA student. You were also asked: Based on how you responded to Question four please describe your reason for agreeing or disagreeing with the statement. Please write your description below.

Focus Group Question 4.1. Several students responded that they agreed with the statement. What was there about earning two diplomas from high school, one from your school and one from the Ministry of Education of Spain that motivated you to want to be an ISA student for four years?

Focus Group Question 4.2. Several students responded that they disagreed with the statement. What was there about earning two diplomas from high school, one from your school and one from the Ministry of Education of Spain that would not motivate you to want to be an ISA student for four years?

Focus Group Question 4.3. This follow-up question drew from any emerging themes in student responses that were identified during the preliminary analysis of the open-ended written response interview questions. Therefore, focus group question 4.3 probed for student attitudes toward earning two diplomas from high school, one from your school

and one from the Ministry of Education of Spain using key words and phrases from the students' own open-ended written response interview questions on the survey.

Rationale. Question four addressed the construct of Instrumentality and its measure of Instrumental Orientation (Gardner, 2006). Students who were motivated by earning two diplomas upon graduation from the school and the ISA program would likely be motivated by utilitarian purposes.

Question five on the survey was: The idea of becoming highly proficient in Spanish motivated me to want to be an ISA student. You were also asked: Based on how you responded to Question five, please describe your reason for agreeing or disagreeing with the statement. Please write your description below.

Focus Group Question 5.1. Several students responded that they agreed with the statement. What was there about becoming highly proficient in Spanish that motivated you to want to be an ISA student for four years?

Focus Group Question 5.2. Several students responded that they disagreed with the statement. What was there about idea of becoming highly proficient in Spanish that would not motivate you to want to be an ISA student for four years?

Focus Group Question 5.3. This follow-up question drew from any emerging themes in student responses that were identified during the preliminary analysis of the open-ended written response interview questions. Therefore, focus group question 5.3 probed for student attitudes toward becoming highly proficient in Spanish using key words and phrases from the students' own open-ended written response interview questions on the survey.

Rationale. Question five reflected Gardner's (2006) constructs of Instrumentality

(learning a language because it is practical) and Integrativeness (identifying through their personality with another culture, which is associated with the measures of Motivational Intensity, Desire to Learn the Language, and Interests in Foreign Languages). Both constructs are influenced by an affective domain and measure student motivation to learn.

Question six on the survey was: The idea of becoming more culturally aware towards the Hispanic population motivated me to want to be an ISA student. You were also asked: Based on how you responded to Question six, please describe your reason for agreeing or disagreeing with the statement. Please write your description below.

Focus Group Question 6.1. Several students responded that they agreed with the statement. What was there about becoming more culturally aware towards the Hispanic population that motivated you to want to be an ISA student for four years?

Focus Group Question 6.2. Several students responded that they disagreed with the statement. What was there about idea of becoming more culturally aware towards the Hispanic population that would not motivate you to want to be an ISA student for four years?

Focus Group Question 6.3. This follow-up question drew from any emerging themes in student responses that were identified during the preliminary analysis of the open-ended written response interview questions. Therefore, focus group question 6.3 probed for student attitudes toward becoming more culturally aware towards the Hispanic population using key words and phrases from the students' own open-ended written response interview questions on the survey.

Rationale. Question six also drew heavily on Gardner's (2006) concept of

Integrativeness because the question involved how cultural awareness about Latino communities would motivate a student to want to be a part of an ISA.

Question seven on the survey was: The idea of being able to take an internationally recognized Spanish language fluency test in my senior year motivates me to want to be an ISA student. You were also asked: Based on how you responded to Question seven please describe your reason for agreeing or disagreeing with the statement. Please write your description below.

Focus Group Question 7.1. Several students responded that they agreed with the statement. What was there being able to take an internationally recognized Spanish language fluency test in your senior year that motivated you to want to be an ISA student for four years?

Focus Group Question 7.2. Several students responded that they disagreed with the statement. What was there about idea of being able to take an internationally recognized Spanish language fluency test in your senior year that would not motivate you to want to be an ISA student for four years?

Focus Group Question 7.3. This follow-up question drew from any emerging themes in student responses that were identified during the preliminary analysis of the open-ended written response interview questions. Therefore, focus group question 6.3 probed for student attitudes toward being able to take an internationally recognized Spanish language fluency test in their senior year using key words and phrases from the students' own open-ended written response interview questions on the survey.

Rationale. Question seven addressed how a student's motivation was affected by studying Spanish in an ISA knowing that he or she would qualify to take a nationally recognized Spanish language fluency test. This question addressed Instrumentality and

Integrativeness. Gardner (2006) suggested that a student's confidence in the targeted language could motivate students to be more interactive with the targeted community.

I contacted the potential focus group participants through texting to invite them to be a part of the focus group. I limited the number of focus group participants to four at each school so that I could concentrate on enriching the interview experience and probe deeper into the participant responses that I received and the trends that I witnessed (Merriam, 2016; Yin, 2014).

I originally had scheduled to provide the participants lunch during their lunch period to interview them; however, the Spanish II teachers again were very gracious and generous with their instruction time and allowed instead for me to interview the participants during their Spanish II class periods. I learned that I was able to do this on the previous meeting day when the participants took the multi-part questionnaire in class. Therefore, I was able to gain the pre-approved location and the participants joined me in the focus groups that day. I obviously did not have to bring them lunch, but I brought them doughnuts instead. According to Yin (2014), "using recording devices [in an interview] is a matter of personal preference" (p. 110). During the focus group interviews, I used a free voice recording computer program called Audacity that was available on a county-issued laptop. Another county-issued laptop was employed for backup. Hand held battery operated audio recording devices were used as a third backup in case Audacity was malfunctioning. The focus group interviews were completed in a group setting so that one student's responses heard by another may complement or contradict another student's responses (Merriam & Tisdell, 2016). During the focus group interviews, I used pseudonyms. In this manner, I was ethically protecting the identity of any focus group participants despite their identities being known by their Spanish II peers (Lincoln and Guba, 1985; Merriam & Tisdell, 2016; Yin, 2014).

Data Analysis

Google Forms provided data for the Likert Scale questions that were exported to a spreadsheet for analysis and manipulated to create graphs and charts. The open-ended written response interview questions on the multi-part questionnaires were entered into the Computer Assisted Qualitative Data Analysis Software (CAQDAS) program QDA Miner Lite. To increase construct validity, professional colleagues, through their unbiased opinions, determined if the initial set of codes were accurately supporting the themes and trends that were emerging and were accurately supporting the research question. I based the initial set of codes on the memoing notes that I took as participant responses were gathered (Merriam & Tisdell, 2016; Stake, 1995; Yin, 2014) and on the techniques designed by Saldaña (2015). Memo writing during data gathering assisted in creating initial “patterns, insights, or concepts that seem promising” (Yin, 2014, p. 135) and that were recurring in the data collection responses.

If codes were not supportive, then I backtracked and made sure that data analysis would not be completed until a consensus between my colleagues and me was reached in order to achieve an accurate set of initial codes (Saldaña, 2015; Yin, 2014). Once there was a set of preliminary codes, QDA Miner Lite was used to match the participants’ response words and/or phrases to this preliminary set of codes. QDA Miner Lite was used to conduct an analysis of the data that created meaningful patterns from the participant responses on the questionnaire and open-ended written response interview questions. I then completed a case-by-case analysis from the participant responses followed by a cross analysis among the three high school Spanish II classroom participants’ responses (Yin, 2014).

The initial analysis of the Likert scale questions and open-ended written response interview questions became the foundation for refining focus group questions that were asked

during the focus group interviews. Triangulating data from multiple sources “allow[ed] an investigator to address a broader range of historical and behavioral issues” (Yin, 2014, p.115), and it strengthened the study’s construct validity (Yin, 2014). This study included data from Likert scale questions, open-ended written response interview questions, and focus group discussions.

Coding is a complex and highly analytical means to gather data that “consists of examining, categorizing, tabulating, testing, or otherwise recombining evidence, to draw empirically based findings” (Yin, 2014, p. 132), and it was a process that ultimately answers a researcher’s research question (Saldaña, 2015; Merriam & Tisdell, 2016). After coding student responses, I analyzed the participant responses from the multi-part questionnaires to determine if the numerous curricular benefits of an ISA model would motivate Spanish II students to take four years of Spanish instead of the customary two years. The analytical results about participant motivation were corroborated, when applicable, by Gardner’s AMTB model that measures a student’s L2 motivation level. The trends and conclusions became the basis for further discussion and comments from participants during focus groups.

The focus group interview recordings were transcribed by a professional web-based transcription company called Rev.com, coded, and reviewed to identify themes and trends that emerged from the analysis. Focus group interview recordings were transcribed and sent to participants for member checking. Member checking is a strategy proposed by Yin (2014) that permits the participant to review his or her responses to questions and then validate their responses for purposes of increasing response accuracy and construct validity and decreasing researcher bias. Participants were encouraged to correct or elaborate on any statements attributed to them in the transcript and return the transcript to me within seven days. I did not

hear back from any of the participants, so I used the original responses. Objective colleagues analyzed codes, as Yin (2014) and Merriam and Tisdell (2016) suggested, decreasing bias. The responses were analyzed using QDA Miner Lite on a case-by-case basis followed by a cross analysis among the three high school Spanish II classroom participants' focus group responses (Yin, 2014). The emerging themes and trends ultimately addressed the research question: How does an ISA bilingual program affect the motivation for students to take Spanish for four years? The data and themes were presented and discussed in Chapter 4.

Trustworthiness

Guba and Lincoln (1981) introduced the concept of trustworthiness as a method for ensuring data validity for qualitative studies. There are four topics researchers need to address when evaluating the trustworthiness of data: credibility, dependability, confirmability, and transferability. These four topics are still widely used today to ensure trustworthiness (Lincoln & Guba, 1985; Lincoln, Lynham, & Guba, 2011).

Credibility

When addressing the importance of credibility in qualitative studies as it supports trustworthiness, Lincoln and Guba (1985) stated that maintaining credibility was of the utmost importance. Triangulation of data is a strategy to strengthen credibility. This study approached the same research question through various data collection methods including questionnaires, semi-structured written response follow-up questions (combined they are called multi-part questionnaires), and focus group interviews which strengthened the collective effort even when each collection method may have had individual limitations (Brewer & Hunter, 1989; Guba 1981; Merriam & Tisdell, 2016; Patton, 1990; Yin, 2014).

Another strategy I used to strengthen credibility was to practice reflexivity. Merriam and Tisdell's (2016) approach towards reflexivity includes recognizing how biases are naturally included in any research. I journaled during the research process to have a written account of my insights and biases so that I would know how to decrease them more readily during the interview and coding process (Yin, 2014).

I also strengthened credibility, according to Yin (2014), including experts in the field when creating the unique ISA multi-part questionnaire. The experts included one county supervisor, one ISA director, and one professor that works alongside the originator of the ISA model at the University of Salamanca in Spain.

Dependability and Confirmability

The strategies that assisted in assuring dependability also involved the use of triangulation and member checks. In addition, I used objective colleagues to scrutinize important decisions that I made when coding participant responses. Lincoln and Guba (1985), and other researchers (Dey, 1993; Merriam & Tisdell, 2016) called for the use of researcher reflections to be compiled in an audit trail or journal which I used. I took rich, detailed journaling notes so that I was as consistent and as unbiased as possible towards the treatment of each of the groups of participants as well as the three settings that I used. I did not know, nor had I ever met, the Spanish II participants at the three schools, which helped increase the dependability of their responses.

Transferability

Transferability was addressed by carefully and intentionally outlining my research plan, the data collection instruments, and the manner that I employed various strategies in order to decrease my biases. Ultimately, it was up to me to provide thick, rich notes and descriptions of

the scrutinized phenomenon so that another researcher may perform a similar qualitative study as mine and decide if similar results exist, thus providing a form of transferability (Merriam & Tisdell, 2016).

Ethical Considerations

I followed the ethical considerations outlined by LU's Institutional Review Board (IRB) guidelines as well as the guidelines provided by the county's location in which the study took place. I provided participants with an introduction to my study, both parental consent and assent forms, access to the data collection instruments (multi-part questionnaire) and the focus group interviews, and the option to remove themselves from the study at any time. Participants were reminded that no harm would come to them because I used pseudonyms for both participants and settings to maintain their confidentiality when applicable (Merriam & Tisdell, 2016; Stake, 1995; Tracy, 2013). Because interviews were the main data-gathering instrument, all data is locked in a filing cabinet and secured in a password-protected computer until it is destroyed in three years.

Summary

The purpose of this study was to determine how an ISA bilingual model affected motivation for students to take four years of Spanish classes instead of the customary two years. The study's population consisted of three specific groups of Georgia public high school Spanish II students. There was a significant gap in published literature on ISA models within North American research databases. The data for this study was collected using questionnaires, open-ended written response interview questions and semi-structured focus group interview questions. By adhering to historically proven strategies like journaling and reflexivity, memoing, member checking, and colleague reviews during the entire research process, I fulfilled the methodological approach outlined in this chapter to ensure the research process (Merriam & Tisdell, 2016; Yin

2014) and to create an ethical and trustworthy research process that other researchers could replicate.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this explanatory multi-case study was to determine how an International Spanish Academy (ISA) bilingual education model affects student motivation to take four years of Spanish classes instead of the customary two years. Chapter Four introduces the participant pool and provides a description of the 12 students who participated in the focus groups. The results section includes a summary of the data analysis procedures and presents the results of the seven questions on the multi-part questionnaire and the focus group interviews organized by the discussion emerging from the seven questions.

Participants

I recruited sophomore Spanish II participants ranging in age from 15 to 16 years old from three public high schools that I referred to as the East school, the West school, and the North school. The East school has an ISA program at its school while the other two did not. There were 95 sophomore Spanish II participants at the three high schools, of which 93 became participants. The two who chose not to participate gave no reason for them not participating.

Questionnaire Participants

I used a PowerPoint (Appendix D) presentation to recruit students during their Spanish II classes. Of the 95 total students that were available to take the questionnaire, 93 students completed it. As a result, 31 out of 33 students at the East school participated while all 32 students at the West and North schools participated, respectively. There were on average 16 males and 16 females in each class.

Focus Group Participants

The questionnaire responses were analyzed for emerging themes, and focus group participants were chosen for each location based on the depth of their responses to the questionnaire questions. When selecting participants, I included both students whose questionnaire responses were categorized as motivated and those that were categorized as not motivated. All participants were assigned pseudonyms for their protection. The reason that I started with describing the focus group participants is that I was able to have a better description of each participant's personality and race because of my memoing notes (Yin, 2014). The details that are included in the participants' description, including race, are details I did not request on the multi-part questionnaires. All participants were sophomore Spanish II students ranging in age between 15 and 16 years old. Table 1 shows how each focus group participant was classified as motivated or not motivated by school and includes the students' gender, motivational trend, and race.

Table 1.

Classification of Focus Group Students as Motivated or Not Motivated

Pseudonym	Gender	Race	Motivated	Not Motivated
East school				
Asher	Male	Indian	X	
Carrie	Female	Caucasian	X	
Katie	Female	Caucasian		X
Doug	Male	African-American		X
North school				
Tina	Female	African-American	X	
Josey	Female	Latina	X	
Tolen	Female	African-American		X
Betty	Male	African-American		X
West school				
Lisa	Female	African-American	X	
Nick	Male	Caucasian	X	
Isaiah	Male	Caucasian		X
Mills	Male	African-American		X

Motivated East school students. The following students from the East school are categorized as motivated to want to participate in an ISA based on their focus group responses.

Asher. Asher is an Indian male that is motivated by an ISA. He appeared to be very reserved in the focus group because I had to call on him at times to ask if he wanted to respond while his peers were more forthcoming with their responses (focus group).

Carrie. Carrie is a Caucasian female who has a very expressive personality. She was excited to be chosen as a focus group member. She was very passionate about learning Spanish. I learned after the focus group interview that she was a transfer student to the East school and thereby missed the opportunity to be an ISA student (focus group).

Not motivated East school students. The following students from the East school are categorized as not motivated to want to participate in an ISA based on their focus group responses.

Katie. Katie is a Caucasian female at the same school who is not motivated. She seemed timid at first but had honest responses. She spoke very frankly about not being motivated (focus group).

Doug. Doug is an African-American, male at the East school. His body language reflected that he was disconnected from the focus group with arms crossed and not expressive during the focus group. His response was reflective of a student who is not motivated to participate in an ISA (focus group).

Motivated North school students. The following students from the North school are categorized as motivated to want to participate in an ISA based on their focus group responses.

Tina. Tina is an African-American female at the North school that was very motivated by the idea of being involved in an ISA program. She was soft-spoken (focus group).

Josey. Josey was a Latina female. She was motivated by the ISA and had a confident personality, and her peers in the focus group listened to her.

Not motivated North school students. The following students from the North school are categorized as not motivated to want to participate in an ISA based on their focus group responses.

Tolen. Tolen is a proud, confident African-American male student, who seemed to be popular among the focus group participants but did not seem motivated by the program. His body language and tone suggested that he was turned off by it.

Betty. Betty, another African-American female student, seemed like she was respected by the group. She had short responses to the questions, and the group did not have any replies after she spoke. She was very respectful towards the group and me.

Motivated West school student. The following student from the West school is categorized as motivated to want to participate in an ISA based on her focus group response.

Lisa. Lisa is an African-American female student. She was very outgoing and very eager to talk and longwinded at times.

Nick. Nick is a Caucasian male. He was very confident and athletic in appearance. He was honest with his answers, and despite what looked to be a very despondent looking student at first glance, he surprisingly had great insights into the ISA program. He was motivated. He would wait patiently to hear what the other group members said and then agreed or disagreed politely.

Not Motivated West school students. The following students from the West school are categorized as motivated to want to participate in an ISA based on their focus group responses.

Isaiah. Isaiah is a Caucasian male who was not motivated to be a part of an ISA. He was patient and very quiet in the focus group. He would let everyone else in the group speak first and then I would ask him to comment on what he had heard. At times, he did not have a response except for agreeing with the group.

Mills. Mills is an African-American male student who seemed very well liked by the group. He was very animated while making his responses.

Results

Saldaña's (2015) *The Coding Manual for Qualitative Researchers* suggests multiple cycles to ensure the richness and accuracy of the coding process. Saldana's model influenced the analysis of the data. The first cycle of coding consisted of analyzing the multi-part questionnaire responses, which were categorized into either motivated or not motivated responses. They were also analyzed for trends by using what Saldaña (2015) calls structural coding. This type of coding is appropriate for the coding of interview transcripts and open-ended survey responses because it allows researcher-driven data sets to be located quickly by looking for frequency patterns. Furthermore, this type of coding allows a researcher to both code the data and form initial categories simultaneously (Saldaña, 2015).

As a result of using a Google doc survey to create the multi-part questionnaire, I took analytical memo notes on a school-by-school basis after each school's data were finalized with the intention of creating preliminary structural codes that were accurate but broad based (Saldaña, 2015; Yin, 2014). After confirming the preliminary structural codes with objective colleagues (Saldaña, 2015; Yin, 2014), I then returned to the same responses for a second cycle of coding and analyzed them using a more specific process that Saldaña (2105) calls in vivo, which is a more detailed type of coding that involves examining the specific original language

and responses from the participant. Because of the brevity of the responses (a sentence in length), the categories of the responses (motivated or not motivated), and the age of the participants (15 -16 years old), the structural and in vivo coding that objective colleagues and I were able to concur upon provided codes that I was able to use. I used the Computer Assisted Qualitative Data Analysis Software (CAQDAS) program, QDA Miner Lite, to analyze the results of the first and second cycle of coding. These results became the foundation for focus groups.

After coding the questionnaire responses, I contacted potential participants and hosted the focus groups at each of the three schools. Because Merriam and Tisdell (2016) suggested purposefully choosing from the participant pool the most informed participants for a study, I used purposive sampling to choose only participants with rich responses. Because I had only one research question to support with data, because I only had two categories from which to place participants (motivated or not motivated), and because of the repetitive nature of the responses to the seven questions that I asked, I only had four focus group participants at each school. I felt that if I had more than that number then students would not have been able to provide rich responses in the short 30 minutes in which we had to work. Merriam and Tisdell (2016) suggest such decisions regarding limiting focus group member numbers when possible. The focus groups were audio recorded using a free computer-based program, Audacity. I also used two other hand-held audio recorders as backup. After each focus group was completed, I had each audio transcript professionally transcribed by Rev.com.

Within 24 hours of having the transcripts returned to me, I sent them to each participant via email for member checking to ensure that I had accurate responses from each member or to allow them to develop their responses more fully or to make any changes to their responses (Yin, 2014). I began coding the focus group transcripts case-by-case or school-by-school after the

agreed upon 24-hour member check response time expired (Merriam & Tisdell, 2016; Saldaña, 2015; Yin, 2014). Remarkably, the preliminary coding that objective colleagues and I did as a result of cycle one and two, which involved structural and in vivo coding, for the multi-part questionnaire responses were the same codes used for the focus groups (Saldaña, 2015). The codes eventually became the trends that objective colleagues and I were consistently seeing between the questionnaire and focus group responses. There was only one coding discrepancy, and that code came under the broad structural code of “unfavorable.” This code, with the help of focus groups, became the trend among the not motivated participants of “geographically undesirable”. The focus group responses were once again analyzed using the QDA Miner Lite program. A cross-analysis was performed using all three schools’ participants’ responses. This decision was based on the repetition of participant responses among the focus groups. I decided not to show three different sets of the same focus group results, and because my study is a multi-case study, I could fulfill this requirement by performing the cross analysis at this time in my study.

Multi-part Questionnaire Results

For the sake of limiting redundancy, I consolidated all of the three schools’ results for each of the seven questions in the multi-part questionnaire as opposed to addressing each school’s results independently. All three schools’ participant responses were coded using the same structural and in vivo coding techniques based on participant response frequency (Saldaña, 2015). As a result, Tables 2-8 show the cross analysis results for each question’s response.

Question 1. Students responded to Question 1: The idea of using Spanish in different high school content classes (i.e. literature class, history class, math class) motivates me to want

to be an ISA student for four years. Table 2 shows the rationale used by students for choosing motivated or not motivated.

Table 2.

Responses to Question 1: The idea of using Spanish in different high school content classes motivates me to want to be an ISA student

Trend	Rationale	%
Not Motivated	Too rigorous	37
Not Motivated	Limits extra-curricular options	18
Motivated	Improves college, career options	24
Motivated	Chance to increase fluency	21

Of the 93 responders to Question one, a combined 55% said that they would not be motivated to participate in an ISA for reasons that the ISA program would be too hard or rigorous or that the program would interfere with their extra-curricular options. Lynn, a student at the East school, commented, “Because I don't fully understand Spanish, it's hard, then I feel that there is a higher risk of me potentially misunderstanding something if I'm learning in Spanish” (questionnaire response). Among the participants who believe that their extra-curricular activities would be affected if they participated in an ISA, Doug says it accurately, “I do not think that I would want to potentially have to remove orchestra and/or STEM engineering in order to accommodate for 2 spanish [sic] classes a semester...” (questionnaire response).

The 45% of students who were categorized as motivated responded that the program would increase their chances to attend a better college, get a better job, or increase their fluency in Spanish. Tom, a male at the North school mentioned, “Maybe more and better colleges would look at me, also I could get a better job” (questionnaire response) while Skylar, a female at the North school, said, “It motivates me because I will be speaking Spanish more fluently and I would be able to learn new things in Spanish” (questionnaire response).

Question 2. Students responded to Question two noting whether the idea of taking high school content classes in Spanish with the same class of students for four years would motivate them to want to be an ISA student. Table 3 shows the rationale used by students for choosing motivated or not motivated.

Table 3.

Response to Question 2: The idea of taking high school content classes in Spanish with the same class of students for four years motivates me to want to be an ISA student.

Trend	Rationale	%
Not Motivated	No chance to make new friends	28%
Not Motivated	Chance of not liking peers	3%
Motivated	Builds relationships, bonds, community	56%
Motivated	Easier to study with same students	13%

Nearly 70% of the 93 participants were motivated by this ISA curricular benefit. Results ranged from strengthening relationships and bonds over the years to cultivating better study groups. Karen, a female at the West school responded, “Since I would be in the same class with the same people for four years, I would be able to ask the other students if they understand what was being taught. It would also create a community with in our school” (questionnaire response). The table also shows how nearly a third of the participants’ responses reflected they were not motivated for reasons like there would be no chance to make new friends or that they may dislike their classmates and then be stuck with them for four years. “I might not like the people in my classes and wouldn't want to have theming my class for four years” (questionnaire response).

Question 3. Students responded to Question three noting whether the idea of taking one Spanish language class and one content class taught in Spanish each semester for four years

would motivate them to want to be an ISA student. Table 4 shows the rationale used by students for choosing motivated or not motivated.

Table 4.

Response to Question 3. The idea of taking one Spanish language class and one content class taught in Spanish each semester motivates me to want to be an ISA student

Trend	Rationale	%
Not Motivated	Too rigorous	31%
Not Motivated	Conflicts with extra curriculars	6%
Motivated	Improves college, career options	38%
Motivated	Chance to increase fluency	24%

The codes and trends for Question three are the same as the ones for Question 1, but the results this time favored the motivated participants at 63%. Lisa was a female student from the West school. She said, “This would make me want to be an ISA student because of the fact that I am learning so much Spanish and it will be fun to take these classes with my new friends” (questionnaire response). The students who were not motivated say so because once again they think that an ISA is too hard. Katie from the East school mentioned, “It is hard for me. I do not enjoy Spanish. One class using it a day is by far all I want to partake in it. I would much rather just do that class in English rather than Spanish” (questionnaire response). Another common trend among the East students, which was reflected in Table 1, that reflects the not motivated students is the knowledge that an ISA would conflict with their extra-curricular activities: “the extra work in the Spanish language could limit opportunities to do extracurricular activities,” mentioned John (questionnaire response).

Question 4. Student responded to Question four noting whether the idea of earning two diplomas from high school, one from the school and one from the Ministry of Education of Spain

would motivate them to want to be an ISA student. Table 5 shows the rationale used by students for choosing motivated or not motivated.

Table 5.

Response to Question 4. The idea of earning two diplomas from high school, one from your school and one from the Ministry of Education of Spain motivates me to want to be an ISA student

Trend	Rationale	%
Not Motivated	Unfavorable	27%
Motivated	Improves college, career options	73%

Seventy-three percent of the 93 participants were motivated by an ISA allowing them to earn two diplomas. A common response that reflected the motivated participants was “If I had 2 diplomas I would feel very successful and proud of myself because I would have accomplished a lot. Usually you only get one diploma but I would have two. I would have exceeded” (questionnaire response). Tina, a female, at the North school, made this response. On the not motivated side, there were responses that were very practical. Betty at the North school said, “I feel like having one [diploma] is good enough (questionnaire response),” and Logan at the North school said, “I’m not to [sic] sure what that diploma would do for me” (questionnaire response). The reason for labeling this not motivated participant group as “unfavorable” is because within this question there were enough participant responses to qualify a trend (25%); however, colleagues and I used in vivo coding but could not really narrow in on a specific word or phrase that we could decide upon, so we relied on the more structural and general approach to coding and arrived at “unfavorable” for participant responses that were not motivated and had responses that were generally negative towards the ISA program (Saldaña, 2015). The “unfavorable” code and the responses that were associated with it became a topic that I addressed with the West focus group. Their responses assisted colleagues and I in arriving at the trend “geographically undesirable” (Saldaña, 2015; Yin, 2014).

Question 5. Students responded to Question five indicating whether the idea of becoming highly proficient in Spanish motivated them to want to be an ISA student. Table 6 shows the rationale used by students for choosing motivated or not motivated.

Table 6.

Response to Question 5. The idea of becoming highly proficient in Spanish motivates me to want to be an ISA student.

Trend	Rationale	%
Not Motivated	Too rigorous	29%
Not Motivated	Conflicts with extra-curriculars	6%
Motivated	Improves college options	41%
Motivated	Become more culturally aware	24%

The motivated participants for Question five reflect the overwhelming majority at 65% with responses that suggested once again participating in an ISA would improve chances of going to a good college or attaining a good career. Overwhelmingly they mentioned that participating in an ISA and gaining proficiency with the language would be fun or would make them seem more culturally aware. Lisa, a student at the West school, responded, “The Spanish language is spreading through the United States, so being fluent would be very helpful. Not to mention that I could get a job translating which would earn me a good amount of money” (questionnaire response). Bebe from the North school supported the culturally-aware participants by stating, “I love spanish [sic] and the culture and the food. I want to travel and work in Spanish speaking countries and this will help me in that (questionnaire response). The non-motivated responses are typical of what has been said before in the other questions. Students mentioned that the program would be too rigorous, and one student said the following, which suggests that extra-curricular activities were more important than participating in an ISA: “I don't really care about speaking Spanish fluently. Like I plan to be a surgeon and I know you

can have patients that speak Spanish but you can have a translator come in and translate it [sic] would conflict with their extra-curricular options” (questionnaire response).

Question 6. Students responded to Question six indicating whether the idea of becoming more culturally aware towards the Spanish-speaking population motivated them to want to be an ISA student. Table 7 shows the rationale used by students for choosing motivated or not motivated.

Table 7.

Response to Question 6. The idea of becoming more culturally aware towards the Spanish-speaking population motivates me to want to be an ISA student.

Trend	Rationale	%
Not Motivated	Unfavorable	38%
Motivated	Become more culturally aware	62%

The participants were overwhelmingly motivated (62%) by the idea of becoming more culturally aware. Lindsay was a female at the North school. Her response was reflective of the overall motivated response: “I'd love to be more culturally aware. I could connect with a lot more people that way.” While there were still over a third of the participants who responded in a not motivated, unfavorable manner. A male student, Tolen, at the North school responded, “Although it may be kind of crude, learning about the culture is not going to help me in high school.” Again, the “unfavorable” code was reflected in the results for Question 6. This code eventually became a trend called “geographically undesirable.”

Question 7. Students responded to Question seven indicating whether the idea of being able to take an internationally recognized Spanish language fluency test in my senior year motivated them to want to be an ISA student. Table 8 shows the rationale used by students for choosing motivated or not motivated.

Table 8.

Response to Question 7. The idea of being able to take an internationally recognized Spanish fluency test motivates me to want to be an ISA student

Trend	Rationale	%
Not Motivated	Too rigorous	43%
Motivated	Improves college, career options	57%

The results for Question seven favored the motivated participants. Many of them once again looked favorably on an ISA as a means to better improve their chances to get into a better college and improve their career choices. However, many of the students who were categorized as not motivated responded that they did not want to worry about yet another hard test their senior year and that the program would be hard enough as it was but then they would have to pass a hard test to feel like that they were not failures after spending four years studying Spanish. Katie, a female at the East school, responded, “I strongly disagree. I hate taking tests. They give me anxiety and I do not do well. I also do not like knowing that I could fail.” However, Carrie, a female at the East school, mentioned, “This is true because this test would prove to interviewers and colleges that I am dedicated to Spanish and that it is important to me.”

Focus Group Results

After analyzing the multi-part questionnaire participant responses using QDA Miner Lite, I selected focus group members based on the depth of their multi-part questionnaire responses and based on purposive sampling. I thought the participants who made those responses would best add to the anticipated richness of the discussion on whether or not an ISA would motivate them to take four years of Spanish (Merriam & Tisdell, 2106). Focus groups consisted of both motivated and not motivated participants. Their trending responses along with the guidance from the focus group script (Appendix F) guided the focus group interviews. However, I did let

participants freely delve into areas and questions concerning the ISA program when the opportunity presented itself (Merriam & Tisdell, 2016; Yin, 2014).

After a preliminary analysis of the trending focus group responses, after cross referencing codes used from the multi-part questionnaire responses that were logged inside my memoing pad (Merriam & Tisdell, 2016; Saldaña, 2015; Yin, 2014), and after incorporating cycle one and two of structural and in vivo coding procedures with objective colleagues to validate the codes (Saldaña, 2015), I realized that codes used for the multi-part questionnaire responses and the codes used for the focus group responses could be the same with one exception. It was during the focus group that participants responded to the “unfavorable” responses made among participants regarding the ISA program. It was through their perspective that they believed that those unfavorable responses were a result of participants not believing that an ISA belongs in US schools since the majority of citizens speak English. An example of this conclusion is reflected in Mills’ comment: “Also they would think that because English is so widely used in and throughout the world that they would not have to use it. In other countries, they learn another language and are bilingual. So the attitude is I don't have to learn their language because they are learning English. It is very egocentric” (focus group).

I once again used QDA Miner Lite to analyze the audio recordings after they were transcribed by Rev.com, and I allowed 24 hours for member checking (Yin, 2014). Based on this and for the sake of not being redundant, Table 9 reflects the cross analysis of all 12 focus group participants’ responses among all three schools. The purpose for such a small focus group was that I was witnessing the same participant responses among the three schools. I decided to keep them small so that I could enrich the focus group experience and try to get to the deeper motivations (Merriam & Tisdell, 2016).

Table 9.

Cross analysis of coded responses for focus group results for all three schools

Trend	Rationale	%
Not Motivated	Too rigorous	18%
Not Motivated	Geographically undesirable	17%
Not Motivated	Conflicts with extra-curriculars	13%
Motivated	Improves fluency	17%
Motivated	Become more culturally aware	17%
Motivated	Improves college, career options	19%

The common trends among the motivated participants were that an ISA would improve a student's chances to get into a good college and earn a better job. Asher, an Indian male student from the East school, said, "This will help make my Spanish improve chances of jobs" (focus group). Tina, an African-American female from the North school, also responded in a manner that supported this trend:

I want to be a nurse and it would expand my horizons and my ability to reach patients in the healthcare career. The ability to know the language thoroughly is lacking and it would make me stand out more in job competition and give me the chance to help patients efficiently (focus group).

Another common response that is reflected in the 17% of motivated participants is the idea that students who would participate in an ISA would be proud of it and have a strong cultural sense. Tina, an African-American female from the North school, said,

I strongly agree, because it's not like I want it [to participate in an ISA] completely ... I wish I could have that like ... If this [ISA] program actually does do that, I'd be so envious of the people who do get that [feeling of pride], because when you go to college that puts you so far ahead of everyone else, who doesn't get that. Like this [ISA program]

would draw so many people to this community... That would be something you could be so proud of, like you could post about that on Facebook and people would be like, "Oh my gosh, this girl got 2 diplomas in 4 years (focus group).

Tina also commented on the need to be fluent. She said, "I'm not really a good test taker but I would enjoy being fluent in Spanish."

Among the not motivated participant responses are the ones that say that an ISA program would be too hard or rigorous. Katie, a Caucasian female from the East school, said, "I struggle in Spanish so having to take a Spanish based class twice a day would be very miserable for me. Taking something like AP Econ in Spanish would be hard and really hurt my grade" (focus group). Nick, a Caucasian male from the West school, said "and some kids, they can barely handle regular History, and other subjects. So I just feel like that would be way too much on them to like, just, fail and struggle harder in school. It's already hard in school" (focus group). The idea that participants would not be motivated to participate in an ISA because it would conflict with their extra-curricular options is also popular among not motivated participants. Josey, a Latina female student at the East school, said, "If I did that, I wouldn't have room for either art or band, and I don't want to give that up" (focus group).

Other categorically not motivated participant responses at all three schools suggest that learning the Spanish language through an ISA was not necessary since participants were living in the United States (US). Isaiah, a Caucasian male student from the West school, said, "It is the United States so they can use their own language. They would not see to bother learning another language if they are in their own country" (focus group). Mills, an African-American male, said, "Personally the people I have to be around I don't have to speak Spanish, and unless I would do a

job with a different mix of cultures I just see myself in a position where I need to learn it" (focus group).

Theme Development

After analyzing the participant responses from both the multi-part questionnaire and the focus groups, and after common preliminary trends in both data collection instruments under the categories of motivated and not motivated began to continue to surface, two themes ultimately emerged in this study: 1) future opportunities that an ISA provides (also known as future opportunities) and 2) present opportunities that an ISA impedes (also known as present opportunities). Under these two themes, categories of participant responses were identified and each category explained by the participants' responses or expressions in support of the two themes.

I arrived at the themes by repeating the cyclical process of making sure that I had properly coded the participants' responses using structural and in vivo techniques (Saldaña, 2015). Once I did that, I relied upon what Yin (2014) calls theoretical propositions in which he tells researchers to rely on theories that make sense. I applied this idea to the trends and themes that were emerging. I also referenced the two articles in my Chapter 2 (Bearse & de Jong, 2008; Heining-Boynton & Haitema, 2007) that mentioned similar themes emerging as a result of those studies.

Future opportunities. Under the theme of "future opportunities," there were participants within the original 93 who were motivated to participate in an ISA because they saw how an ISA would benefit their future. They saw the future benefits of an ISA, as Bob commented, "because Spanish can take you a long way in life like we said in class better jobs more money better opportunities and stuff (questionnaire response)," and Sarah commented, "[i]t gives a great

opportunity for future references such as jobs and colleges. It gives you a head start and the chance to know an extended amount of vocabulary and the history of Spanish through different courses” (multi-part questionnaire). Other responses, like Nick’s, reflected fluency: “I want to be pretty fluent in Spanish so it [an ISA] would help motivate me to want to speak more Spanish in my different classes” (questionnaire response). Motivated responses like these were prevalent among all three schools’ participants not only during the multi-part questionnaire but during the focus groups as well. These types of responses were categorized as motivated and, as reflected by the tables (2-9), consistently appeared as participant responses in questionnaire questions 1, 3, 4, 5, and 7. Because of how prevalent these trends were, I followed them through the focus groups, and “future opportunities” emerged as a theme.

Present opportunities. Under the theme of “present opportunities,” there were participants within the original 93 who were not motivated to participate in an ISA. They provided responses that supported that they did not see the future benefits of an ISA. Some of their not motivated responses reflected how rigorous an ISA would be for them. Boyce responded, “Spanish is really hard for me to understand. The test and quizzes are not easy (questionnaire response),” and Cormac responded, “I like learning in regular language. Spanish is really hard for me so I wouldn’t want to talk in Spanish because then my other classes would be hard” (questionnaire response). Other responses involved their present and not future way of thinking:

As I do not plan to do Spanish through college and with the advancing technology involved in automatic translation, I do not think that I would want to potentially have to remove orchestra ... in order to accommodate for two Spanish classes a semester (questionnaire response).

During the focus groups, I asked students to comment on a response that I had been tracking throughout some of the multi-part questionnaire responses that I placed under the code and trend of “unfavorable.” I first saw this trend emerging in responses to Question 4 (see Table 5). Within this trend, there was a range of responses among the three schools that ranged from Wesley’s, “I never want to pursue Spanish” (questionnaire response) to Joyce’s “We live in America so they should speak English. Sorry but that’s how I feel” (questionnaire response). The participants that were making these “unfavorable” responses were placed in the not motivated category, and upon asking focus group participants to comment on them, objective colleagues and I eventually settled on the code of “geographically undesirable” (Yin, 2013). This trend pertained to not motivated participants who believed that participating in an ISA was a waste of their time because they lived in the US where English was spoken.

Overall, the participant responses were coded and very clearly tracked through the multi-part questionnaires and the focus groups. These not motivated responses were found most often in questions 1, 3, 5, and 7. Because of how prevalent these trends were, I followed them through the focus groups, and “present opportunities that an ISA impedes” emerged as a theme.

Research Question Results

The purpose of this explanatory multi-case study was to determine how an ISA bilingual model affects the motivation for students to take four years of Spanish classes instead of the customary two years. The seven weighted questions for the multi-part questionnaire asked the 93 questionnaire respondents to measure their motivation level to want to take an additional 2 years of Spanish beyond the required 2 years based on one of the seven benefits that an ISA curriculum has to offer. Naturally, each participant response to each question not only reflected a level of that participant’s motivation, either “motivated” or “not motivated,” but their responses

also provided answers to the single research question. I wanted to learn from the participants whether an ISA would motivate them to take four years of Spanish. According to the final focus group cross analysis responses (Table 9), an ISA would only marginally motivate participants to take four years of Spanish. The results were 52% to 48% in favor of the motivated participants.

Therefore, the answer to the research question, how does an ISA bilingual program affect the motivation for students to take four years of Spanish classes instead of the customary two years, is that the program is more likely to motivate students to take four years of Spanish if the students can see the benefit of the program as it could positively impact their future. Asher says it nicely: “Using and learning Spanish while you’re in your other classes will be difficult but also, in my experience learning the English language, it will help you learn so much faster, and you’ll be able to understand or speak Spanish in no time” (questionnaire response).

Summary

The case study asked the question: How does an ISA bilingual program affect the motivation for students to take four years of Spanish classes instead of the customary two years? Results were achieved by analyzing a multi-part questionnaire that was answered by 93 students among three schools. The responses were coded (Saldaña, 2105) and categorized into motivated and not motivated responses, and a cross analysis of the results from each school were placed into seven tables (Tables 2-8) that correlated with the seven questions that made up the multi-part questionnaire. Using QDA Miner Lite, I was able to track trends from the participant responses. Two themes emerged: 1) future opportunities that participating in an ISA program provides, and 2) present opportunities that participating in an ISA program impedes. Using purposive sampling (Merriam & Tisdell, 2016), I invited participants who provided rich questionnaire responses to the focus groups. There were four participants in each of the three

focus groups. Each focus group asked participants to expand and develop the trending participant responses from the questionnaire. The two categorical groups of participants, motivated and not motivated, provided responses in the focus groups. The responses further supported the two themes and the research question. Table 9 reflects the focus group results that were a cross analysis of the 12 focus group participants. The findings conclude that an ISA program would motivate students almost as much as it would not motivate students.

CHAPTER FIVE: CONCLUSION

Overview

Chapter Five presents a summary of the findings of this case study including the discussion of how Gardner's research on second language acquisition, when applicable, shows an alignment between the theoretical framework and this study's results. Chapter Five also addresses the larger implications of the study in light of how students' motivation to study Spanish for four years is not so much directly affected by an ISA as it is by the student's view of their present and future opportunities in society and how an ISA affects that view. This chapter also addresses the delimitations and limitations of the study and provides recommendations for future research.

Summary of Findings

The study's single research question asked: How does an ISA bilingual model affect the motivation for students to take four years of Spanish classes instead of the customary two years? The study's findings discovered that the number of participants who were motivated by an ISA to take four years of Spanish was nearly equal to the number of participants who were not motivated by the program. It was a 52% to 48% split in favor of the motivated participants. These results were gained by asking participants to answer a multi-part questionnaire that had seven Likert scale questions and its accompanying follow-up written response question. Specific participants were then asked to participate in a focus group that further delved into the motivations that students had to want to participate in four years of Spanish instruction.

The study included 93 original Spanish II high school students, who after gaining permission through the parent consent forms (appendix A) to participate in the study, answered a seven-question multi-part questionnaire. The questionnaire was created using a Google docs

form (Appendix B). The seven questions reflected the seven curricular benefits of an ISA gleaned from its website (Ministerio de Educación, Cultura, y Deporte, 2016b) and asked participants based on those questions to measure their levels of motivation through a Likert scale and then qualify their motivation levels through short answered written response. Trends for the motivated participants included that an ISA would help future college and career options, would help participant Spanish fluency, and would help participants to have a more culturally aware opinion of themselves. Trends for the not motivated participants include that the program would be too rigorous, would conflict with current extra-curricular activities, and would not be needed given that participants live in the US where English and not Spanish is the main language. The focus group followed and developed these trends, and ultimately the themes that emerged were future opportunities that an ISA provides and present opportunities that an ISA impedes.

Discussion

Within a northwest Georgia school district, a phenomenon exists in three specific Georgia public high schools where students who take Spanish II are not largely motivated to continue their Spanish studies for another two years (G. Barfield, personal communication, January 4, 2016). The Spanish II high school participants, within the state of Georgia, do not have a minimum world language requirement in order to graduate from high school, but they do need a minimum of two years in a world language in order to be accepted into a University System of Georgia (USG) college or university (NCSSFL, 2016).

Theoretical Discussion

My study was influenced by Vygotsky's social learning theory because an ISA program depends so greatly on students using Spanish with their peers and teachers to learn Spanish (Vygotskiĭ & Cole, 1978). My study was also influenced by Gardner's (2006) Socio-educational

Model in second language motivation theory because my study sought to determine if an ISA motivates students to want to take four years of Spanish. These two social theorists directly related to the social nature of the ISA program as I examined participants' motivation to want to study Spanish for four years.

Vygotsky. The study is first framed by Vygotsky's social learning theory, and an ISA bilingual model's design naturally uses this theory to enhance Spanish communication among students (Vygotskiĭ & Cole, 1978). Some students will naturally know more Spanish than other students who are also learning the targeted language (L2). As students engage with the L2 and what Vygotsky calls More Knowledgeable Others (MKOs) like their peers and teachers within the different content classes, students will naturally develop their cognitive skills in Spanish. The learning environments in which new Spanish cognition takes place with MKOs occurs naturally in the social learning spaces within an ISA. Vygotsky calls this type of learning the process of scaffolding within the zone of proximal development (ZPD) (Shabani, Khatib, & Ebadi, 2010; Vygotskiĭ & Cole, 1978). In essence, an ISA mimics what the real world would offer students as they socially engage with other Spanish-speaking people to learn new ideas (G. Dacal, personal communication, January 3, 2013; Ministerio de Educación, Cultura, y Deporte, 2016b).

Gardner. The study is also framed by Gardner's (2006) Socio-educational Model in second language motivation theory. There are many motivational constructs or influences present when students are attempting to learn a second language (L2). Gardner's (2006) Attitude Motivation Test Battery (AMTB) specifically measures students' motivation to learn an L2 by measuring the motivational constructs. When applicable, participant responses to the multi-part questionnaire which measured the participants' motivation can be measured by the following

constructs designed by Gardner (2006): integrativeness, instrumentality, attitudes towards the learning situation, language anxiety, and motivation. The following paragraphs will show, when applicable, the alignment between Gardner's AMTB constructs and my study's results.

Gardner (2006) stated that motivation is a very complex construct and is not easily defined because it is divided into many other measurable factors or constructs (variables) that are measured by coordinating scales. As a result, motivation cannot be limited to just one simple definition (Gardner, 2006). If a student is asked what motivates him or her to study a second language, the response cannot be accurately measured if they respond with one reason because they are answering with just a reason and not a motive. The motivational feature must be linked to the motivational scales in order for the learner to truly be identified as motivated (Gardner, 2006).

The following paragraphs discuss the alignment between Gardner's Socio-educational Model in second language motivation theory with the final cross analysis results from the focus groups.

Integrativeness. Gardner's (2006) construct of integrativeness with regards to L2 learning motivation is defined as "an openness to other cultures in general, and an interest in the target culture in particular" (p. 247) without the learner wanting to become a member of the targeted culture. Integrativeness has three coordinating scales; they are integrative orientation, interest in foreign language, and attitudes toward the language community. Among the cross analysis focus group results, two trends are aligned with Gardner's (2006) construct of integrativeness. Because integrativeness associates itself with the L2 learner wanting to be connected to the L2 targeted culture with language, improving fluency and becoming more culturally aware are two trends in this study that naturally align themselves with this construct.

The not motivated trend that aligns with integrativeness is participants viewing participating in an ISA program to teach them Spanish over a four year period as a geographically undesirable option. This group of participants did not see their future being influenced by the L2 culture. Therefore, Gardner's (2006) construct of instrumentality supports my study's results because participants are not motivated to participate in an ISA because they never see themselves having to interact with a population where speaking Spanish is necessary in order to fulfill the daily requirements of life. As a result, they are neither motivated to take Spanish classes for four years nor would an ISA motivate them to change their minds. The motivated participants see their future lives needing to use Spanish so they are motivated to take four years of Spanish through an ISA program.

Instrumentality. Gardner (2006) defined instrumentality as "conditions where the language is being studied for practical or utilitarian purposes" (p. 249). Instrumentality possesses a single coordinating scale, instrumental orientation. There is only one trend that aligned with instrumentality and that is the participants' belief that participating in an ISA would improve their chances of getting into a more competitive college or earning a better career position than their peers if vying for the same college or career option.

The constructs that are associated with the not motivated trends are that an ISA is geographically undesirable and that participants would have conflicts with their extra-curricular options. The geographically undesirable trend aligns with instrumentality by participants believing that they do not want to participate in an ISA because they do not see any practical future for themselves in which they would need to have to speak Spanish. The other trend that aligns itself well with instrumentality is participants not wanting to participate in an ISA because they would then create conflicts with their extra-curricular activities. Therefore, my study's

results suggest that participants were motivated not to take four years of Spanish with the ISA curricular benefits because they were not able to see the potential future benefits of the ISA program. Motivated participants saw the ISA benefits, and results suggest they would be motivated by the scales that measure instrumentality because they see that taking Spanish for four years with an ISA program could help them get into a better college and/or earn a better job compared to those peers who do not participate in the program.

Attitudes towards the learning situation. Motivation to learn the L2 has been linked to what a teacher does effectively in the classroom. Gardner (2006) referred to this construct as the “affective reactions to any aspect of the class and could be assessed in terms of the ‘atmosphere’ in the class, the quality of the materials, availability of the materials, the curriculum, the teacher, etc.” (p. 248). This construct has two coordinating scales: teacher evaluation and class evaluation.

The attitude that participants have towards their L2 teachers are important if L2 students want to be motivated to learn the L2. Gardner (2006) suggests that if an L2 teacher is weak in curriculum planning then it will affect students negatively. Conversely, if the teacher is strong then students will be motivated positively. Therefore, positive college and career options that an ISA program could provide participants is largely dependent on the teacher, according to Gardner (2006). Fluency would be affected in the same manner. Becoming more culturally aware would also be affected because the teacher, if she or he was a good planner, would provide lessons that would involve cultural awareness.

Class evaluation is the other scale that is closely tied to teacher evaluation. Gardner (2006) suggests that positive motivation originates with the classroom atmosphere, which involves everything from the personalities of the classmates to the types of evaluations with

which a teacher assesses students. The more positive and fair the atmosphere in the classroom then the more motivated students become to learn the L2. Conversely, the more negative and inconsistent the classroom is the less motivated students become.

My study's results suggest among the motivated participants that they believe that by taking four years of Spanish in an ISA program they would be motivated by the program's future benefits. Since they can see those benefits, they would be more vested in the ISA classes that are enriching their Spanish language experiences. This is not the case with the not-motivated participants. This group cannot see the future benefits of the taking four years of Spanish with an ISA program, as a result, they would not be motivated to take four years of Spanish classes.

Language anxiety. One construct that negatively affects motivation is language anxiety. L2 language achievement can be negatively affected by past negative experiences with the targeted language, poor scores on L2 tests, and poor L2 language skills. Such factors create language anxiety about using the targeted language in general, and then this type of anxiety yields poor motivation. Language anxiety possesses two scales: language class anxiety and language use anxiety (Gardner, 2006).

Among all five constructs, language anxiety is the only one that Gardner (2006) says that can negatively affect L2 motivation. According to Gardner (2006), areas that raise L2 students' class anxiety levels involve tests that are too hard, students who are distracting, and teachers who are not prepared. If these factors exist, students are not be motivated to learn the L2, but their views of getting into a good college or earning a good career suffer, their L2 fluency suffers, and their view of becoming more culturally aware suffers as well.

The other scale closely associated with language anxiety is language class anxiety. Gardner (20016) says there exists a vicious cycle that negatively affects L2 motivation. If a

student feels intimidated by using the language and feels that he or she does not do as well as his or her peers, then the confidence levels drop with regards to learning the L2 and the students performs poorly. This cycle negatively effects all of the constructs affected with L2 motivation.

My study's results suggest that not motivated participants believe that studying Spanish in an ISA would be too rigorous. These results align effortlessly with the construct of language anxiety. Gardner (2006) would say that participants were not motivated to study Spanish through an ISA program because they thought it was too hard for them. Both language class and language use anxiety would be a factor in not motivating participants. The motivated participants would be able to handle the anxiety associated with learning the L2 because they see the future benefits of studying Spanish through an ISA for four years, and they know that learning an L2 would be rigorous but the payoff would be worth it.

Motivation. The last construct in Gardner's AMTB (2006) that measures L2 motivation is motivation itself. As mentioned previously, Gardner (2006) stated that defining motivation cannot easily be done because there are many influences to motivation. However, he does mention that motivated people share similar traits. They are goal-directed, expend energy to achieve their goals and are proud to do so, enjoy achieving their goals and have expectations with regards to the successes that are in their future, learn from their failures and are self-confident, and they provide reasons for their behavior, which Gardner (2006) calls motives.

My study was designed to examine whether an ISA program would motivate students to take four years of Spanish as opposed to the customary two years. Therefore, it is only logical for the alignment to exist between the three trends and the five constructs.

The alignment between not motivated participants and the construct of motivation is apparent. The self-declared, not motivated participants who only view rigor, conflicts with

extra-curricular activities, or where they geographically live as a motivation for not having to learn Spanish, cannot see the potential future benefits of an ISA program for these reasons.

Whereas, the motivated participants do not view the same trends as deterrents to their studying Spanish for four years through an ISA. Gardner (2006) defines motivated students as being goal-oriented and perseverant. As a result, any trend that the not motivated participants view as keeping them from studying Spanish for four years would not keep the motivated participants from studying Spanish because they see the future benefits that an ISA can offer them in their future by presently being motivated to participate in the program.

Empirical Discussion

My study's results conflicted with the findings from other published studies on bilingual education. For example, researcher's findings involved reporting the benefits of bilingual education in K-5 programs. The researchers reported that bilingual education program students fared better than their non-bilingual education program counterparts in improving the L2 learning (Collier, 1989; Christian, 2016; Freeman, 1998; Gomez et al., 2005; de Jong, 2016; Li, J. et al, 2016; Lindholm-Leary, 2001, 2003; Thomas & Collier, 1997), closing the achievement gap (Collier, 1989; Freeman, 1998; Gomez et al., 2005; Lindholm-Leary, 2001, 2003; Thomas & Collier, 1997), improving cross-cultural skills (Collier, 1989; Freeman, 1998; Lindholm-Leary, 2001, 2003; Thomas & Collier, 1997), and improving achievement on standardized tests (Howard et al., 2003; Krashen, 2004; Lindholm-Leary, 2001; Thomas & Collier, 2002). However, my study discovered that high school students do not see the benefits of a bilingual program, like an ISA bilingual program, if the students do not have a future vision of how learning Spanish could positively impact their future. All they see are the obstacles of their present situation and how the obstacles are present distractions from becoming motivated to be in

a bilingual program that could benefit students' future college plans and future career paths (Bearse & de Jong, 2008; Heining-Boynton & Haitema, 2007).

Implications

The following are the theoretical, empirical, and practical implications of my study:

Theoretical Implications

My study's findings are problematic. Results of my study imply that the unmotivated students cannot properly weigh the benefits of a rigorous bilingual program against their present extra-curricular conflicts. By participating in the ISA program, students could potentially gain an edge over the next student to get into a better college or land a better job. The results at 48%, nearly half of the participant pool, reflected not motivated responses that imply that these not motivated students are more motivated by not wanting to upset the balance in their present life than upsetting that balance for the potential future bilingual benefit of their life plan. The trending not motivated participant responses were that the program would be too rigorous, would create conflicts with their present extra-curricular activities, and would not be necessary since they live in the US. These not motivated participant results reflect the selfish views of their present and future life plan. The trending motivated participants' responses were that participating in the ISA program would benefit their future college and career plans, would improve their Spanish fluency, and would improve their culturally awareness. The not motivated students' results do not suggest that these students needed to view participating in an ISA as a way to improve their future life plans. However, it does imply that new light needs to be shed on the topic of how students see themselves in the future with regards to how they could benefit from present programs, classes, and/ or experiences offered to them during their formative educational years.

Empirical Implications

A lack of current data exists in North American databases that address the successful implementation of secondary bilingual programs. This significant gap in the literature suggests that the US's attempts to better prepare US students to successfully cope with the changing US English-Spanish speaking demographic needs improvement (Bearse & de Jong, 2008; Heining-Boynton & Haitema, 2007; U.S. Department of Education, 2010). However, the select secondary Two-Way Immersion (TWI) or Dual Language Immersion (DLI) programs that have published data report that TWI/ DLI students believe that they will achieve better paying jobs, will become more elite when competing for admissions to colleges, and will have a better understanding of the Spanish culture by being involved in the secondary TWI/ DLI program (Bearse & de Jong, 2008; Heining-Boynton & Haitema, 2007). Furthermore, kindergarten through twelfth grade TWI/ DLI students also report that they feel more competent with the second language or L2 (Collier, 1989; Freeman, 1998; Gomez et al., 2005; Lindholm-Leary, 2001, 2003; Thomas & Collier, 1997).

The supporting trends that emerged from the motivated participants in the present study under the theme of future opportunities that an ISA provides corroborate the published studies that reflect the benefits of students participating in a TWI/ DLI program. My study's results imply the same results as the two secondary studies that I reference in Chapter 2 (Bearse & de Jong, 2008; Heining-Boynton & Haitema, 2007). Results from both of the published studies from Bearse and de Jong (2008) and Heining-Boynton and Haitema (2007) and mine had shared findings among participants that participated in a TWI, DLI, or ISA bilingual program. All participants within their studies and mine believed that they had a better chance to get into a better college compared to someone who did not participate in one of the bilingual programs.

Participants believed that they would eventually earn a better career than those who did not participate, and they believed they would have a more positive attitude towards the Spanish-speaking community by participating in one of the programs compared to a student who did not participate in one.

My study, unlike Bearse and de Jong's (2008) and Heining-Boynton and Haitema's (2007) studies, addressed what unmotivated participants feel about secondary bilingual programs. My study found that the participants who were not motivated felt that the program would be too rigorous, would interfere with their extra-curriculars, and would not be necessary given that they live in the USA and English is the main language spoken here.

Based on exhaustive searches in North American databases, I believe my study is the first of its kind to address the ISA bilingual program. Despite an ISA being a TWI/ DLI program, there are significant differences in the two programs that allowed my study to specialize in specific public high school participants who, in the state of Georgia, do not have minimum graduation requirements in world language classes, yet colleges and universities in the University System of Georgia (USG) require two years for admissions. Therefore, my study adds to these published studies by being the first of its kind to specifically address an ISA program, and it suggests the motivational constructs that actually affect a student's motivation to participate in an ISA, according to Gardner (2006).

Practical Implications

My study's themes, which were future opportunities that an ISA provides and present opportunities that an ISA impedes, emerged as a result of examining the commonalities among the trends associated with the motivated participants and the not motivated ones. I discovered that the motivated trends all had a common link, which was the participants who could see the

future benefits of participating in an ISA program were motivated and the ones who could not see the future benefits of the program were not motivated. Because as many participants were motivated as not motivated to participate in an ISA for four years, the findings of my study imply, that there are elementary, middle, and high school students who have experiences in their lives where they are learning to think about how their future will look to them and what they can do to enrich it. However, nearly 50% of the same student population pool are not being taught to think about their future. Therefore, my study implies that an ISA program is just a conduit for teachers, coaches, spiritual leaders, and community leaders who need to do more teaching to the future for the sake of students' future livelihood.

The various classes offered in late elementary school and middle school need to have an impetus on exposing more students to learn and think about their future potential so that they can see the benefits of those classes in their future life plan. Whether more specialization in career tracking or simply more enlightening and inspiring guest speakers that target a certain skill set that is needed in order to pursue a specific career or life plan is critical earlier on in a student's education.

Delimitations and Limitations

The study was delimited by my decisions to purposefully do a case study based on my belief that the study was unique and specialized since I was not able to find any previous studies like it in any of the North American databases. Therefore, I knew that it would add to the body of literature. By pursuing a case study, I would provide much needed knowledge to my audience about the ISA program and provide real-life participant responses that would shed light on whether an ISA would motivate participants to take Spanish for four years as opposed to the customary two years.

Through convenience sampling, I purposefully chose to only have three public schools in my study when my county has 16 high schools and four private high schools (Merriam & Tisdell, 2016; Yin, 2014). Two of the three high schools do not have an ISA program, yet they have comparable demographics to the ISA school. Even though race was not a variable that I considered in my study, having similar demographics among the three schools allowed me to concentrate on whether an ISA was a motivator to study for Spanish for four years and not race. I also purposefully only chose to have four participants in each of the three focus groups. The reason is that the multi-part questionnaire participant responses were becoming repetitive under the two coding processes that I was incorporating (Saldaña, 2015). For the sake of avoiding redundancy in the focus groups, I limited the participant numbers so that I could potentially enrich the short time that I had with those groups (Merriam & Tisdell, 2016).

A limitation of this study was the number of participants, which was 93 students in three locations. In hindsight, it would have been better to have a broader range of students to provide more data. Additionally, minimal demographic data were collected on the population, which could have added another dimension to the analysis.

Another limitation was the narrow focus of the study, which only addressed the ISA program being a potential motivator for learning Spanish. Knowing this, I could have perhaps combined the focus groups to determine if there were other motivators at each school that could have emerged as a result of being around students from different areas in the county.

Recommendations for Future Research

Since there is a significant gap in the information on what motivates high school students to study Spanish with or without the opportunities of an ISA program, I recommend a study with a broader focus on what motivates students to study Spanish at all and what might motivate them

to take more than the requisite 2 years. I recommend a study with a broader participant pool that would provide an opportunity to examine larger, more diverse populations of participants. For instance, a future study could examine why some native or heritage Spanish-speaking participants choose not to take Spanish for four years in high school or why are certain genders or races more motivated than others to study for four years.

I also recommend future studies that examine any past life experiences of students that influenced them to see the future benefits of taking four years of Spanish. A future study could examine if mentors, coaches, teachers, parents, or travel destinations have motivated students to study Spanish for four years. In addition, a study could be conducted to identify any incentives at the schools that provide motivation to study Spanish like taking trips to Spanish-speaking countries or working and volunteering with Spanish-speaking communities.

The findings of this study imply a larger educational issue. For example, this study found that participants equally viewed an ISA program as a motivator to take four years of Spanish as opposed to the customary two years as much as participants did not view it as a motivator. However, after a further examination of the trends that supported the motivated participants and those that supported the not motivated ones, a more profound conclusion from my study's results became apparent. The results of my study imply a larger underlying issue that addresses not whether an ISA program motivates students to take four years of Spanish, but instead what influences would motivate high school students to take four years of Spanish. My study's findings imply that students do not see the value of learning another language potentially to improve their future lives. Finally, the findings imply that more needs to be done earlier in the classroom and in the community to expose students the advantages of present and future opportunities that could potentially improve their quality of life.

Summary

The purpose of this explanatory multi-case study was to determine how an International Spanish Academy (ISA) bilingual education model affects motivation for students to take four years of Spanish classes instead of the customary two years. The study involved three groups of Georgia public high school students currently enrolled in Spanish II classes in schools that did not include an ISA program. The findings of this study imply a larger educational issue. For example, this study found that participants equally viewed an ISA program as a motivator to take four years of Spanish as opposed to the customary two years as much as participants did not view it as a motivator. However, after a further examination of the trends that supported the motivated participants and those that supported the not motivated ones, a more profound conclusion from my study's results become apparent. The results of my study imply a larger underlying issue that addresses not whether an ISA program motivates students to take four years of Spanish, but instead what influences would motivate high school students to take four years of Spanish. My study's findings suggest that students do not see the value of learning another language to potentially improve their future lives. Finally, the findings imply that more needs to be done earlier in the classroom and in the community to encourage students to take advantage of present and future opportunities that could potentially improve their quality of life.

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APPENDICES

Appendix A

PARENT/GUARDIAN CONSENT & STUDENT ASSENT FORM

THE ROLE OF ISA BILINGUAL PROGRAMS IN STUDENT MOTIVATION FOR SPANISH LANGUAGE LEARNING

Frank (Tripp) John Madden, III
Liberty University
School of Education

Your student is invited to be in a research study to determine if a new bilingual teaching model called the International Spanish Academy (ISA) to teach Spanish would motivate students like your son or daughter to take Spanish for four years instead of the customary two years. He or she was selected as a possible participant because your son or daughter is in the second year of Spanish (Spanish II), and after this year, he or she will meet the minimum requirement to attend a Georgia college or university in the University System of Georgia. Please read this form and ask any questions you may have before agreeing to allow him or her to be in the study.

Frank (Tripp) J. Madden, III, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

Background Information: The purpose of this study is to determine how an International Spanish Academy (ISA) bilingual program might impact the motivation of Spanish II high school students to take Spanish classes for four years instead of the customary two years.

An ISA bilingual model is a new way of teaching Spanish to students that involves teaching Spanish in traditional classes as well as non-traditional classes like literature and social studies. If your student was in an ISA program at school, he or she would take four years of traditional Spanish classes and then use their Spanish speaking and writing skills in other content classes.

Procedures: If you agree to allow your student to be in this study, I would ask him or her to do the following things:

1. I will send the student a link to the seven question multi-part questionnaire, which the student should complete within 7 days. The survey may take 15-20 minutes.
2. Within five days of that deadline for completing the survey, I will contact your son or daughter by phone and/ or email to invite them to be a part of a focus group interview with the rest of their Spanish class peers who wish to be a part of this interview. The focus group interview would take place privately with me and your son or daughter's classmates and would take place in your son or daughter's Spanish II classroom at his or her high school during 30 minutes of their lunch period. I will provide lunch. Your son or daughter's responses will be audio recorded, and I will use pseudonyms to maintain their confidentiality. The purpose of the focus group interview is to follow up with statements that students made in the multi-part questionnaire. An example of how I will word these interview questions is: "How do you feel when a Spanish II student says that to want to take Spanish III would be a 'waste of time?'"

Risks and Benefits of being in the Study: The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include that your son or daughter's comments will add to the body of literature as those comments will reflect how an International Spanish Academy (ISA) bilingual program might impact the motivation of Spanish II high school students to take Spanish classes for four years instead of the customary two years.

Compensation: Your student will not be compensated for participating in this study. If they are chosen to participate in the focus group interviews, then I will provide their lunch since they will be missing it when the focus group interviews take place.

Confidentiality: I may share the data I collect from your student for use in future research studies or with other researchers; if I share the data that I collect about your student, I will remove any information that could identify him or her, if applicable, before I share the data.

I will be storing all collected data on a password protected lap top computer. Your son or daughter's responses to both the questionnaires and semi-structured written responses will be kept in a locking filing cabinet at my work place. The audio recorded focus groups will be also kept on a password protected lap top computer. Audio recordings will be transcribed by a professional transcription service (Rev.com). For any future presentations that I make or papers or articles that I write pertaining to my study, I will not include any participant's names, responses, or identity that would be traceable back to the participant. All electronic and paper data that will be stored securely will be destroyed by either erasing or shredding it after a federally-mandated three year period.

The focus group interviews will take place in a location where other students and/or teachers will not easily overhear the conversation. Again, I will be using pseudonyms to identify students to protect their confidentiality; however, and I cannot assure them that other members of the group will not share what was discussed with persons outside of the group. However, I will urge them before and after the interviews not to discuss each other's responses with other people.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to allow your student to participate will not affect his or her current or future relations with their high school or the school district. If you decide to allow your student to participate, he or she is free to not answer any question or withdraw at any time without affecting those relationships.

How to Withdraw from the Study: If your student chooses to withdraw from the study, you or your student should contact the researcher at the email address/phone number included in the next paragraph. Should your student choose to withdraw, data collected from him or her, **apart from focus group data**, will be destroyed immediately and will not be included in this study. **Focus group data will not be destroyed, but his or her contributions to the focus group will not be included in the study if he or she chooses to withdraw.**

Contacts and Questions: The researcher conducting this study is Frank "Tripp" Madden. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at

(XXX)XXXXXXXXXX or at XXXXXXXXXXXXXXXXXXXXXXXX. You may also contact the researcher's faculty advisor, Dr. Grania Holman at ggholman@liberty.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd, Green Hall 1887, Lynchburg, VA 24515 or email at irb@liberty.edu.

Please notify the researcher if you would like a copy of this information for your records.

Statement of Consent: I have read and understood the above information. I have asked questions and have received answers. I consent to allow my student to participate in the study.

(NOTE: DO NOT AGREE TO ALLOW YOUR STUDENT TO PARTICIPATE UNLESS IRB APPROVAL
INFORMATION WITH CURRENT DATES HAS BEEN
ADDED TO THIS DOCUMENT.)

☐ Please check or mark if the researcher has my permission to audio-record my student as part of his or her participation in this study.

Signature of Minor

Date

Signature of Parent

Date

Signature of Investigator

Date

Appendix B

DISSERTATION STUDY PARTICIPANT MULTI-PART QUESTIONNAIRE

Directions for demographic information: Please complete each item on this questionnaire. This information is for the researcher's use only and will be used only in connection with this study.

Your name, phone number, Spanish teacher's name and class period are needed only so you can be reached with an invitation to participate in a focus group discussion. To maintain your confidentiality, at no time during this study will your name, phone number or any other information be included in the research report or connected with your responses to any questions you answer. You may choose to not participate at any time during the research process without any penalty or punishment.

Name (first and last) _____

Phone number (_____) _____

Gender (Circle one) M or F

Age _____

Ethnicity (Race) _____

Spanish teacher's name and period _____

Present Spanish language experience (Circle one choice below)

I am a 2nd year Spanish (Spanish II) student **OR** I am fluent in Spanish

Do you intend to take Spanish III classes or higher? YES or NO

Directions for responding to questions: There are seven questions, each with a response scale (strongly disagree, slightly disagree, slightly agree, strongly agree). For each question, select the rating on the scale that most closely represents how you feel about the idea presented in the question. Below the response scale for each question is an open-ended written response interview question that asks you to describe the reason for your selection on the scale. Please provide as much insight into why you chose to answer the question the way you did.

1. The idea of using Spanish in different high school content classes (i.e. literature class, history class, math class) motivates me to want to be an ISA student for four years.

Strongly

Slightly

Slightly

Strongly

Disagree

Disagree

Agree

Agree

Based on how you responded to Question 1, provide your reason for agreeing or disagreeing with the statement. Write your reason below.

-
2. The idea of taking high school content classes in Spanish with the same class of students for four years motivates me to want to be an ISA student.

Strongly

Slightly

Slightly

Strongly

Disagree

Disagree

Agree

Agree

Based on how you responded to Question 2, provide your reason for agreeing or disagreeing with the statement. Write your reason below.

3. The idea of taking one Spanish language class and one content class taught in Spanish each semester for four years motivates me to want to be an ISA student.

Strongly

Slightly

Slightly

Strongly

Disagree

Disagree

Agree

Agree

Based on how you responded to Question 3, provide your reason for agreeing or disagreeing with the statement. Write your reason below.

4. The idea of earning two diplomas from high school, one from your school and one from the Ministry of Education of Spain, motivates me to want to be an ISA student.

Strongly

Slightly

Slightly

Strongly

Disagree

Disagree

Agree

Agree

Based on how you responded to Question 4, provide your reason for agreeing or disagreeing with the statement. Write your reason below.

5. The idea of becoming highly proficient in Spanish motivates me to want to be an ISA student.

Strongly

Slightly

Slightly

Strongly

Disagree

Disagree

Agree

Agree

Based on how you responded to Question 5, provide your reason for agreeing or disagreeing with the statement. Write your reason below.

6. The idea of becoming more culturally aware towards the Hispanic population motivates me to want to be an ISA student.

Strongly

Slightly

Slightly

Strongly

Disagree

Disagree

Agree

Agree

Based on how you responded to Question 6, provide your reason for agreeing or disagreeing with the statement. Write your reason below.

7. The idea of being able to take an internationally recognized Spanish language fluency test in my senior year motivates me to want to be an ISA student.

Strongly

Slightly

Slightly

Strongly

Disagree

Disagree

Agree

Agree

Based on how you responded to Question 7, provide your reason for agreeing or disagreeing with the statement. Write your reason below.

Appendix C

Letter to School Principals

Date:

Principal
School Name
Address
City, ST, Zip

Dear (Principal),

As a graduate student in the Department of Education at Liberty University, I am conducting research as part of the requirements for a doctoral degree in Education. The title of my research project is How an International Spanish Academy Bilingual Program Impacts Student Motivation for Spanish Language Learning: A Case Study, and the purpose of my research study is to determine how an ISA bilingual program impacts student motivation to take four years of Spanish.

I am writing to request your permission to conduct my research at (your) High School in (a specific Georgia) school district specifically to invite students to participate in this research study.

Participants will be asked to complete a Google Forms questionnaire and then permit me to contact them to schedule a focus group to take place at your school to further explore their responses on the questionnaire. The data will be used to determine if an International Spanish Academy bilingual model would motivate high school students to take four years of Spanish language classes. Participants will be presented with informed consent and assent information prior to participating. Taking part in this study is completely voluntary, and participants are welcome to discontinue participation at any time.

Thank you for considering my request. If you choose to grant permission, please provide a signed statement on approved letterhead indicating your approval and send it to me at
XXXXXXXXXXXXXXXXXXXXXXXXXXXX.

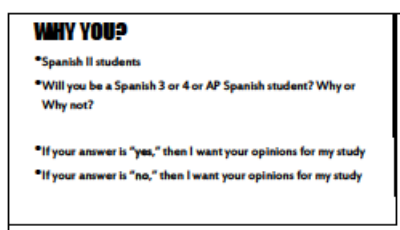
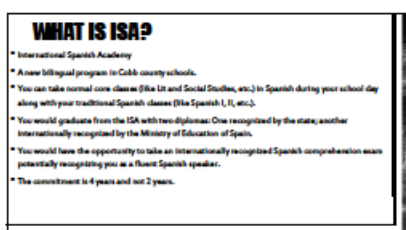
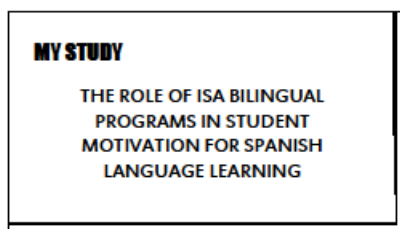
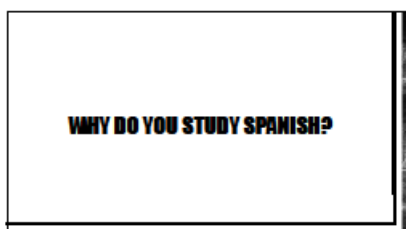
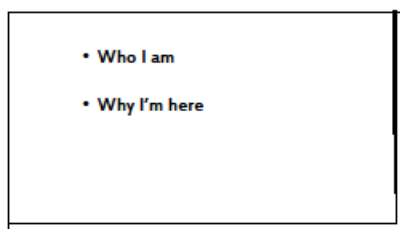
Sincerely,

Tripp Madden
High school English teacher

Appendix D

Introductory PowerPoint Slides

3/6/2017



3/6/2017

YOUR ROLE AS A RESEARCH PARTICIPANT

- Return all signed permission forms* to your teacher
- Answer a 7 question survey (12-15 minutes)
- 2 weeks later- Participate in a Focus group interview (30 minutes and free lunch)
- You cannot participate in the study without returning the permission forms

SAMPLE SURVEY QUESTION

(EXAMPLE) Being able to learn Spanish with the same classmates for 4 years would be fun.

Strongly	Slightly	Slightly	Strongly
Disagree	Disagree	Agree	Agree

- Then write a follow-up response telling why you chose the rating that you did in each of the 7 survey questions (10 minutes)

(EXAMPLE) Write a couple of sentences to explain why you answered the above question in the manner that you did

WHAT'S A FOCUS GROUP INTERVIEW?

- Face-to-face interviews with me with other peer participants that are designed to get to the deeper meaning of what motivates or does not motivate students to take 2, 3, or 4 years of Spanish while in high school.

WHAT WILL YOU GET OUT OF THIS?

- Lunch during Focus group interviews.
- A chance to make a difference in the future of Spanish studies in the county and maybe even in the state

HOW WILL YOUR OPINIONS IN MY STUDY MAKE A DIFFERENCE?

- Improve future ISAs in the county
- Affect whether your school gets an ISA in the future
- Your confidential results will be published in a dissertation that will be read by people around the world who are interested in ISAs.

INTERESTED?

Appendix E

Frequently Asked Questions about the International Spanish Academy or ISA

What is an ISA?

An ISA model originated in Salamanca, Spain in the year 2000, and it is a program for learning Spanish where students use Spanish in their English, Social Studies, Science, Math or PE classes and then continue to take traditional Spanish classes like Spanish I, II, etc. during the same school day. In essence, students would take regular curriculum classes but use Spanish in them so that students would learn and communicate in various classes using Spanish.

Where are ISA programs offered?

ISA programs are offered in local schools throughout the United States and Canada, and there are less than 120 in both countries. They are even rarer at the high school level as there are only 16 in existence.

How does it work?

Your school would apply to offer an ISA program. Then, the school would find English, Social Studies, Science, Math and/ or PE teachers who would be willing to teach their usual courses in both Spanish and English. Students would enroll in the Spanish version of those regular classes and in a Spanish class each semester. Upon graduation from the program after four years, the student would be internationally recognized as being a graduate from the International Spanish Academy. They would receive two diplomas and graduate with distinction from their high school.

What would my class schedule look like with an ISA?

If you were in an ISA program, you would take four years of Spanish in other academic classes like Lit and Social Studies alongside of your traditional Spanish classes like Spanish I and II, etc. Your schedule would be very similar to what you have now except that these classes would be unique to you in your school because you would meet each semester's ISA classes with the same ISA peers. Same ISA classes, same ISA peers. Sometimes even the same ISA teachers.

What is the benefit of an ISA?

In an ISA program you can learn to use Spanish in academic and social settings other than just in a traditional Spanish class. As an ISA student, you would be encouraged to take an internationally-recognized Spanish comprehension exam, called the DELE exam, which would internationally recognize you as a fluent Spanish speaker. Upon graduating from the ISA, you would be internationally-recognized as an ISA student earning two diplomas: one from the state in which you live and the other from the Ministry of Education of Spain.

Appendix F

Semi-structured Focus Group Interview Questions

Question 1 on the survey was: *The idea of using Spanish in different high school content classes (i.e. literature class, history class, math class) motivates me to want to be an ISA student for four years.* You were also asked: *Based on how you responded to Question 1, please describe your reason for agreeing or disagreeing with the statement.*

Focus Group Question 1.1. Several students responded that they agreed with the statement. What is there about using Spanish in different high school content classes that motivates you to want to be an ISA student for four years?

Focus Group Question 1.2. Several students responded that they disagreed with the statement. What is there about using Spanish in different high school content classes that would not motivate you to want to be an ISA student for four years?

Focus Group Question 1.3. This follow-up question will draw from any emerging themes in student responses that are identified during the preliminary analysis of the open-ended written response interview questions. Therefore, focus group question 1.3 will probe for student attitudes toward learning Spanish in different high school content classes using key words and phrases from the students' own open-ended written response interview questions on the survey.

Rationale. Because Question one is influenced by Gardner's (2006) Attitudes towards the Learning Situation and Language Use and Language Class Anxiety construct it is anticipated that students will respond in the context of their prior experiences.

Question 2 on the survey was: *The idea of taking high school content classes in Spanish with the same class of students for four years motivates me to want to be an ISA student.* You were also asked: *Based on how you responded to Question 2, please describe your reason for agreeing or disagreeing with the statement. Please write your description below.*

Focus Group Question 2.1. Several students responded that they agreed with the statement. What is there about taking high school content classes in Spanish with the same class of students for four years that motivates you to want to be an ISA student for four years?

Focus Group Question 2.2. Several students responded that they disagreed with the

statement. What is there about taking high school content classes in Spanish with the same class of students for four years that would not motivate you to want to be an ISA student for four years?

Focus Group Question 2.3. This follow-up question will draw from any emerging themes in student responses that are identified during the preliminary analysis of the open-ended written response interview questions. Therefore, focus group question 2.3 will probe for student attitudes toward learning with the same students over time using key words and phrases from the students' own open-ended written response interview questions on the survey.

Rationale. Question 2 is influenced by the social nature of an ISA and again by Gardner's (2006) construct of Attitudes toward the Learning Situation since students would ideally take the traditional Spanish class one period of the day as well as the Spanish content class during another period together with the same students in both classes.

Question 3 on the survey was: The idea of taking one Spanish language class and one content class taught in Spanish each semester for four years motivates me to want to be an ISA student. You were also asked: Based on how you responded to Question 3, please describe your reason for agreeing or disagreeing with the statement. Please write your description below.

Focus Group Question 3.1. Several students responded that they agreed with the statement. What is there about taking one Spanish language class and one content class taught in Spanish each semester for four years that motivates you to want to be an ISA student for four years?

Focus Group Question 3.2. Several students responded that they disagreed with the statement. What is there about taking one Spanish language class and one content class taught in Spanish each semester for four years that would not motivate you to want to be an ISA student for four years?

Focus Group Question 3.3. This follow-up question will draw from any emerging themes in student responses that are identified during the preliminary analysis of the open-ended written response interview questions. Therefore, focus group question 3.3 will probe for student attitudes toward learning by taking one Spanish language class and one content class taught in Spanish each semester for four years using key words and

phrases from the students' own open-ended written response interview questions on the survey.

Rationale. Question three relates to Gardner's (2006) construct of Motivation that has three scales or measurements: Motivational Intensity (effort), Desire to Learn the Language, and Attitude towards Learning the Language.

Question 4 on the survey was: *The idea of earning two diplomas from high school, one from your school and one from the Ministry of Education of Spain, motivates me to want to be an ISA student.* You were also asked: *Based on how you responded to Question 4, please describe your reason for agreeing or disagreeing with the statement. Please write your description below.*

Focus Group Question 4.1. Several students responded that they agreed with the statement. What is there about earning two diplomas from high school, one from your school and one from the Ministry of Education of Spain that motivates you to want to be an ISA student for four years?

Focus Group Question 4.2. Several students responded that they disagreed with the statement. What is there about earning two diplomas from high school, one from your school and one from the Ministry of Education of Spain that would not motivate you to want to be an ISA student for four years?

Focus Group Question 4.3. This follow-up question will draw from any emerging themes in student responses that are identified during the preliminary analysis of the open-ended written response interview questions. Therefore, focus group question 4.3 will probe for student attitudes toward earning two diplomas from high school, one from your school and one from the Ministry of Education of Spain using key words and phrases from the students' own open-ended written response interview questions on the survey.

Rationale. Question 4 addresses the construct of Instrumentality and its measure of Instrumental Orientation (Gardner, 2006). Students who are motivated by earning two diplomas upon graduation from the school and the ISA program would likely be motivated by utilitarian purposes.

Question 5 on the survey was: *The idea of becoming highly proficient in Spanish motivates me to want to be an ISA student.* You were also asked: *Based on how you responded to*

Question 5, please describe your reason for agreeing or disagreeing with the statement. Please write your description below.

Focus Group Question 5.1. Several students responded that they agreed with the statement. What is there about becoming highly proficient in Spanish that motivates you to want to be an ISA student for four years?

Focus Group Question 5.2. Several students responded that they disagreed with the statement. What is there about idea of becoming highly proficient in Spanish that would not motivate you to want to be an ISA student for four years?

Focus Group Question 5.3. This follow-up question will draw from any emerging themes in student responses that are identified during the preliminary analysis of the open-ended written response interview questions. Therefore, focus group question 5.3 will probe for student attitudes toward becoming highly proficient in Spanish using key words and phrases from the students' own open-ended written response interview questions on the survey.

Rationale. Question five reflects Gardner's (2006) constructs of Instrumentality (learning a language because it is practical) and Integrativeness (identifying through their personality with another culture, which is associated with the measures of Motivational Intensity, Desire to Learn the Language, and Interests in Foreign Languages). Both constructs are influenced by an affective domain and measure student motivation to learn.

Question 6 on the survey was: *The idea of becoming more culturally aware towards the Hispanic population motivates me to want to be an ISA student.* You were also asked: *Based on how you responded to Question 6, please describe your reason for agreeing or disagreeing with the statement. Please write your description below.*

Focus Group Question 6.1. Several students responded that they agreed with the statement. What is there about becoming more culturally aware towards the Hispanic population that motivates you to want to be an ISA student for four years?

Focus Group Question 6.2. Several students responded that they disagreed with the statement. What is there about idea of becoming more culturally aware towards the Hispanic population that would not motivate you to want to be an ISA student for four years?

Focus Group Question 6.3. This follow-up question will draw from any emerging

themes in student responses that are identified during the preliminary analysis of the open-ended written response interview questions. Therefore, focus group question 6.3 will probe for student attitudes toward becoming more culturally aware towards the Hispanic population using key words and phrases from the students' own open-ended written response interview questions on the survey.

Rationale. Question 6 also draws heavily on Gardner's (2006) concept of Integrativeness because the question involves how cultural awareness with regards to Latino communities would motivate a student to want to be a part of an ISA.

Question 7 on the survey was: *The idea of being able to take an internationally recognized Spanish language fluency test in my senior year motivates me to want to be an ISA student.* You were also asked: *Based on how you responded to Question 7, please describe your reason for agreeing or disagreeing with the statement. Please write your description below.*

Focus Group Question 7.1. Several students responded that they agreed with the statement. What is there being able to take an internationally recognized Spanish language fluency test in your senior year that motivates you to want to be an ISA student for four years?

Focus Group Question 7.2. Several students responded that they disagreed with the statement. What is there about idea of being able to take an internationally recognized Spanish language fluency test in your senior year that would not motivate you to want to be an ISA student for four years?

Focus Group Question 7.3. This follow-up question will draw from any emerging themes in student responses that are identified during the preliminary analysis of the open-ended written response interview questions. Therefore, focus group question 6.3 will probe for student attitudes toward being able to take an internationally recognized Spanish language fluency test in their senior year using key words and phrases from the students' own open-ended written response interview questions on the survey.

Rationale. Question 7 addresses how a student's motivation is affected by studying Spanish in an ISA knowing that he or she would qualify to take a nationally-recognized Spanish language fluency test. This question addresses Instrumentality and Integrativeness. Gardner (2006) suggested that a student's confidence in the targeted language could motivate students to be more interactive with the targeted community.

Appendix G:
Liberty University IRB Approval

LIBERTY UNIVERSITY
INSTITUTIONAL REVIEW BOARD

May 3, 2017

Frank "Tripp" John Madden, III

IRB Approval 2844.050317: How an International Spanish Academy Bilingual Program Impacts Student Motivation for Spanish Language Learning: A Case Study

Dear Frank "Tripp" John Madden, III,

We are pleased to inform you that your study has been approved by the Liberty University IRB. This approval is extended to you for one year from the date provided above with your protocol number. If data collection proceeds past one year, or if you make changes in the methodology as it pertains to human subjects, you must submit an appropriate update form to the IRB. The forms for these cases were attached to your approval email.

Thank you for your cooperation with the IRB, and we wish you well with your research project.

Sincerely,

G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
The Graduate School



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