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Making the Case for Exploratory World Language Instruction in Catholic Elementary Schools through University Partnerships

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As a result of a university partnership, elementary students at two midwest Catholic elementary schools have been provided with exploratory world language instruction (FLEX) from pre-service teachers. To investigate students' attitudes and learning of Spanish, researchers interviewed second and fourth graders. The students' parents and pre-service teachers answered open-ended questionnaires. The research questions for this qualitative study were: (a) How does exploratory world language instruction (FLEX) affect children's attitudes about learning world languages and cultures? (b) How does exploratory world language instruction (FLEX) affect children's learning of a world language? The results showed that students possessed positive attitudes about world language instruction, and they learned numbers, colors, cultural information, and food and animal vocabulary, as well as how to communicate at the novice level. Universities should consider engaging in service-learning partnerships with Catholic elementary schools so students learn to open their minds and hearts to diverse languages and cultures.

Keywords: elementary schools, FLEX, service learning, world language

There seems to be, and to have been, complete agreement among U.S. politicians, policymakers, administrators, educators, and researchers that World Language (WL) education is necessary at some point in a U.S. citizen's lifetime. In elementary school, middle school, junior high school, high school, undergraduate, or graduate school, U.S. students usually are recommended, or even required, at some point, to study a WL such as Chinese, French, Latin, German, or Spanish in a classroom (Watzke, 2003). At first, educators and policymakers claimed that the purpose of studying a WL was to mentally train students for life (NEA, 1894; Watzke, 2003). However, over time, politicians and researchers discovered that communicative and cultural proficiency were critical to achieve success globally for U.S. citizens on the

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battlefield, in the marketplace, or in the classroom (Watzke, 2003). Educators, parents, administrators, and researchers would most likely agree that learning a WL is imperative at some point so we can communicate with more people in the world and understand their cultures.

Although the United States has valued WL education for multiple reasons at different times in history, it has been debated about exactly when and how children, adolescents, and adults should study world languages. In the last 35 years, it seems that the state of the economy has influenced how WL curriculum and instruction has been situated in schools (Rhodes, 2014; Watzke, 2003). Rhodes (2014) claims that in the early 1980s there was an increase in support for early WL programs that featured immersion and content-based instruction. However, because of the downturn in the economy in the late 1990s, along with the effects of the No Child Left Behind Act, many public schools closed their early language programs (Rhodes, 2014). Even though multiple researchers and policymakers have argued for an earlier start for WL study to produce more successful—highly proficient and globally competent—U.S. citizens, school districts continue to offer WL courses most often to students in middle or high school (Boyson, Semmer, Thompson & Rosenbusch, 2013; Chambless, 2003, 2005; Kennedy & De Lorenzo, 1994; Muñoz, 2011; Pufahl, Rhodes & Christian, 2001; Rhodes, 2014). Rhodes (2014) points out that although many FLES programs (Foreign Language in the Elementary School) have been discontinued, there has been an increase in immersion schools and FLEX (Exploratory Foreign Language) programs in certain areas of the United States. Rhodes (2014) recommends expanding proficiency-based language programs, such as immersion schools, over implementing FLEX programs; however, in certain areas of the United States, where schools and school districts are facing economic challenges, administrators may prefer to have some WL instruction over none.

In Catholic schools, an "integrated curriculum is a hallmark of Catholic identity" and the entire community is motivated by an incarnational worldview (Krebbs, 2012, p. 183). Krebbs (2012) enlightens educators with her reflection that curriculum is only a "central organizing plan," but in Catholic schools it is "ripe with opportunities for us [educators] to do what we can do only and better in Catholic education" (p. 183). Values are taught in the entire Catholic school environment and are "not compartmentalized or scheduled to a distinct and separate time slot within the school day" (pp. 183-184). Knowledge and faith can meet in Catholic schools, but that meeting must engage, light a fire, and change lives (O'Connell, 2012). As challenged

by the Busan assembly of the World Council of Churches, Catholics and non-Catholics must be welcomed to the Lord's table and engage in imaginative work together to solve the global crises that confront us all (Smit, 2014). Smit (2014) describes catholicity as "a particular quality of life in communion in a particular place and to being interrelated with other communities" (p. 224). He argues that emphasis on catholicity and globalization can help overcome boundaries that are contextual, confessional, and disciplinary. WL instruction in Catholic elementary schools is imperative to preparing young global citizens who are willing to work with others to promote peace and justice in the world.

BGSU's FLEX Program in Catholic Elementary Schools

In 2010, as program coordinator of WL education and assistant professor of education at Bowling Green State University (BGSU), a public university in Bowling Green, OH, I began partnerships with certain local Catholic elementary schools (pre-K-8) in the Archdiocese of Toledo. At the time, none of the schools that partnered with BGSU had a full-time WL teacher. After only one year of our partnership, two of the schools, St. Arthur's and St. Gertrude's[1], both which are the focus of this study, hired Spanish part-time teachers for certain upper grade levels. As a Catholic elementary school alumni, former Catholic high school French and theology (peace and justice) teacher, and mother of two children who attend a Catholic elementary school, I was familiar with the challenges Catholic elementary schools were facing, particularly with recruitment, retention, and funding. While I was attending St. Jerome's in Chicago in the 1970s and 1980s it seemed like it was an expectation for Catholics to go to Catholic schools, but now it is a choice, and sometimes a luxury, for Catholic families.

Several Catholic educators, researchers, and administrators have recommended that Catholic institutions of higher education and K-12 schools form partnerships to revitalize Catholic education and improve its sustainability (Ferguson, 2014; Goldschmidt & Walsh, 2013; Montejano, 2010; Whipp & Scanlan, 2009). Furthermore, Boston College president Rev. William Leahy and Fordham University president Rev. Joseph McShane (2011) argue that these partnerships must extend to the larger Catholic Church community to ensure long-term sustainability of K-12 Catholic schools. Additionally, Sr. Mary Grace Walsh, deputy superintendent of the Diocese of Bridgeport,

1 All elementary school and participant names are pseudonyms.

Connecticut challenged Catholic institutions of higher education to reach out beyond their local borders (Weitzel-O'Neill & Torres, 2011). Ferguson (2014) believes that educational results can be maximized if Catholic institutions of higher education provide training of novice teachers and leaders during programming and field experiences in pre-K-12 Catholic schools. She has found that certain candidates become Catholic educators as a result of their field experiences in Catholic schools. Although an employee of a public university, I chose to collaborate with Catholic elementary schools because of my connection to the Catholic community, the open-mindedness of the teachers and administrators at Catholic schools, the university's and Catholic elementary schools' mutual appreciation for service learning, and our common value to promote intellectual development and curiosity (Massa, 2011).

When the partnerships began, teachers were willing to allow my students, pre-service teachers, to teach WL to their students during the school day under their supervision, free of charge. My goal was to provide the schools and the pre-service teachers with a service learning opportunity. My students would benefit by learning about teaching world languages to younger children from pre-K to 6th grade students and teachers, and the elementary students and teachers would learn world languages and about diverse cultures. All participants would learn more about WL pedagogy. As a result of having less time with students, FLEX programs are "usually limited to introducing students to language and culture with the intent of arousing interest in further language study" (Curtain & Dahlberg, 2016, p. 414). Curtain and Dahlberg (2016) explain that language proficiency is not typically an outcome of FLEX programs.

When the principals of St. Arthur's and St. Gertrude's were asked about why they collaborated with BGSU, they discussed the importance of WL education, the instructional service being of no financial burden and a good marketing tool. Annie, principal at St. Arthur's, asserted the following about the partnership:

> As an educator, I know the value of foreign language education for students. I wanted to be able to give those benefits to our students, but could only afford a part time world language teacher for seventh and eighth grade. Our partnership with BGSU gives our students of all grade levels exposure to a world language without the financial burden. The pre-service teachers have been such a blessing to us as they bring their enthusiasm and energy and share their love for world language with our students in K-6.

And, Maximilian, principal at St. Gertrude's, claimed the following:

> St. Gertrude's thought it would be great to expose our students to a variety of world languages and cultures, especially in the younger grades. We had offered Spanish to students in grades as young as fourth grade at one time at St. Gertrude's, and thought it would be great to offer different languages to the students in grades younger than fourth grade. It is a great marketing tool as well. Current families and prospective parents were excited to add a language program for our students. The program has been well received and run efficiently, which was another reason we have continued with the program.

The program, which is still ongoing, is considered an exploratory program (FLEX), as students are typically taught French, German, Latin, or Spanish between 30 to 45 minutes once or twice a week during each fall academic semester. Pre-service teachers are the elementary students' WL teachers for the semester, and sometimes the academic year, if they elect to continue the placement for other education field hours. After observing their assigned class once or twice, pre-service teachers teach between 10 and 12 classes, sometimes more, each semester. During the on-campus methods course, pre-service teachers learn about communicative language teaching, second language acquisition theory and research, and communicative, experiential, and differentiated methods of instruction. The pre-service teachers are observed and evaluated twice a semester by the WL methods professor, who is also the WL program coordinator. They participate in five on-line discussions where they reflect on their experiences and ask for and give one another advice about their teaching. At the conclusion of the fall semester, pre-service teachers write a paper in which they reflect on their fieldwork at the elementary school and connect theory and research they read and discussed for the course to the practice they implemented while teaching their lessons.

Purpose of the Study

In Fall 2011, we conducted a pilot study to determine what the effects of BGSU's FLEX program were on kindergarten students. Whipp and Scanlan (2009) have called for scholarship on emerging partnerships between universities and Catholic K-12 schools that aim at socially just schooling and explore learning. At the time, Monsieur Howard, co-author of this paper, was a pre-service French teacher at St. Gertrude's. For the study, we interviewed six kindergarten students to understand better what their attitudes

were about WL learning and to discover the effects of FLEX on their learning of French. We found that students:

- felt positive about the FLEX program and believed language learning was fun yet challenging
- articulated a desire to learn other languages and become smarter
- understood, on a basic level, the communicative goals of language learning (i.e. travel to other countries and speak with people)
- understood the importance of communicative methods such as immersion and communicative activities that involved interpretive, interpersonal, and presentational tasks
- believed that certain methods, such as using manipulatives and technology as well as playing games, made language learning fun

The participants were not given a formal proficiency assessment; however, they were able to recall some numbers, colors, and greetings. More experienced learners, who had traveled to Francophone countries with their parents, were able to list numbers up to 14, name colors, greet the researchers, and tell them their names and ages. The results of this pilot study validated the need for further research about the effects of the FLEX program at BGSU. Therefore, we designed the present study to examine the effects of FLEX on elementary students' attitudes about WL learning and on their learning of world languages.

By using our data from the pilot study as a starting point, we compared and contrasted the attitudes of young language learners of differing grade levels (grades 2 and 4) in an attempt to gain a more comprehensive understanding of their learning processes and their attitudes about world languages and their associated cultures. Such an understanding of young language learners could lead to better instructional practices for WL teachers. It also could help build a case for introducing more WL education programs at younger grade levels in the U.S. The research questions for this study were: 1) How does exploratory world language instruction (FLEX) affect children's attitudes about learning world languages and cultures? 2) How does exploratory world language instruction (FLEX) affect children's learning of a world language?

In the next section, a review of literature relevant to the study is provided. Then, the methodology is described. After the results are presented and discussed, concluding remarks suggest that FLEX programs that involve university-school partnerships, particularly with Catholic elementary schools, can result in affecting children's attitudes about world languages and cultures in positive ways.

Review of Literature

Since the 1970s, considerable research about effective language learning for second language and world language learners in classroom settings has occurred. Although no recent research was found that examined WL learning in Catholic schools specifically, researchers have focused on areas such as how learners learn or acquire language and what instructional methods are the most and least effective in a variety of second language or WL classrooms (i.e. U.S. students learning French or Chinese) (Krashen, 1981; Lightbown & Spada, 1993; Savignon, 1972). Considerable debate also has taken place about the optimal starting age for WL learning and benefits and drawbacks of various types of language programs for children (Krashen, 1981; Kuhl, 2011; Lenneberg, 1967; McLaughlin, 1978; Penfield & Roberts, 1959). In the next section, we provide background information pertaining to the aforementioned areas in an effort to give readers context for the present study.

Acquisition and Learning

Krashen (1981) made the distinction between the terms acquisition and learning. He explained acquisition to be a subconscious acceptance of linguistic knowledge that is stored in the brain through natural communication. In a WL classroom, he suggested teachers use comprehensible input and emphasize meaningful interaction over linguistic code during lessons. Learning, on the other hand, is a conscious acceptance of linguistic knowledge about a language (e.g. grammar or form). Krashen pointed out, and even cautioned teachers, that students may know rules and be able to recite them; however, they may not acquire forms or vocabulary or become fluent in a language. Krashen asserted, "In intake-rich informal environments, acquisition occurs, and in intake-poor classrooms, acquisition suffers" (p. 116).

Communicative Language Teaching

In order to acquire the WL in classrooms, and to go beyond only using the WL consciously during learning activities, researchers have recommended using communicative language teaching methods to promote opportunities for students to develop communicative competence (Burke, 2007, 2010; Savignon, 1972, 1997). Similar to communicative proficiency, and trans-lingual and trans-cultural competence, communicative competence is the ability of a speaker to function in an authentic communicative setting by employing both linguistic and socio-cultural knowledge in order to negotiate, express, and interpret meaning in the WL (Byrnes, 2008; Canale, 1983; Canale & Swain,

1980; Savignon, 1997). Communicative competence is composed of four interrelated competencies: grammatical, sociolinguistic, discourse, and strategic competence (Canale, 1983; Canale & Swain, 1980; Savignon, 1997). In order to promote development of communicative competence, several researchers have suggested designing communicative activities or tasks in which students focus on meaning over grammar, and there is some sort of information or opinion gap creating the need for negotiation between and among students in the WL (Burke, 2006, 2010; Ellis, 1982, 1997; Savignon, 2002).

The Starting Age Controversy in Language Learning

Neuroscience research supports that children who begin learning languages at an earlier age are at an advantage to those who begin learning at a later age (Kuhl, 2011). Kuhl (2011) has focused much of her recent research on studying how the brain is affected during language development, and she presents important implications from her research for educators. She reminds readers that a "critical period" does exist for optimal learning of languages. Before the age of puberty, children are superior language learners in spite of adults' cognitive superiority (Kuhl, 2011). Kuhl explains that after puberty "mastery of the pronunciation and mastery of the grammar is unlikely to be identical to a native speaker, although word learning does not appear to be as sensitive to age and remains good throughout life" (p. 131). Kuhl points out that neuroscience research shows that children learn language implicitly in their culture while interacting with others in social settings. She challenges educational researchers to incorporate findings that "computational brain areas and social brain areas mature during development and interact during learning" into their recommendations for instructional practice (p. 128). Kuhl (2011) found that bilingual children benefit from hearing two languages early and "may achieve a stable distribution of the sounds in their two languages at a later point in development when compared to monolingual children" (p. 134). Kuhl's research provides evidence that "experience shapes the brain; bilingual adults and children have advanced skills when coping with tasks that require the ability to 'reverse the rules' and think flexibly" (p. 137).

In a five-year longitudinal study, Boyson et al. (2013) examined elementary students' oral and listening proficiency levels from two Spanish programs in an affluent public school district in Westport, Connecticut at the end of fifth and eighth grade. Boyson et al. (2013) claimed that teachers employed communicative methods, such as using the target language 95 to 100% of the time, making content comprehensible through gestures and visual aids, and

teaching students strategies to use for communicating in the target language. Boyson et al. (2013) believed that when comparing the two programs (grades 5-8 and grades K-8 cohorts) results showed "strong statistical evidence in support of the power of the K-8 program model for developing increased levels of student oral proficiency and listening comprehension in Spanish" (p. 257). They found that more than 75% of eighth graders who participated in the K-8 cohort were able to speak Spanish at the sentence level, while less than half of the eighth graders (45.5%) from the grades 5-8 cohort were able to speak in sentences. This study provided empirical data to support the claim that younger students can attain higher proficiency levels than those who begin WL study later (Boyson et al., 2013).

Muñoz (2011) found conflicting evidence to Boyson et al. (2013), which was more aligned with Kuhl's (2011) neuroscience research, when she studied the effects of language input and starting age with 162 undergraduate English majors who were 30 years old or younger and had studied English for 10 or more years. Muñoz discovered that long term, and after similar amounts of language input, the students' starting age for learning English did not predict their proficiency level. Significant relationships were found with language proficiency outcomes for length of exposure in years, total length of exposure in curricular and extracurricular hours, recent amount of exposure hours in university courses, recent amount of exposure hours in both university and extracurricular courses, length of exposure during stays abroad in hours, and current frequency of contact with the target language outside of the classroom. Muñoz's (2011) findings confirmed what she had found in her previous research, "in a typical limited-input foreign language setting, age does not yield the same type of long-term advantage as in a naturalistic language learning setting" (p. 128).

Language Learning Programs in Elementary Schools

Despite the conflicting evidence from research about starting age for language learning, several researchers have found benefits to children beginning their study of world languages in elementary school (Barton, Bragg, & Serratrice, 2009; Boyson et al., 2013; Chambless, 2003, 2005; Harkins, 2010). As discussed, Boyson et al. (2013) found evidence that elementary students were able to develop listening and oral proficiency in WL classrooms where teachers used communicative language teaching methods. Other researchers have found WL education at the elementary level helps foster positive attitudes in children about language learning and increases children's intercultural awareness (Barton et al., 2009; Chambless, 2003, 2005; Muñoz, 2014).

In a comparative study between FLEX students and non-FLEX students, Chambless (2003, 2005) investigated the impact of a 3-week FLEX program called The Small World Program in elementary schools in Montevallo, Alabama. In Montevallo, at the time of the study, kindergarteners learned Chinese; first graders learned Russian; second graders learned Japanese; third graders learned French; fourth graders learned German; and fifth graders learned Spanish. During the 3-week period, native speakers worked with regular classroom teachers to introduce the WL and its culture to the students. Questionnaire and interview data were collected from 149 second graders at three FLEX schools and 49 second graders at one non-FLEX school. Chambless (2003, 2005) discovered that there were no significant differences in children's attitudes before and after participating in the Small World Program. Children from both contexts possessed positive attitudes toward world languages and their cultures; however, Small World Program students were more aware of foreign cultures and languages in their community. The study also showed that students had more positive attitudes about the language they studied in kindergarten than in first or second grade.

In the United Kingdom, Barton et al. (2009) studied the effects of the Discovering Language Programme in which elementary school teachers, who were not language teachers, learned a WL while teaching it to their students (Barton et al., 2009). Teachers were provided with materials to enable them to teach geography, history, and citizenship to students so they develop intercultural awareness and increase students' intrinsic and extrinsic motivation to learn world languages. Latin, Japanese, Punjabi, German, and Spanish were some of the languages included in the curriculum. Lessons were 60 minutes per week, usually occurring twice a week for 30 minutes or three times a week for 20 minutes. Based on the National Curriculum model in the United Kingdom for students aged 7-11, the syllabus included the following topics: numbers, colors, animals, greetings, family, home, and classroom objects. Teachers were provided with listening, reading, writing, and speaking activities to use for instruction.

From analysis of questionnaire data (336 students and 148 parents) and interview data (students and teachers), Barton et al. (2009) found that the initiative increased extrinsic motivation of students to learn world languages. Ninety percent of the students believed that it was important to learn different languages, and 70% thought they needed to know other languages to be able to communicate when traveling abroad. Children noted they understood "how languages borrow words from each others", noticing similarities

and differences between European languages (p. 153). In interviews, students made comments that showed they were "positive about the existence of different cultures" and "felt that diversity made life more interesting" (p. 154). Teachers claimed the program helped them address stereotypes with students and encouraged bilingual students to share their languages with peers in class. Parents were positive about the program, and 60% of them believed that their children should be learning more than one language. The Discovering Language programme was found to provide a practical alternative for elementary schools unable to hire qualified WL teachers.

In Muñoz's (2014) study of 74 students, 24 third graders and 50 sixth graders from six primary schools in the greater Barcelona area in Spain, she examined learners' awareness of WL learning (learning of English) and of their learning conditions. Interview data were analyzed from two data sets: (a) a cross-sectional study focused on children's awareness of language and of language learning, and (b) a longitudinal study that followed students from first to sixth grade who participated in the English language learning in Catalonia (ELLiC) study. Muñoz (2014) found that students enjoyed learning English through use of games, songs, and listening and speaking activities the most; however, they believed they learned more from vocabulary and form-focused, speaking and listening activities. Students expressed difficulty with spelling English words and producing more discourse than isolated words. Third graders valued learning English at school, stating, "to me learning English is [really important] because if they make me go to England, if they talk to me in English, I know how to speak English and will answer them"… "I like it, it's a little difficult and a little fun" (Muñoz, 2014, p. 32). A sixth grader noted the importance of learning English for career opportunities, "learning a new language, learning other languages…and learning and knowing more languages so that when I grow up I can find a job" (p. 32). Although the learners showed a positive attitude toward learning English and development of intercultural awareness, Muñoz (2014) identified issues with teachers' instructional methods. Classes were mostly teacher-centered, and lessons focused often on explicit vocabulary or grammar. In her concluding remarks, Muñoz (2014) claimed teachers could have adapted their methods for students who had the potential to learn English more effectively with communicative-orientated lessons.

Immersion vs. Non-Immersion Language Teaching

Knell and Chi (2012) found that teaching methods played a significant role in students' attitudes and willingness to communicate. They conducted a study with 175 elementary students, 58 fourth graders and 59 sixth graders, who studied English as a WL at Shi Da Fu Elementary School in China, an affiliate of Shaanxi Normal University. All children began studying English in kindergarten and chose either the immersion or non-immersion track for the duration of elementary school. Non-immersion students had English class four periods a week, while immersion students met four additional periods a week. English was the medium of communication, and teachers used a content-based approach to curriculum and instruction, focusing on subjects such as social studies and science. Students took an oral proficiency test, vocabulary measure, and word identification assessment. They also answered an attitude questionnaire and reading comprehension test. The results showed that immersion students scored higher for oral proficiency and reading comprehension than non-immersion students (Knell & Chi, 2012). Immersion students also were significantly more confident in their willingness to communicate, their perceived communicative competence was higher, and they possessed lower levels of anxiety when communicating in English (Knell & Chi, 2012). Knell and Chi (2012) concluded that instructional methods that emphasized oral interaction appear to contribute to students' achievement in learning world languages.

Method

Context

The principals at the two Catholic elementary schools where BGSU's WL pre-service teachers conduct their elementary-level practicum hours agreed to allow this study to take place with their students and parents. St. Arthur's is situated in a suburban university town and serves approximately 230 students in grades K-8. Ninety percent of the students are Caucasian, 9% are Hispanic, and 0.4% are African American (Movoto, 2014). St. Gertrude's is located in a small city and hosts about 421 students in grades K-8. Sixty percent of the students at St. Gertrude's are Caucasian, 36.6% are African American, and 2.6% are Hispanic (Movoto, 2014).

Participants

As can be seen in Table 1 below, participants in the study included two BGSU pre-service teachers, 16 elementary students, and 17 parents of the elementary student participants.

Table 1

Participants in the FLEX Study

St. Arthur's-2nd grade (Teacher: Carmen)		St. Gertrude's-4th grade (Teacher: Teresa)	
Student	Participating Parent(s)	Student	Participating Parent(s)
Richard	mother	Emily	mother
James	mother	Maddie	mother
Claire	mother	Addie	mother
Alex	mother and father	Ashley	mother
Ryan	mother	Christina	mother
Garfield	father	Phillip	-
Megan	mother and father	Junior	mother
Jessica	mother	Julie	mother

Pre-service teachers. Two BGSU pre-service Spanish teachers participated in the study, both women. Neither of them had prior experience teaching Spanish to elementary students. They both had been enrolled in the introductory WL teaching methods course for the fall 2012 semester. For the methods course, they were required to teach a minimum of 12 hours during the fall semester. These two pre-service teachers opted to continue the experience in the spring as a one-hour independent study with the professor of the introductory course. Carmen taught Spanish to the second grade students at St. Arthur's while Teresa taught Spanish to the fourth graders at St. Gertrude's. Carmen and Teresa taught the students from October 2012 until May 2013.

Elementary students. Students were invited to participate from Carmen and Teresa's classes because both pre-service teachers had decided to engage in the service-learning field experience for the entire academic year. At St. Arthur's, 20 of Carmen's second grade students were interested in participating in the study and 11 students returned signed consent/assent forms on time. St. Arthur's second grade classroom teachers helped inform the

researchers about which students would help provide a representative sample of students for the study. Eight second graders from St. Arthur's, five boys and three girls, participated in the study.

At St. Gertrude's, 13 of Teresa's fourth grade students showed interested in participating in the study. From that group of 13, eight students (six girls and two boys) who returned the informed consent/assent forms on time, signed by both them and one of their parents, and who were present on the days of the interviews, participated in the study.

The students from St. Arthur's and St. Gertrude's were from various racial and socio-economic backgrounds. Fifteen students were born in the United States, mostly in the Bowling Green or Toledo vicinity, with one student born in Salzburg, Austria. All students experienced eight months of continuous Spanish instruction from the same BGSU WL pre-service teacher. Several students from St. Arthur's had experienced previous instruction in French at the exploratory level during kindergarten and 1st grade from previous BGSU WL pre-service teachers.

Students' parents. The students' parents from both schools also participated in the study, except for one student at St. Gertrude's. From St. Arthur's, both parents of two different students' responded to the questionnaire. In total, 17 parents were involved: 10 parents from St. Arthur's and seven parents from St. Gertrude's. At both schools, students had parents with various ethnic and linguistic backgrounds. One St. Arthur parent was from Korea, and one St. Gertrude parent was from Spain. Parents from both schools noted they spoke different languages: English, French, German, Greek, Indonesian, Italian, Korean, Russian, and Spanish. One student's parent from St. Arthur's was a German professor at BGSU. Only the Korean parent reported using Korean regularly at home with his child.

Data Collection

Student interviews. In order to collect data from the student participants, we interviewed students in groups of four to prevent students from being intimidated while speaking with us. This resulted in a total of four interviews, two at each school and grade level. Both researchers were present during these interviews in order to facilitate communication, and they were tape-recorded to provide rich, thick data collection. The interviews lasted an average of 45 minutes. Questions were prepared ahead of time and focused on three separate categories: students' backgrounds, attitude about language learning and other cultures, and learning of Spanish (Appendix A).

Parent questionnaires. Parents also answered questions about their personal attitudes about the FLEX program, about their children's backgrounds and attitudes, and in reference to what Spanish they believed their children had learned. The parent questionnaires were sent home with the students, and upon completion parents returned their questionnaires to the students' classroom teachers (Appendix B).

Pre-service teacher questionnaires and blogs. In order to add further validity to the data collection process, the pre-service teachers completed a questionnaire, in which they discussed their instructional content and methods, as well as what they believed about their students' attitudes and learning of Spanish after the eight month instructional period (Appendix C). The pre-service teachers' also participated in five open-ended online discussions with classmates during the fall semester as a requirement for their coursework, which also were used for data.

Data Analysis

Qualitative analysis was used to examine the data collected from the two teachers trained at the same university, and from the multiple participants from the two Catholic schools. To achieve credibility, or internal validity through triangulation, data were collected from multiple participants and multiple sources (Merriam, 2002; Patton, 1990). The student interview data, which were transcribed verbatim, were organized into three files: background, attitudes, and learning. Using the constant comparison method (Glaser & Strauss, 1967), both researchers independently read the data first, giving provisional codes to certain categories and sub-categories. We also counted the number of cases in each category to determine if the data were salient. Each researcher coded the student interview data, the parent questionnaire data, and the pre-service teachers' blogs and questionnaire data. We grouped the codes of each data source into categories and subcategories, looking for patterns. After categorizing each data source individually, we compared and contrasted the sources to triangulate the data in an attempt to further validate or invalidate the patterns that we saw. After we independently analyzed the data, we compared results, read the data again, and reconciled any differences from our initial conclusions. We re-read the data again independently and repeated the cycle until we were satisfied with the categories and subcategories we found from our coding (Gibson & Brown, 2009).

Results

Under the theme of students' attitudes about learning Spanish, we identified four categories: positive feelings about the FLEX program, the goal of travel and communication in Spanish, heritage influences, and learning WL was challenging. With regards to learning Spanish, specific categories emerged from the data: the alphabet, numbers, colors, food, and animals. Communication was a major category, which was broken down into the following subcategories: games, greetings, and student-to-student conversations. The theme of culture also was relevant in this study.

Students' Attitude about Learning Languages and Cultures

When examining the data collected from students, parents, and pre-service teachers concerning students' attitudes about learning world languages and cultures, we identified four major categories (Table 2).

Table 2

References to Categories of Student Attitudes about Learning Languages and Cultures

Category	n
Positive Feelings about Spanish	212
Desire to Communicate & Travel	124
Heritage Influences	48
Challenge to Learn	37

Positive feelings about FLEX. In students' interviews and parents' questionnaires, students claimed learning languages was "challenging"; however, they expressed overwhelming positive feelings about the FLEX program, saying learning Spanish was "fun" or "cool", and said they "like it." The students expressed a unanimous desire to learn more languages, either more Spanish, or a different language, such as Arabic. When asked about the process of learning Spanish and other languages, some students said that they enjoyed learning, but emphasized their appreciation of learning languages in particular. Maddie (grade 4) stated, "I really like learning languages because it gives you a chance to learn how other people speak. I want to learn Arabic because it's awesome." Emily (grade 4) shared, "Wait do Jewish people have a language…I think I'm part Jewish…I'd like to learn their language and how to speak it."

Desire to communicate and travel. In the interviews and parent questionnaires, students showed interest in learning Spanish to communicate with other people when they would travel, or when they would meet native speakers in the United States. Some students wanted to be able to speak Spanish with their parents.

Goals of travel. Students wanted to travel to places where people spoke languages other than English. Interestingly, in the pre-service teachers' blogs and questionnaires, they never mentioned their students possibly wanting to travel to other countries. Addie (grade 4) and Emily (grade 4) both cited travel as a motivational factor to learn new languages. Addie said, "If you go someplace like Mexico and you didn't know Spanish you'd have a hard time communicating." Emily elaborated, saying "Before [I travel] I'd have to learn more to actually have a conversation with somebody…if I have to go somewhere I want to know how to speak the languages so I don't have a hard time." Both Addie and Emily anticipated using new languages while traveling to different countries.

James (grade 2) and Alex (grade 2) shared some of these same ideas. James was excited about using his newly-learned Spanish, saying, "It's awesome because my dad says we're going to take a vacation to a different country and I want to be able to speak to other people." Alex also talked about traveling and using the language: "When you go places like that you know how to communicate with other people and stuff…it's kind of fun to like speak like different words or something." Richard (grade 2) recognized the necessity for knowing Spanish even when inside the boundaries of the U.S. He said, "If I went to the Spanish part of New York I would be able to speak…like have conversations with people." At a young age, Richard understood the level of diversity in his country and his necessity to learn Spanish to communicate with others living in the U.S.

Goals to socialize, communicate, and learn culture. Students displayed an interest in speaking with native Spanish speakers and learning about their "ways of life." Parents noted that it was important for students to learn new languages in order to obtain a better worldview. Emily (grade 4) spoke about why she'd like to continue learning Spanish, saying, "When I go somewhere and everyone is speaking a different language I should know how to communicate with them…I would like to learn how to get into more of a conversation." Junior (grade 4) expressed a similar view, "…like maybe if one day someone spoke Spanish…if someone tried to speak Spanish if I learned Spanish I'd be able to understand what they're saying…my mom, I think she

likes that I'm learning new languages so that I can relate to other people." Students wanted to communicate and connect with people who spoke different languages.

Claire (grade 2) and Alex (grade 2) mentioned a desire to expand on the types of conversations that they were having in class with other Spanish speakers outside of the classroom. Claire said, "If someone asks you something, you [would] know how to respond." Alex went a little further, stating, "When I go to all those different places I'll know how to get in conversations with people and stuff." Students wanted to communicate with others in Spanish and progress beyond simple conversations.

Ryan (grade 2), instead of wishing to speak with people from other cultures, wanted to communicate more with his own parents. He said, "They [my parents] think it's awesome that I'm learning different languages…they know the languages that I'm learning so they want to speak them with me." While some of the other students saw language as a way to relate to other cultures, Ryan viewed communicating in Spanish as a way to relate to his own family.

Heritage influences. Multiple times, students and parents cited heritage in the interviews and questionnaires as being related to the students' attitude about learning languages. Two parents in the study were born and had lived in other countries. Others had studied or worked abroad and/or spoke other languages. Languages mentioned by students and parents that they spoke included Chinese, French, German, Greek, Indonesian, Italian, Korean, Russian, and Spanish.

Emily (grade 4) discussed the languages her mother spoke saying, "My mom likes when I learn new languages…she knows a lot of Russian…she speaks Russian and Spanish at the same time." Similarly, Julie (grade 4) talked about her mother and grandmother, "My mom, she's from Mexico too because my grandma is…she likes it because sometimes she talks to me in Spanish and she expects me to talk back." The languages that mothers and other family members spoke affected their children's attitudes about language learning.

Richard (grade 2) and Alex (grade 2) mentioned their families had traveled. Richard said, "My dad thinks it's cool when I learned French because he went to France…He said it was really cool there and he wants to take me there…My grandma went to Spain once with my grandpa too." Alex stated, "I travel lots of different places. Just a warning, it takes an overnight to get to Austria. I took a 747." Throughout the data, parents' opinions about travel and

language learning were reflected in their children's comments. Most parents were pleased with the idea of their students learning Spanish or another language. Christina's (grade 4) mother, said:

> She is Spanish and half her family is Spanish…Christina's experience is a little different from the rest of the other students in her class. She has been raised in a bilingual household and our relatives are from Spain. She loves going to Spain and can communicate fluently with her relatives and friends there. We really appreciate that she is learning Spanish at school. I think she values the language more now!

One parent believed that the lessons were not useful or beneficial, writing in his questionnaire that learning languages was "not really important… most people won't use it regularly…not a lot of practical use for it." Although this father was not supportive of language learning at the elementary age, the mother was, and all of the other parents at the two Catholic schools expressed appreciation that their children were being challenged to learn world languages each year through the service-learning partnership.

Challenge to learn. Students communicated to the researchers in the interviews, and with their parents as they completed the questionnaire, that learning Spanish was challenging, describing it as "hard" or "difficult" numerous times. Emily (grade 4) described Spanish class during the interview, "It's cool and all but it's very difficult." Richard (grade 2) claimed:

> At first it was a little hard but then it got a little easy…this year Spanish was a little hard, because it was…just learning it was a little hard…in kindergarten it was hard doing French but when I got to first grade it was a little easy because we did it already in kindergarten.

Students from both second and fourth grade acknowledged the difficulty of learning world languages. Also, in Richard's reflection he realized how the process of learning languages became easier as he learned more. Alex (grade 2) also found it to be challenging but fun, claiming, "It's just kind of fun to like speak like different words or something…sometimes it's kind of a challenge, but I still like it….some of them [the lessons] were hard for me…I think the clothes were kind of hard."

Students believed learning was "hard" when they felt confused or misunderstood what was happening in Spanish class. Emily (grade 4) reflected, "The first day I knew what she was talking about but when it went on I was

like 'huh?'" Philip (grade 4) also said, "When I don't know what she's saying and then I'm confused and I'll probably get a check for not having the right materials." Julie (grade 4), also expressed confusion at times, saying, "When she talked I didn't know what she was talking about sometimes…she would call on me and I didn't know what to say." Many students made similar statements about the difficulty of learning world languages.

All parents noted that their children liked learning Spanish, even though it was "hard", "challenging", or "difficult". One fourth grade parent wrote, "She likes learning new things – sometimes it is very hard." And, another commented, "[Maddie] likes Spanish class. She did not like Spanish club because it was boring." Throughout the questionnaire and interview data, parents and students discussed the challenging nature of language learning as well as the positive feelings about the FLEX program and learning languages.

Students' Learning of Spanish

When examining the data collected from students, parents, and pre-service teachers concerning students' learning of Spanish, we identified seven categories. We found evidence that students had learned or acquired knowledge of the ABCs, numbers, colors, cultural information, and food and animal vocabulary (Table 3). The most salient category that showed evidence of student learning was in their ability to communicate in Spanish for greetings, during games, and when speaking to peers.

Table 3

References to Categories of Content Knowledge

Category	n
Communication	108
Numbers	61
Colors	51
Culture	46
Food	37
Animals	17
ABCs	16

Communication. Students, parents, and the pre-service teachers believed the students communicated in Spanish during greetings, games, and conversations (Table 4). These activities included communication in Spanish in the form of student to student, teacher to student(s), and student(s) to teacher. During these activities, the students and the teacher used Spanish, and English was avoided.

Table 4

References to Types of Communication Used During FLEX

Communication Type	n
Games	49
Greetings	37
Conversations	11

Games. The first category, games, was often cited during the student interviews to have assisted in the learning process. Certain second grade students named the Actividad Monstruo (Monster Drawing Activity) to be one of their favorite lessons. For this activity, Señorita Carmen asked her students to draw monsters and identify their body parts in Spanish. Carmen found the activity to be successful and shared it with her BGSU classmates in her online blog:

> While creating their monster, they had to label the body parts with how many of each, i.e. 4 brazos, 9 piernas, 5 ojos. After the monsters were finished, the groups presented their monster to the class and pointed out each body part. They really enjoyed this lesson because it involved a fun game where they got to get up out of their seats along with a chance to be creative and work in groups.

The second graders described the activity during the interview, "We drew a bunch of monsters…each pod had a monster…we were learning body parts."

The fourth graders also mentioned a variety of different games, including board games, Bingo, and a food identification game. Junior (grade 4) explained, "…[Señorita Teresa] lets us play games…she had us write down on the board and hold it up…and she let us play Spanish Bingo and that was really fun." And Julie (grade 4) mentioned, "I liked the little games [Señorita Teresa] did. My favorite game was when we had the boards and she'd hold

up the play food or she'd put it up on the board and you'd have to write it down and whoever got it first got a point." At both the second and fourth grade level, the use of games seemed to have had a positive impact on students' learning of Spanish.

Greetings and conversation. Students also mentioned greetings and conversation during interviews and showed the interviewers what they knew. Second grade students and parents noted that they learned Spanish expressions such as "Hola", "Buenos dias", "Gracias", "Como estas", and "Adios". Fourth graders' parents noted their children were able to greet one another, introduce themselves, and ask how one another were doing.

Numbers. Numbers were prevalent in all classes according to the student interviews and parent questionnaires. Most second and fourth grade students were able to count from one to 10. Seven out of eight second graders (Carmen's students) were able to count higher than 10, while five out of eight of them counted in two to three different languages (French, Spanish, and German). In analyzing the parent questionnaires, the researchers noticed that the parents might not have considered asking their children to count beyond 10, as only three students were noted to have done so.

Colors. According to the student interview and parent questionnaire data, students from both grades were able to remember an average of five different colors in Spanish, with a range of between one and 10 different colors. Some students also mentioned colors in other languages, especially in French, as a result of prior experience. The second grade students were able to remember more colors on average than the fourth grade students. This could be a result of a stronger emphasis on colors during instruction of the second graders. In addition, parents' data confirmed all but one second grader was able to name some colors. When asked if their child could recite any colors, only eight students' parents recorded specific colors on the questionnaire. One parent noted, "She remembers the rainbow."

Culture. According to the questionnaires from parents and pre-service teachers, as well as pre-service teacher blogs and student interviews, it seems that the pre-service teachers focused less on culture during instruction, as many students had very similar responses when asked what they could remember about Spanish or Spanish-speaking cultures. Carmen and Teresa mentioned the Day of the Dead, music, Feliz Navidad, Happy Birthday, and fiestas. Parents did not record much about culture on the questionnaires, citing the Day of the Dead, Cinco de Mayo, and fiestas. One cultural lesson that stood out to students was with Teresa, who worked with the fourth graders to make skulls for the Day of the Dead.

Alphabet, animals, and food. According to the student interviews and parent questionnaires, when it came to reciting the alphabet, students with prior experience, either from taking classes prior to the FLEX program or due to their heritage, seemed to have an advantage. These students were able to recite several letters. Students without prior experience struggled to mention even a couple of letters. There were only 17 instances where animals were discussed or named in Spanish, but it was still a common theme among the different classes. Richard (grade 2), mentioned in the interview, "If you go to Spain you can tell people you have a dog." He believed that it was useful that his teacher, Carmen, had taught him about animals so that he could discuss them with native speakers.

Teresa's fourth grade students mentioned in the interviews that they really enjoyed learning names of animals while playing Animal Bingo. Students were enthusiastic about lessons concerning food, but were not always specific about which foods they learned. Julie described Teresa's game when learning about food, " …like sometimes she'd put us in groups and we'd get boards and she's hold up a food [item] and we'd have to write it down on the board." And Junior (grade 4) also mentioned learning about food, "My favorite category she taught us about is food because I like to eat." Maddie (grade 4) described her favorite lesson, which involved both food and a game, "Food! She taught us like spaghetti and all the different foods…chicken and steak… she got these plastic foods out and she'd say the Spanish word and we'd have to hold it up." Maddie made a distinct connection between a topic that she enjoyed (food) and Teresa's teaching methods.

Discussion

In this section the research questions will be addressed according the results: (a) How does exploratory world language instruction (FLEX) affect children's attitudes about learning world languages and cultures? (b) How does exploratory world language instruction (FLEX) affect children's learning of a world language?

Similar to what other researchers have found, parents and students who participated in this study saw several benefits to studying world languages in elementary school (Barton, et al., 2009; Boyson et al., 2013; Chambless, 2003, 2005; Harkins, 2010). Like Chambless (2003, 2005) and Muñoz (2014) found, after having participated in the BGSU FLEX program for one or more years, students developed positive attitudes about learning new languages and different cultures. As with students who participated in the Discovering Lan-

guage programme in the United Kingdom and in primary schools in Barcelona, Spain, students expressed a desire to travel to places where the different languages they were learning, or wanted to learn, were spoken (Barton et al., 2009; Muñoz, 2014).

Students wanted to learn Spanish so they could communicate with other people and understand them so they could socialize with diverse people (Muñoz, 2014). Without anyone telling them, they desired the ability to function in authentic communicative settings by employing both linguistic and sociocultural knowledge in order to negotiate, express, and interpret meaning in the WL (Byrnes, 2008; Canale, 1983; Canale & Swain, 1980; Savignon, 1997). The WL instruction promoted intellectual development and curiosity, and pre-service teachers taught students to value people who spoke other languages and lived in other countries (Krebbs, 2012; Massa, 2011). Through the FLEX program, students were developing as global citizens who eventually may solve global problems by embracing diversity, understanding communities are interrelated and people must overcome boundaries and work with one another in order to promote peace and justice in the world (Smit, 2014).

Although the students did not experience a formal pre- and post-assessment for proficiency development, it can be claimed that the WL instruction during FLEX program affected student learning in a positive manner. Students thought learning Spanish was intellectually challenging, and they enjoyed participating in games, greetings, and conversations that the teachers facilitated, which Muñoz (2014) identified to be effective strategies to use when teaching world language. Unless promoted by the researchers, during interviews, students focused more on the pre-service teachers' methods of teaching than on what Spanish they learned during lessons. Like students in the Discovering Languages programme (Barton et al., 2009), students in this study consciously remembered certain words and expressions their teachers had taught them, even remembering prior learning from other FLEX experiences with BGSU pre-service teachers of other languages.

As occurs with most FLEX programs, Teresa and Carmen focused on teaching vocabulary and culture, but making substantial gains in proficiency was not a goal (Curtain & Dahlberg, 2016). Their syllabus was similar to what Barton et al. (2009) described teachers implementing during the Discovery Language programme including: numbers, colors, greetings, animals, and food. However, perhaps due to the fact that the teachers used communicative methods, including speaking Spanish to the students 90% or more of instructional time, students were able to produce numbers and colors during

interviews with the researchers and while parents responded to their questionnaires (Knell & Chi, 2012). By contextualizing language during games and communicative activities, students were able to recall certain greetings, conversations, and vocabulary when asked what they could reproduce during interviews and when parents answered questionnaires (Burke, 2006, 2010; Ellis, 1982, 1997; Savignon, 2002). Due to the fact that we interviewed students in a group setting, we can claim that they *learned* certain forms; however, students may not have *acquired* these forms where they produced them unconsciously (Krashen, 1981). In order to claim students developed proficiency, Krashen (1981) asserts students must be able to speak fluently and without thinking consciously about what they are saying.

Conclusion

Our findings support that students benefit from experiencing WL instruction earlier in elementary schools when students are naturally motivated, more open-minded, and cognitively challenged. The BGSU FLEX program seems to be impacting student learning and development of communicative competence, and potentially could be affecting the students' language proficiency in a positive manner if they continue studying languages when they are offered as part of the core curriculum in upper grades. However, although students' previous experiences with language learning were addressed in this study, we had insufficient data to determine the short-term impact of the FLEX program on the participant's development of Spanish proficiency. In future studies, employing a pre- and post-assessment would more clearly document development of students' WL proficiency during the time of the study. We also recommend future studies focus on the long-term effects of FLEX programs on students' attitudes about learning world languages and cultures as well as their proficiency development. Researchers also can investigate the difference in high school and college students' proficiency and attitudes for those who experienced FLEX and those who began WL study later in school, during middle school or high school. A direct comparison at various developmental stages between students who have experienced FLEX and those who have not would help various stakeholders understand the effects of FLEX programs on WL learners.

There is much research and advocacy needed if students are to experience effective WL instruction and achieve Advanced-level proficiencies by the time they graduate high school. If second and fourth grade Catholic elementary students can see the value in WL learning, Catholic schools

should consider partnering with Catholic or non-Catholic universities to provide this service to their students. The principals and teachers at the two Catholic schools in this study have been willing to participate in this partnership for the past several years, but not all schools are as willing, especially public schools which endure numerous testing mandates and accountability measures. Both principals in this study claimed that they would not be able to afford WL instruction in their schools. They appreciated this service-learning opportunity because their students were able to engage in language learning at no cost to them. BGSU and the elementary schools mutually benefited from the partnership: BGSU's students learned how to teach WL using the methods they had learned in their methods courses, and the elementary students' learned WL and culture during the school day. It is our hope that more universities—Catholic and non-Catholic—with a mission to serve the communities around them consider engaging in service-learning partnerships with Catholic elementary schools. By doing this more WL teacher candidates will gain experience in using communicative methods, and more Catholic elementary students will learn to open their minds and hearts to diverse languages, cultures, and people. Catholic school principals who lack financial resources to provide students with enrichment courses should consider contacting their local Catholic and non-Catholic universities for service-learning opportunities where both parties benefit from the partnership. Furthermore, since immersion language programs have been found to be more effective, perhaps Catholic elementary and secondary schools should consider using the immersion school model to attract Catholic parents to attend their schools. All educators have the ability to join one another at the Lord's table and engage students, light their fires, and change lives to improve the world to achieve social justice for all.

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Appendix A: Student Interview Questions

Background

1. Do you know any languages besides English? Which ones?
2. Do your parents speak to you or each other in any different languages? Which ones? A lot? A little?
3. Where were you born? Where were your parents born?
4. Have you ever spoken languages other than English at school? Where? When?
5. Have you ever been somewhere where people spoke different languages? Where? When?

Attitude

1. What do you think about learning [French, German, Spanish, etc.] lessons? What do you like about it? What do you not like about it? Do you still want to learn more? Why/Why not?
2. Would you like [pre-service teacher's name) to teach you more [French, German, Spanish, etc.]? Why/Why not? What do you want to still learn about?
3. Would you like to visit a place where people speak [French, German, Spanish, etc.]? Why/Why not? Where would you like to go [Canada, Africa, France, etc.]?
4. Would you like to learn new languages besides [French, German, Spanish, etc.]? Which ones? Why/Why not?
5. What do your parents think about you learning [French, German, Spanish, etc.]?
6. Have you liked learning [French, German, Spanish, etc.] with [pre-service teacher's name]? Why or why not? What was your favorite lesson?
7. What is your favorite part about learning [French, German, Spanish, etc.]? What is your least favorite part? Why?
8. Would you like other language teachers like me to come in and teach you? Why/Why not?
9. Do you think it is important to learn other languages? Why/why not?
10. Do your parents think it is important to learn other languages? Why/why not?

Learning

1. Did you know any [French, German, Spanish, etc.] before [pre-service teacher's name] started teaching you? What?
2. What [French, German, Spanish, etc.] have you learned from [pre-service teacher's name]?
3. Can you say your numbers 0-10 in [French, German, Spanish, etc.]?
4. Can you say the [French, German, Spanish, etc.] alphabet?
5. Can you say your colors in [French, German, Spanish, etc.]?
6. Can you greet me in [French, German, Spanish, etc.]?
7. Would you like to try to talk to me in [French, German, Spanish, etc.]?
8. What else can you say to me in [French, German, Spanish, etc.]?
9. What have you learned about [French, German, Spanish, etc.] culture?

Appendix B: Parent Questionnaire

Your name: _____

Your child's name: _____

Thank you for agreeing to be in my study. Please answer the following questions providing me with as much detail as you can. If you have any questions, please call me, XXX, at XXX or email me at XXX.

Background

1. Do you know any languages besides English? Which ones?
2. Do you speak with your child in any different languages? Which ones? A lot? A little?
3. Where was your child born? Where were you born?
4. Has your child ever spoken languages other than English at school? Where? When?
5. Have you and your child ever been somewhere where people spoke different languages? Where? When?

Attitude

1. Do you like that your child is learning [French, German, Spanish, etc.] at school? Why or why not?
2. Does your child like learning [French, German, Spanish, etc.] at school? What does s/he like about it? What does s/he not like about it?
3. Would your child like to learn more [French, German, Spanish, etc.]? Why/Why not? What does s/he want to still learn about?
4. Would your child like to visit a place where people speak [French, German, Spanish, etc.]? Why/Why not? Where would s/he like to go [Canada, Africa, France, etc.]?
5. Would your child like to learn new languages besides [French, German, Spanish, etc.]? Which ones? Why/Why not?
6. What [French, German, Spanish, etc.] lesson has your child talked about most and why? Did s/he like it? Why/why not?
7. Do you think it is important to learn other languages? Why/why not?
8. Do you think it is important for elementary students to learn world languages? Why or why not?

Learning

1. Did your child know any [French, German, Spanish, etc.] before [pre-service teacher's name] started teaching him/her this semester? If so, what?
2. What [French, German, Spanish, etc.] has your child learned from [pre-service teacher's name]?
3. Can your child say his/her numbers 0-10 in [French, German, Spanish, etc.]? Record what s/he remembers here:
4. Can your child say the [French, German, Spanish, etc.] alphabet? Record what s/he remembers here:
5. Can your child say the colors in [French, German, Spanish, etc.]? Record what s/he remembers here:
6. Can your child greet you in [French, German, Spanish, etc.]? Record what s/he remembers here:
7. What else did your child learn to say in [French, German, Spanish, etc.] this semester? Record what s/he remembers here:
8. What has your child learned about [French, German, Spanish, etc.] culture? Record what s/he remembers here:

Appendix C: Pre-Service Teacher Questionnaire

Your name: _____

Thank you for agreeing to be in my study. Please answer the following questions providing me with as much detail as you can. If you have any questions, please ask me in person, call me at XXX, or email me at XXX.

Background

1. At what school and what grade level did you teach this semester?
2. What content did you teach? Please list specific lessons, themes, etc.
3. What different methods did you use to teach the world language?
4. How often did you use the world language during your lessons and why?
5. How often did you use English during your lessons and why?
6. If you could, would you like to teach younger children world language again? Why or why not?
7. Do you believe it is important for pre-K/elementary students to learn world languages? Why or why not?

Your Students' Attitudes

1. Do you think your students enjoyed learning a world language? Why or why not?
2. Did any students stand out as particularly liking or disliking the experience? Please explain.
3. What do you think your students enjoyed most about learning a world language?
4. What do you think your students disliked most about learning a world language?
5. What do you think your students' favorite lesson was and why?
6. Do you believe that your students' attitudes about learning a world language have changed this semester? Why or why not? Explain.

Learning

1. What content do you believe your students have acquired and/or learned in [French, German, Spanish, etc.]?
2. What do you think your students can say, write, and/or read in [French, German, Spanish, etc.]?
3. What do you think your students remember about the [French, German, Spanish, etc.] culture you taught them?

Please write any additional comments here that you believe are important for me to know about regarding this study.