

PROFILES OF PROMISE:
STUDENTS WITH LEARNING DIFFERENCES PREPARE
FOR OPTIMAL FOREIGN LANGUAGE LEARNING

Ludmilla Ross Coven
Instructional Leadership Doctoral Program

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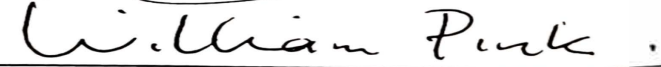

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of the requirements of
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ABSTRACT

Many secondary school counselors discourage students with diagnosed native language deficits from foreign language studies. They hold the unsubstantiated belief that these studies would jeopardize their hard-earned gains in native language learning. However, research disproves that position and, on the contrary, some writers actually advocate foreign language study to improve language learning and enhance cognitive strategies. Improvement occurs more readily when the instructor has the expertise to choose from a repertoire of teaching styles the one most compatible to the learning style of the student. With the full inclusion promised by the regular education initiative becoming a reality, I utilized my experience as a special educator to research, design, and team-teach a language enrichment course to prepare these “at risk” students for optimal foreign language learning.

This qualitative study records, interprets, and analyzes the impact of the language enrichment course, known as HOLA!, on two selected students as they experienced the course and progressed through their remaining years of high school. To accomplish these objectives, I did the following: I reviewed the students' academic histories; recorded their class experiences; tracked their progress after the course; interviewed them, their parents, and their teachers regarding their attitudes toward the program, their self-images as students, their awareness of their learning styles, and what they learned about the study of language. Analysis of their progress indicates that they did benefit from HOLA! in different ways, but the benefits common to both were two-fold: an awareness of the strategies needed to succeed in the foreign language class and the recognition of their need to be self-advocates in pursuit of optimal learning. Judging by their excellent grade reports, these abilities transferred to their other courses.

The study implies the need to prepare educators to match teaching styles to learning styles, to encourage school districts to articulate the curriculum for foreign language, and for special service providers to improve both delivery and communication as they affect the entire school community. These are critical concerns for those who strive to prepare all students to effectively utilize their abilities in an increasingly interdependent global community where everyone has become a neighbor to everyone else.

DEDICATION

*You cannot hope to build a better world without improving the individuals.
To that end each of us must work for his own improvement,
and at the same time share a general responsibility for all humanity,
our particular duty being to aid those to whom we think we can be most useful.*

Marie Curie

Beginning with the first erg of the multitude expended in this study, it has been dedicated to my students - "the imported," "locally grown," and "homegrown" varieties. As a lover of learning and a lifelong student, I could not have chosen more inspirational, challenging teachers. They bestowed me with awesome gifts. Even their smallest successes were treasures and their daily disappointments were never losses but golden opportunities to share further discoveries. Having spent a quarter of a century with students at levels ranging from pre-school to graduate school and in settings as varied as ivy-covered cloisters and crowded subways cars, I have always found a new and stimulating challenge in each case. I hope that somewhere in their worlds, my unforgettable teachers have encountered rewards similar to the gratification I derived from our mutual adventures.

ACKNOWLEDGEMENT

Ideals are like the stars you will not succeed in touching them with your hands, but you can choose them as your guide, and following them you reach your destiny.

Carl Schurz

There is no way that I can publicly acknowledge all the help I have received in bringing this study to fruition. I have promised to provide anonymity for the persons described in it as well as the school and community in which the study was conducted. I have used fictitious names and have endeavored in every conceivable way, short of adopting a pseudonym, to honor this obligation. Unfortunately, this precludes me from expressing in this text my deepest gratitude to the students and their families who were the subjects of the case studies and the dedicated colleagues who collaborated with me in the work that became the clay from which this study was molded. I hope that the end result merits the efforts and encouragement they extended to help me every step along the path toward my goal.

However, I can and most certainly do acknowledge the two men who initiated this phase of my academic career, unaware of the self-inflicted toll each would pay in patience and silent suffering. The first is my husband, Harry M. Coven, who actually believed that I needed to have as many letters after my name as he put before it, and that I could earn them while conducting "business as usual." The second is Robert Harth who "wears hats" as my director, friend, colleague, and mentor, and converted that collection into a "topper" when he consented to serve as co-chair extraordinaire of my dissertation committee. I doubt if either man had an inkling of the numerous and precious hours this endeavor would cost them. I suspect that my gratitude to them will only be exceeded by theirs to have this endeavor become a *fait accompli*: To that duo, I must add the other participants of the committee: Grete Roland, co-chair, and William T. Pink. Their insights, expertise and enthusiasm were readily and unstintingly offered.

The staffs of the community library, the high school's and university's libraries and computer labs must be praised for their heroic efforts in dealing with a technology illiterate in an age when some toddlers manage Hewlett-Packard as deftly as Fisher-Price. From the department heads to the part-time aides, each one deserves commendation. They must know that their tireless searches, expert guidance and patience during the many evenings I kept them overtime have been deeply appreciated and, evidently, were not in vain.

Colleagues - as near as the next desk and as far as England, Israel, and China - have been outstanding models of the scholar/practitioner I sought to become, and I will always be in their debt for significantly enhancing my pedagogic skills. Of course, my first and foremost teachers, my parents and grandparents, deserve the greatest homage. Their lessons have served me well: my immigrant grandparents struggled to establish themselves here to assure civil liberties for

their progeny; my father worked fervently on behalf of those less fortunate than ourselves; and - above all - my mother ardently and ceaselessly pursued knowledge to prepare for the uncertainties of the future. They taught me that a life without sharing and learning is a life not lived, and they truly are the brightest stars by which I guide my destiny. I am grateful that they were models for my children as well as for their own. When we have achievements based on theirs, we remember them.

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CHAPTER I

Statement of the Problem

*We cannot always build the future for our youth,
but we can build our youth for the future.*

Franklin Delano Roosevelt

Purpose of the Study

Traditionally, monolingual students with deficits in native language or other learning differences have been discouraged by their teachers, counselors, and/or parents from enrollment in foreign language classes. This is especially the case in secondary schools when foreign language study is not a graduation requirement. To overcome this deterrent to curriculum options, an innovative course, "HOLA!" (How to Optimize Language Acquisition!) was created to prepare these high school students for success should they be permitted equal access to foreign language learning. The purpose of this study is to record, interpret, and analyze the impact of this preparation on two of the students enrolled in this enrichment course intended to develop the skills needed for learning a foreign language. To achieve this, I will review the students' academic histories, report on their experiences in HOLA!, and their progress after HOLA! from the viewpoints of their parents, teachers, the researcher, and themselves in three major domains:

- 1.) their attitudes and behaviors toward the program and themselves as students,
- 2.) their awareness of their learning styles, and
- 3.) what they learned about the study of language.

A broad range of data will be analyzed and interpreted to understand the changes or developments that occur through their experiences in the HOLA! program.

I was made aware of the need for this study from my classroom experience as a diagnostic educator and my readings for a doctorate in the instructional leadership program. It was only natural to dovetail my work with students with my professional education in order to better service my students and imbue my studies with a pragmatic application that befits a scholar/practitioner. The data were collected from many sources: academic histories, psychological reports, classroom observations, questionnaires completed by students, parents, and teachers, interviews with students, parents, teachers, and consultants, the students' journals, and their grade reports. They will be examined and discussed from my viewpoint as the researcher, teacher, and observer. As an in-depth case study, this work will provide a lens through which others may view the implications of this study and relate them to the development and/or implementation of enrichment programs suitable to their circumstances by adopting features and goals similar to those of HOLA!. If this account in some small way serves as a model for the implementation of foreign language learning for students previously denied that opportunity, and/or prompts other educators to engage in qualitative research in their classrooms, it will have served its purpose.

Context of the Problem

The HOLA! course was first presented in the summer of 1990 in a suburban high school. Most parents of this school district expect their students to achieve their fullest academic potential regardless of learning differences, or any other factors that may inhibit their scholastic pursuits. As a diagnostic educator, I have maintained for years that students with deficits in their native language should be capable of learning a foreign language (FL), if they have the appropriate affect - that is, attitude and motivation. Also, students will need to be taught by methods compatible and/or adapted to their learning styles.

Educating students to "take their places in the world" has taken on new meaning since the traditional isolationism of the United States came to an abrupt halt when Pearl Harbor was attacked in December, 1941. Education for the world beyond school walls must now be considered literally in the fullest, comprehensive sense. This education must include the learning of a non-native language, an area of the curriculum which can no longer be considered merely as enrichment or relegated only to those engaged in scholarly research. Because modern science and technology have compacted time and space to make us neighbors to everyone on this earth, whatever happens in countries anywhere in the world vitally concerns the members of our society. The primitive sanitation systems of third-world African nations, the chemical waste of Swiss industry, and a nuclear accident in Chernobyl immediately affect our lives and of necessity make us our neighbor-brother's keepers. In order to communicate with our expanding multicultural family, it is essential to know not only the meaning of what they say, but also to appreciate the cultural context in which it is embedded - the "why" of what they think - that causes them to behave as they do (Fixman, 1989). Our global interests are not only to compete for world markets but also to protect the safety of the water we drink and even the air we breathe.

Most other nations have a geographic advantage over us in that they share borders or are small enough for their citizens to live in close proximity to other countries and need to know the languages of their foreign neighbors. Even if they do not grow up hearing and/or speaking more languages than their native tongue, they begin learning an appropriate foreign language (and perhaps two!) in the earliest years of their schooling. Once the risks have been taken to learn to communicate with another language system, it becomes easier to apply the learning process to additional languages and become multilingual (Jarvis, 1980).

Learning a foreign language must take its place as a fundamental component of an education that is geared to the fullest development of an individual's intellectual potential. It is one of the basic skills essential for most people in our society, whether they pursue livelihoods in human services, commerce, service industries, and even professions not yet realized (Hortas, 1984). Foreign language consultant Myriam Met predicts that "...second language proficiency may well be a social and occupational survival skill in many American communities tomorrow for the students we are educating today" (Met, 1988, p. 94). Knowledge of a foreign language can provide the platform from which the bilingual person perceives life experiences holistically, that is, to see individual events as a part of a broad, interrelated totality in a complex society (McMahon and Underwood, 1985).

The benefits of foreign language study are not language specific but pertain to the study of language in the abstract. Understanding how someone else communicates promotes newer and deeper insights into one's own language. Because thought processes are inseparably enmeshed with native language, such insights are only available from the perspective of another language system. Studies have shown that students of foreign language tend to rate higher on measures of vocabulary, reading, and comprehension than their classmates who have not studied another language (Met, 1991). In the process of learning at least one other language, they have had more opportunities to practice such metacognitive skills as formulating hypotheses, using all available information, tolerating ambiguity, determining relevance, and/or differentiating between unfounded and proven conclusions. For example, when deciding the meaning of a new word, one or several of these skills may be used (Jarvis, 1980). Mediated exercise of these skills hones and readies them for independent application to other areas of learning (e.g., literature, mathematics, science) and virtually any activity of daily life. That such strategies can be developed

in the classroom and transferred appropriately to pragmatic situations has been successfully demonstrated in the program entitled *Instrumental Enrichment* which was developed by the Swiss-trained psychologist Reuven Feuerstein (Harth, 1982). Although not all students have access to such programs, they should, at least, be afforded the opportunity to pragmatically develop these invaluable metacognitive skills whenever possible in the context of the curriculum.

Bilingual persons have greater educational, political, cultural, and economic opportunities. They have benefited from the experience of setting aside a more familiar system of thinking and communicating in order to learn a completely different system of coding the environment and expressing their thoughts (Chastain, 1980). In the process of acquiring a foreign language, Patricia Richard-Amato (1988) reports that students who learn through a communicative approach become accustomed to seeing a wider range of possibilities and are more flexible in their thinking. They are likely to have a more positive attitude and improved self-concept because they have accumulated more successful experiences. Consequently, they tend to be better able to deal with the uncertainties of a future that is in a constant state of flux.

Recent research published in this field points out that special needs students can learn a foreign language without detriment to their native language accomplishments (Curtain, 1983; Knop, 1990). In fact, as early as 1971, Harvard professor Dinklage (1971) noted that students with language deficits may enhance their understanding of their native language and even improve its use as they apply themselves to the learning of a foreign language.

What is it, then, that causes foreign language study to become just an undesirable encumbrance – an incomprehensible curriculum requirement students must endure with the hope of managing a minimal passing grade - rather than a valuable component enhancing the student's language development? Some teachers and students enjoy success while others in a similar milieu and under similar circumstances are frustrated by failure. What makes the difference and how can the difficulties experienced be minimized so that success may be attainable to all who engage in the process of foreign language learning? Obviously, as in all areas of the curriculum, student achievement in foreign language study is affected by the material that is presented, by the presenter, by the presentation format, and by the way students experience and process the presentations according to their individual learning styles.

In the process of examining the reasons for the propensity of students with learning differences to do poorly in foreign language classes and identifying the skills and attitudes needed to succeed, a variety of factors emerged for examination; analysis, and treatment. The administration and analytical evaluation of the Modern Language Aptitude Test (MLAT) (Carroll & Sapon, 1959), for example, highlighted not only the required skills and strategies affecting the learning of a foreign language, but it revealed some of the inhibiting weaknesses as well. The results of the testing were then reported and discussed with the students, their parents, and advisors. Through the years, these components were taken into consideration in developing the lessons for the benefit of my students. When the opportunity arose to develop these individualized lessons into a formal program, the lessons were categorized, arrayed on a continuum of difficulty, and arranged to provide a variety of activities that would maintain students' interest over a longer time. Thus HOLA! was conceived, presented, and continuously monitored, with the hope that it would prepare students for optimal learning in foreign language courses.

Emergent Issues

For the pedagogues and others who counsel the would-be foreign language students challenged by their learning styles and/or native language deficits, several significant issues arising from this study should be considered. The most basic is the recognition of the value of foreign language for intellectual development and access to expanded educational and vocational opportunities. A traditional and continuing issue is the obstruction to foreign language learning by the lack of knowledge of the variations and nuances of learning styles. The development of staff to select the appropriate methodology and successfully accommodate learning styles may be a difficult issue for some administrators to recognize but it is one that can no longer be ignored. That these

problems can be successfully managed with discrete diagnosis of learning aptitudes, creative curriculum design, and flexible implementation of appropriate methodologies has been shown in this and other educational settings. Finally, the focus of foreign language learning for students with special needs is only one aspect of an issue that penetrates almost every aspect of the regular educational program and affects not only these students, but also their classmates, their parents, and, most certainly, their teachers. These topics will be illuminated for the reader through the presentation of case studies of two HOLA! students with promise of success in learning a foreign language.

CHAPTER II

A Review of the Literature:

Students with Learning

Differences and Foreign

Language Learning

A mind is a terrible thing to waste.

United Negro College Fund, (1972 Campaign)

Introduction

Although there is much in foreign or second language learning research literature that pertains to bilingual education and general education as well, this study will be limited to the learning of foreign language by secondary school students. This will not preclude the mention of elementary school and college because it is often beneficial to have this information to put the high school years in the proper perspective.

Defining Language Terms

Writers in the foreign language field use the terms *second* and *foreign language*, *language acquisition*, *language learning*, and *target language* with connotations that reflect the knowledge gained from ongoing research and the changes in our society. The current meanings used in this work are given here. Target language (TL) is the language "targeted" for study. It may be a second language (L2) for the student or a foreign language (FL). To distinguish second language study from foreign language study, an authority on second language pedagogy, Patricia Richard-Amato (1988), defines foreign language as the target language in a country where it is *not the dominant* language. An example of a foreign language class would be a Japanese or German language class held in a school in the United States. The *target* language is considered a *second* language when it is the *dominant* language of the country in which it is being taught to non-natives, e.g., English would be a second language when it is the target language of lessons given in the United States for non-native speakers of English.

Other language researchers use *second language* and *foreign language* interchangeably (Ellis, 1985) and define second language as the language learned after native language is acquired. Rod Ellis (1985), of London's Ealing College of Higher Education, goes further describing *acquisition* as indicative of having acquired that body of knowledge needed for mastery of the target language, whether in an untutored ("naturalistic") or tutored ("classroom") situation. For the purpose of this study, any of the terms *foreign language learning* and/or *acquisition* or *second language learning* and/or *acquisition*, will refer to the study of a *target language that is not the student's native language*.

Foreign Language Teaching: Policy and Practice

In 1960, psychologist John B. Carroll, co-author of the Modern Language Aptitude Test (MLAT) (Carroll & Sapon, 1959) called for a research basis for an educational policy on foreign language teaching (Carroll, 1960). Albert R. Turner (1992), one of the founders of the Central States Conference on the Teaching of Foreign Languages in the sixties, stated in a recent interview that numerous attempts have been made to establish that basis but thirty-some years later, an enforceable, definitive policy has yet to be formulated due to the complexity

of the language learning process. The situation is complicated still further by the varied characteristics of the learner. The language learning process differs to some extent for every student and even differs for the same student from one teaching/learning situation to another. The formulator of such a policy would be overwhelmed trying to account for the vast number of permutations produced by these variables and would probably resolve the problem with a declaration of desirable goals and guidelines by which to reach them that would be both general and flexible. As Carroll (1960) points out, it would have to be left to the discretion of a well-versed teacher to decide which of the methods would be best suited to a particular student.

It is these differences that prompted Carroll to disagree with John B. Conant's (1959) position that FL courses should be reserved for the top fifteen percent of high school students. Carroll had observed from MLAT test results that there is a variability in language aptitude even among the most talented students. A Canadian researcher, Professor Marjorie Wesche (1982), corroborated Carroll in her 1976 comparative factor analyses of subtests of the, MLAT and L. L. Thurstone's Primary Mental Abilities Test (PMA) (1941). Wesche's studies with English-speaking Canadians revealed language learning abilities on the Carroll & Sapon instrument which are distinct from mental abilities measured by intelligence tests. She maintains that it is this differential that should be an important consideration in predicting foreign language learning. Language researcher Fred Genesee (1976) has been in agreement with this position regarding intelligence and foreign language learning since 1976. Taking into account such differences, Carroll (1963) was a pioneer in the advocacy of individualization of foreign language instruction (Bowers, 1973; Grittner, 1975; Reiss, 1983), but accommodation of teaching method to learning style is still the exception while the researchers pursue their quest to determine how first and second languages are learned and how one influences the learning of the other (Stern & Cummins, 1981).

An Overview of Foreign Language Methods

An overview of the methods and theories discussed here will refer briefly to the last century and go on to present the most well-known methods, providing a perspective on how far this area of the curriculum has progressed in providing foreign language instruction for all students.

The traditional grammar-based "Prussian" method, which prevailed from the middle of the nineteenth to the middle of the twentieth century, taught rules and their applications in the attempt to produce students who could read and write the target language. Richard-Amato (1988) describes a typical grammar lesson presenting strings of unrelated sentences (with a vocabulary often beyond the range of the student's ability and/or interest) to illustrate the new rule. Instruction was always given in the first language (L1), the lessons were grammatically sequenced, and students' work was expected to be without error. Oral expression in the target language was seldom practiced and individualization was not known to be considered as an option.

During the Second World War the need for translators in the military gave impetus to a more oral approach known as the audiolingual method (ALM). It gained popularity as a means for teaching English as a foreign language but never overcame the goals of reading and literature locked into the curriculum (Grittner, 1975). The process involved carefully ordered dialogues in the target language which were orally presented as drills to be mimicked and memorized ("mic-mem"). Rules were presented but not often explained. Unlike its predecessor, the Prussian method, ALM subordinated reading and writing skills to listening and speaking, but neither the grammar-based nor the audiolingual method allowed for the production of creative language. Newly developed language laboratories were developed to facilitate the perfection of pronunciation. This method often produced impractical learning, similar to that in an anecdote related by a junior high school principal at a township symposium for his district's foreign language teachers (Amos, 1990). In the sixties, Mr. Amos recalled, the ALM was used to prepare him and other Peace Corps volunteers for work in Ethiopia. What he learned is as useful to him today as it was then. For example, the one sentence still remembered translates, "How much are your eggs?"

Also, in the sixties, cognitive approaches came into use. These were highly structured and focused on analysis of the structure of the target language, phoneme by phoneme and rule by rule. Various subskills in reading, listening, speaking, and writing had to be learned before the student could engage in meaningful communication. It did permit the use of creative language at a higher level than allowed by previous methods but the emphasis on a perfect performance from the onset tended to stifle rather than stimulate its production.

The direct method, known today as the Berlitz, is based on the mid-nineteenth century "natural method" of Sauveur and promoted by a French countryman, deSauze (Richard-Amato, 1988). Although it employed a type of "immersion" approach by engaging the students in question and answer dialogues, the topic was usually the grammar of the target language and was seldom relevant to student interest or need.

Psycholinguist Noam Chomsky's innovative proposal of the existence of a language organ, which he termed a "language acquisition device" (LAD), received considerable attention in the 70's. This was not a method but a theory regarding the process of language learning (Chomsky, 1971). In a later magazine interview with science journalist and psychologist J. Gliedman (1983), Chomsky restated his belief in the existence of a language organ and its ability to interact with early experience. Following this interaction, the language organ matures into the grammar of the child's language, whichever language happens to be dominant in the child's environment, and that knowledge is then encoded in that specific language. Chomsky's theory proposed that language is not made in the framework of association-imitation-reinforcement but develops naturally in its appropriate external environment. Eminent researchers (Bruner, 1978; Richard-Amato, 1988) agree that the most significant contribution of Chomsky's work to linguistics is that it gave impetus to the development of naturalistic methods and liberated language education from the yoke of Skinnerian behaviorism.

Critics of Chomsky felt that his model failed to award sufficient importance to the role of societal aspects of language development. One of those critics, Wilkins (1978), developed his notional-functional syllabus to present the target language content as the native speaker would use it in natural communication. Some educators favored the use of this type of syllabus to present language in social context rather than the traditional structural syllabus which presented the language as units of grammar, formal terms, and so forth. However, English linguist H. G. Widdowson (1979) and other progressive educators cautioned the use of any one method to the exclusion of all others. The notional syllabus, in their view, was best employed to help students communicate the knowledge they already have, filling the communication gaps in the student's repertoire. Another criticism of the notional syllabus was that it did little more than the direct and other early cognitive approaches to provide strategies and foster their use in language production for creative discourse.

Psychologist Carroll (1963) decried the methods that focused on reading before oral communication with a strong reliance on drill exercises. He believed that even if the learner's goal was only a reading knowledge of a second language, it was necessary to first learn the spoken language in order to understand the context that colors the meaning of those writings. University of Indiana Professor Lorraine Strasheim (1972) agreed that the study of the target culture is of equal importance to the study of its language. She supported the view that the cultural aspect is required to make the language viable and relevant. The individualization of foreign language instruction is the means by which this goal is best realized. In accordance with these notable linguists and psychologists, Wilga Rivers (1971), foreign language teacher educator at the University of Illinois, stressed that individualization is not so much a method as it is the provision of a learning environment which is learner centered. Computer assisted instruction, programmed materials, and texts may or may not be used, but there must be a basic structured curriculum through which the teacher guides beginning students in accordance with their individual needs and interests. It includes an evaluation of the student in an ongoing and continuous feedback process. This is needed to maintain the relevance of the instruction and the motivation of the student. In essence, this form of evaluation monitors the learning accomplished in the foreign language classroom.

Compatible with the learner-centered classroom is language researcher Stephen Krashen's (1982) advocacy of the Natural Approach (TNA) which emphasizes the use of comprehensible input. Terrell and Krashen

(1983) have developed this approach to parallel second language acquisition with first language acquisition (FLA). Under the guidance of a creative leader, opportunities for input could arise from activities which might include other methods, such as the Total Physical Response (TPR). TPR techniques were originated by James Asher (Asher, Kasudo, and de la Torre, 1974) for the purpose of connecting speech to action in meaningful contexts, which adds a kinesthetic component. Students first respond physically to oral commands, keeping silent until speech emerges naturally. Lesson content may focus on food, parts of the body, art, classroom objects, and so forth.

Of the four facets of second language learning - speaking, listening, reading, and writing - the most crucial is speaking. In the Natural Approach (TNA) to language learning, the initial emphasis is on the teacher's oral communication arising from natural situations that would occur in much the same fashion that first language was acquired (Krashen, 1983). The presenter/teacher of the Totally Natural Approach provides comprehensible input using primarily the target language and gestures. TNA recognizes that the student must pass through a silent period and allows ample time to observe and comprehend the "communicate." Before long, the student begins responding with a word or two, increasing to phrases, and then to sentences, and most importantly during this process, the teacher abstains from correction except to ascertain meaning. Use of this non-critical and natural mode to communicate topics of interest to students tends to avoid inhibiting factors and stimulates comprehension. With the communicative approach, activities may take the form of intramural excursions, local field trips, and relevant guest speakers. The communicative approach, or Communicative Language Teaching (CLT), offers opportunities for students to exchange ideas since the emphasis is on interaction and negotiation for meaning (Richard and Rogers, 1986). Students also learn to appreciate and respect each other's opinions and value individual differences. The competition in this classroom would not be among peers but rather turned inward as each learner strives for a "personal best" (Kohn, 1986; Vygotsky, 1978).

Toward the goal of a common measure of proficiency for foreign language learning the American Council on the Teaching of Foreign Languages (ACTFL) published *ACTFL Proficiency Guidelines* (1986) which provide direction for educators seeking to prepare their students with a functional second language (Byrnes, et al, 1986; Met, 1988). The Guidelines serve to reinforce appropriate use of cultural and social functional aspects of language. The Guidelines are not intended as a year-by-year curriculum nor are they equated with the number of years of instruction, but they do provide an approximation of communicative competency at successive stages of achievement from "novice low" to "superior."

No survey of methods would be complete without mention of the immersion model. Helena Anderson Curtain (1986), language specialist for the Milwaukee Public Schools, defines immersion as instruction in which, for at least half the school day, the target language is the *medium* for presenting the usual curricular activities rather than one of its *objectives*. The practice of immersion is understandably more prevalent in elementary settings where the subject matter doesn't require as many different specially trained teachers. Myriam Met (1991), Foreign Language Coordinator for the Montgomery County (MD) Public Schools, writes that the number of elementary schools adding foreign language instruction to their curricula is increasing exponentially and the trend is toward immersion programs. Met points out that children who have had a foreign language in an immersion setting do better on measures of cognitive functioning than their monolingual peers, and they score even higher on standardized achievement tests even though the subjects tested were *learned in a foreign language*. The early introduction to foreign language in the immersion classroom at a time when children are less self-conscious permits the development of more oral language without concern for the errors that occur as naturally in the target language as they do in native language. Of course, this model is not widely practiced and is quite individualistic, varying from district to district and even from school to school. The goal of Curtain's program was bilingualism and geared to monolingual, English-speaking students. The greatest benefits from a consistent, well planned immersion program would accrue to a student population that enjoys relative stability in a school dedicated to the consistent application of immersion principles and methods.

Curtain (1986) advocates initiation of total immersion at any grade level, even as late as the secondary and post-secondary school years. In the early grades, all conversation and instruction in the total immersion classroom will be provided in the target language. Emphasis will be on the activity and not on the language and, initially, the students communicate with each other and address the teacher in English, while the teacher, a native or near-native speaker, responds in the target language. After two or three years, students begin formal language arts instruction in their native language and by the middle grades, curriculum, presentations will be balanced between the native and target languages. An important feature is that reading begins with already mastered oral language in the target language. Reading and other language arts skills acquired in the target language are later transferred to native language. The advantages of immersion are functional proficiency and, of course, mastery of the curriculum content taught in the second language (Glissan & Fall, 1991; Met, 1991). Some of the disadvantages of immersion are the student's deficiency in more advanced grammatical skills to express more complex thoughts in the target language. Their target language vocabulary is not like that of a native speaker. Linguists Swain, Lapkin, and Barik (1976) did not find this surprising because the students' primary contact with a native speaker is their teacher.

Although there have been commendable achievements resulting from total immersion programs which may have been started as early as kindergarten, the best time to introduce foreign language to students continues to be a controversial topic. Many researchers have found that the advantage of an early start was soon overcome by students who started their instruction at a more advanced grade. Strasheim (1981) believes that the six to eight years of language instruction needed to attain the proficiency level need not begin earlier than the fourth grade. Other notable researchers, Krashen, Long, and Scarcella (1979) conducted studies that highlight the ability of middle school students to reach the attainment level of their schoolmates who were "immersed" several years ahead of them. This occurs because the older students have the maturity to be motivated and have acquired the learning strategies necessary to learn more effectively. Grittner (1981) believes that even seventh or eighth grade is soon enough to begin foreign language learning. H. H. Stern and Jim Cummins (1981) attribute the quality of second language achievement among their tenth and twelfth grade Canadian students to their willingness to take risks, a vital component in language learning. This does not necessarily mean that it is best to start foreign language study at the tenth grade (about age fifteen in the United State) but it does indicate that a student as old as fifteen can start foreign language study and still attain communicative competency. The main advantages of an early start are the ease with which the target language is learned, and the few extra years of increased opportunity to apply to other tasks (both academic and non-academic) the enhanced mental facility developed by foreign language learning.

Fear of Failure Limits Foreign Language Learning

The traditional notion that foreign language study is just for the so called "academic elite" is so firmly entrenched in our educational system that it is difficult to dislodge (Conant, 1959). Not only does this view deny students with language deficits the opportunity to learn a foreign language, it inhibits the fullest development of the potential learning capacity of many capable students. After surveying a few of the numerous methods of foreign language instruction, I believe that where there is a will to learn a second language, a way should be found to adjust teaching style to match the various learning styles in the classroom (Logan, 1979). Too few foreign language educators have the time, training, and/or the interest in conducting an evaluation of the learner so that the most appropriate instructional method or combination of methods might be selected. It has been shown that in non-tracked classrooms where students with varying levels of learning aptitude are presented with appropriately individualized instruction, all students profit from the individualized challenge (Kohn, 1986; Oakes, 1988).

Foreign language educator Gerald Logan (1972) reminded us that learning has always been a highly individualized process, but twenty years later foreign language teaching continues in too many educational

settings as if "one size fits all." In these instances, consequently, only the students who are able to learn by the presented method, survive this mode of teaching. Those whose learning styles differ from the standard presentation, seldom attempt to enroll in language courses. Therefore, the declared "one size *does* fit all" because only those students whose learning styles matched or adapted to the presentation offered in the traditional foreign language classroom survived to become the well-fitted "all."

More foreign language teachers should heed the advice of mentors like Wilga Rivers (1976), Frank Grittner (1981), and Lorraine Strasheim (1981) and professional association leaders Papalia (1985), McMahon and Underwood (1985) to prepare themselves for using diversified methods as the regular education initiative is effectuated and other inevitable changes in our society occur. During the last decade, the business world and other sectors of our society awakened to the need for trained linguists. Foreign language educators have been seeking government support to meet the cost of that expanding need, but they find it difficult to justify spending money on the small percentages of students enrolled in foreign language courses. This predicament might parody a well-known lyric of that era, "Where have all the students gone?" To reverse the trend and augment foreign language course enrollments, Candace Sullivan (1988), Director of Research for the National Association of School Boards of Education, called upon state boards to require foreign language study in the schools.

More than a decade has passed, and enrollments are still lagging. Susan Grier (1993), president of the National Council of State Supervisors of Foreign Languages, encourages foreign language teachers to network with teachers in other content areas to build interdisciplinary connections in the curriculum to emphasize the relevance of second language to every aspect of life in our "telescoped" world. This situation should improve dramatically now that the U.S. Department of Education has officially declared that by the year 2000, students leaving grades four, eight, and twelve must have demonstrated competency in a foreign language (Bulletin of the Office of Educational Research and Improvement, 1993). It would behoove those administrators and directors who favor increased foreign language enrollments to officially decree staff development programs. Thus prepared for successful individualized teaching, foreign language teachers could augment enrollments by opening the doors to welcome the heretofore excluded "at risk" students into their classrooms.

Post-Secondary Accommodations for Special Needs

Since the 1975 passage of Public Law 94-142 mandated appropriate public education for students with special needs, more and more students with learning differences were completing their secondary education and going on to higher learning. The time had come for the mainstream foreign language instructor to extend a long overdue welcome to the student with learning differences and accommodate those differences rather than ignore them.

Many students with learning differences completed their secondary school coursework without the advantages of foreign language learning. I was one of the special educators and language specialists who disagreed with the common misconception that students with native language deficits are incapable of success in second language learning (Coven, 1992; Myer and Ganschow, 1988). Since the majority of states do not have foreign language among their secondary school graduation requirements, many young people in these states are discouraged from enrolling in foreign language courses.

Those high school graduates with learning differences who wish to pursue higher learning find their choice of institutions limited by requiring a foreign language at the high school level and/or as a requirement in the intended field of study. For many years, the alternatives facing college-bound students were "non-solutions," such as choosing a school that didn't have a foreign language requirement or changing to a curriculum without a foreign language component, regardless of interest and/or aptitude. Of course, these choices depended upon admission that didn't require foreign language on the high school transcript. With the recognition of learning differences as an inhibitor of foreign language learning (Brown, 1972; Dinklage, 1978), it was sometimes possible to have the

prerequisite of secondary school foreign language waived and also petition for a waiver of required foreign language courses at the college.

More recently, some progressive institutions such as Boston University, Ohio State University, and the University of Pennsylvania, have initiated programs to help students with this problem (DeMuth and Smith, 1987; Freed, 1987; Gajar, 1987). They offer evaluation, counseling, and/or diagnostic testing to determine and, when possible, eliminate the cause/s of the student's failure to learn a foreign language. Remediation may be undertaken and/or compensatory strategies developed to overcome the obstacles encountered in learning a foreign language by traditional methods. Students at Ohio State may enroll in a foreign language course with extra tutorial help from the instructor and/or a special educator (Ancona, 1982; Block and Burke, 1990; Ganschow and Sparks, 1990). With permission of the class instructor, a special educator attends the course sessions in which the student needs intervention and then meets with the student to discuss strategies for learning the material. However, this plan had not been extended to include foreign language classes at the time it was presented by special educators Block and Burke at the 1990 conference of the Association on Handicapped Student Services in Post-secondary Education.

At some schools, where individualized foreign language instruction is unavailable to meet the students' needs, the required foreign language coursework is replaced with substantive courses which are in some way related to foreign language studies. These may include courses in foreign cultures, foreign literature, and/or semantics. In this way, the students may gain some of the auxiliary benefits of actual foreign language study.

Wilcox and Wilcox (1991) note that the study of American Sign Language is gaining acceptance as a fulfillment of the foreign language requirement in some schools. This is true not only for students with a hearing loss and/or other learning differences, but includes those students who, for a variety of reasons, may wish to learn this form of communication.

The optimal situation would be the one described by DeMuth and Smith (1987) in which the curriculum is individualized to accommodate the student's special needs. This situation should be the rule rather than the exception at every level of education to prevent the occurrence of problems in the first place. Implementation of individualized instruction fares better with smaller classes of not more than twenty students. Considering that a student needs to practice the language being learned, two individualized minutes of attention per student can hardly be considered an extravagance: This and several other interventions reported here are not only applicable but imperative for the secondary level (Visiting Committee Report, 1992) but, unfortunately, they are usually considered too costly for public school budgets. The long-range view appears to indicate that the proverbial "ounce of prevention" would certainly be more economical in these situations than "the pound of cure."

Students with Learning Differences Prepare for Optimal Foreign Language Learning

Many researchers have published work establishing that it is possible for students with learning differences to succeed in learning a second language (Bilyeu, 1982; Curtain, 1986; Ganschow, Myer and Kroger, 1989; Myer and Ganschow, 1982; Reiss, 1981; Sparks, Ganschow, Kenneweg, and Miller, 1991; Trites, 1983; Woodruff, 1986). Inhibiting differences noted by Barnett and Webb (1985) in the foreign language classroom may include social/emotional problems, attention deficits, neurological impairment, and/or the lack of native language skills. Skill deficits may include reading, writing, grammar, vocabulary, handwriting, and/or spelling. Compensatory techniques and strategies for learning a foreign language and other subjects as well, will be needed for any person with these differences who plans to enjoy a productive life, whether academic or non-academic (Cohen, 1983; Dinklage' 1971-, Gajar, 1987; Wittrock, 1987).

On the other "teacher-side" of the foreign language coin, M. S. Lilly (1989) notes that school administrators moving toward fuller implementation of the Regular Education Initiative (REI) are endorsing the fine tuning of teaching strategies to accommodate diverse learning styles. Renowned educators John Goodlad and Jeannie Oakes (1988) remind us to consider the interaction of the personality factors of both student and teacher. The combination of teacher variables, numerous instructional methods, learner variables - both cognitive and affective - and environmental factors present quite a challenge to the facilitator attempting to promote a productive, harmonious learning situation. Having addressed the issues of instruction methods and their implementation, attention will be directed to the prospective student of foreign language.

John Haycraft (1983) reported on a "pre-beginner" course he designed to facilitate foreign and second language learning for adults in London. Haycraft chose factors crucial to language learning and presented them to his class of diverse students. His work demonstrated that students' chances for success in learning a foreign language were enhanced by the prior knowledge of the types of activities, study strategies, and attitudes that could be expected in the formal presentation of foreign and second language courses. Haycraft noted that this preparation prevented students transferring bad habits and/or negative attitudes from previous learning experiences to their current language learning. The components for Haycraft's pre-beginner course included an *outline* of what to expect in the course; an awareness of foreign language learning *benefits*; a discussion of foreign language *study strategies* and how they differ from other areas of study; a description of the *structure, vocabulary, and pronunciation* of the target language; an explanation of the need to *relax inhibitions* as a means to improving oral production; and a *presentation of the text*- how it will be used and at what rate.

The Haycraft components correlated with the needs I had come to know in the adolescent with native language deficits. They, too, as pre-beginners need an *outline* and a daily plan of what to expect in the course; an awareness of the many *benefits* of foreign language study; *strategies* for learning foreign language and how to apply them; a description of the *structure, vocabulary, and pronunciation* of the target language; understanding the need to improve oral expression by *relaxing the inhibitions* to take risks, to tolerate ambiguity, to disregard errors in speaking, to learn from mistakes, not to require perfection; and a *presentation of the text*- how it will be presented and how to use it as a learning tool.

Inspired by the Haycraft program and based on my professional research, I designed a curriculum similar in content to Haycraft's but geared to the interests, needs, and goals of the adolescent with native language deficits. My experience in diagnostic evaluation (Carroll and Sapon, 1959; Cohen, 1983; Gajar, 1987) permitted me to select those aptitudes in each student that needed development. Further investigation (Bilyeu, 1982; Knop, 1990) and observations in foreign language classrooms provided the strategies and methods to create activities in harmony with individual learning styles. The lessons I prepared were implemented on an informal basis to my students and later, under the auspices of the state grant, they were augmented and incorporated in a more formal presentation as the HOLA! language enrichment course.

The literature reveals that an increasing number of language educators and researchers in psycholinguistics are advocating foreign language learning for all students by the appropriate method. They believe that foreign language study can impact favorably on native language learning, learning strategies, self-esteem, and other academic and emotional attributes. Foreign language learning is a necessity that can no longer be denied the student whose learning style is at variance with those of the majority.

CHAPTER III

Methodology

If you think education is expensive, try ignorance.

Derek Bok, (Harvard President, 1971- 1991)

The Case Study in Qualitative Research

It has been said that one cannot step into the same river twice and so too, one cannot repeat HOLA! or any other experience. Every experience changes us and, whatever we encounter, even if it repeats a previous act, is happening to a new and unique person. HOLA! is unique as a native language enrichment program to prepare high schoolers for successful foreign language learning. The community of students for whom it was designed is unique and the variations in their exceptional learning styles were considered as the curriculum format and content were tailored to their individual needs, formatively evaluated, and appropriately modified. The teacher who presents it is unique and every lesson, no matter how often it has been implemented previously, is unique. It is *intended* to be individualized and that is what makes it a valuable innovation in the education of students "at risk" in foreign language study. There is no reason to repeat or duplicate everything that occurred during the course of HOLA!. The pattern set forth in the HOLA! plan is intended to creatively fashion a new HOLA! for those needing an enriched language base to enhance further language learning.

The HOLA! sessions of 1990, 1991, and 1992 differed from each other and were perceived as a different entity to each of its participants, teacher or student, and observers. HOLA! will exist only in what the viewer has perceived and recorded either physically or mentally. *Difference* is what HOLA! is all about and *difference* is what makes it *possible* to pursue similar objectives and fine tune them to the students' needs within the parameters of the HOLA! philosophy. Because the HOLA! program is based on differences, those differences should be *identified* and *accommodated* to achieve results true to the goals of the HOLA! program.

Qualitative research in general, and the case study in particular, are directed toward a better understanding of the interpretations and meanings people give to their environments and the people in it which, hopefully, will enhance the future progress of its field of study. In this instance, that field is education - education made special by its flexible application to the individual needs of those it serves. Qualitative research is a term generally used to describe participant/observer research -wherein the inquirer enters the lives of the persons and the situations being investigated as fully and naturally as possible. It takes place over a specific time, sufficient in length to make whatever observations are necessary to capture the essence of a set of circumstances in order that a comprehensive, detailed analysis of that situation can be made (Stainback and Stainback, 1988).

The study was initiated in order to understand more about a teacher designed language enrichment program for high school students with native language deficits who were candidates for foreign language courses. HOLA! was conceived by the researcher and adapted to the needs of its students with the intent of furthering their progress in a particular area of the curriculum, foreign language, and education in general. A second objective of this study is to explore in what ways our understanding of the HOLA! program may be used to benefit other students seeking improvement in learning both native and foreign languages in educational settings.

The case study method has been chosen because it lends itself to the investigation of a contemporary event as it impacts individuals whose actions and interactions are beyond the control of the researcher (Yin, 1988). Although I developed the framework of the program, coordinated its design, and presented its curriculum, it was not presented to laboratory animals but to human beings with wills free to make individual and independent

responses. My role during the presentation of HOLA! was that of a facilitator/mediator. Therefore, once the wheels were set in motion, I could do no more than make the formative evaluations and the minor adjustments they indicated to keep the program on track. My observations of its progress, as well as observations made by colleagues, the students and their parents, were carefully recorded in journals, on audio- and videotape, and film. Additional data were garnered from interviews, questionnaires, school records, library research, and classroom visits in an attempt to select the relevant data that would fully represent HOLA! to the reader.

The case study methodology, therefore, is best to explore the breadth of HOLA! through the perspectives of the teacher/researcher, students, and parents. According to Donmoyer (in Eisner and Peshkin, 1990),

There is a structural equivalence between narrative and real-world experience. Both unfold in time; both can have multiple things happening simultaneously. Both integrate thought and feeling (p. 192).

It is this integration that enables a case study to provide the reader with access to how HOLA! was experienced by its participants. In addition, whether or not the reader actually had the opportunity to observe HOLA!, the case study will provide an opportunity to experience HOLA! from a variety of perspectives through lenses provided by the researcher, students, and parents. Ultimately, however, the view of HOLA! is shaped by each reader who interprets it in terms of individual experience.

An insightful teacher knows that all students have special needs and learn more efficiently when the instruction is coordinated with their learning styles and made relevant to their interests (Ellis, 1986; Oxford, 1989; Richard-Amato, 1988; Wesche, Edwards, and Wells, 1982). Professor Nunan (1990) of the National Centre for English Language Teaching and Research in Sydney (NSW) has pointed out the need for "counterbalancing" the narrow research in second language that focuses on input and interaction as if it occurred in a social vacuum. Nunan advocates naturalistic study in the language classroom:

that takes cognizance of social and interpersonal variables and their effects on the language that learners use and learn (p. 2).

Hopefully, this study will make a meaningful contribution to this area of research and also lead to the further development of a curriculum adapted to optimize achievement for students at risk in the learning of foreign languages.

It has been argued that the case study method is most useful in finding the answers to *how*, *why*, and *if so, what then* questions when the explorer/researcher is the participant in the real life events occurring contemporaneously within the context of the research (Yin, 19a7). Because of HOLA!'s experimental and creative nature and specialty of its students, the case study is ideally suited as a means to enter these separate but overlapping milieux. Just as we must know everything about a person - e.g., values, goals, character traits - to really have an understanding of what makes that person function, so, too, HOLA! can only be understood when it is viewed from a variety of angles and perspectives. This will be accomplished by the analysis of direct quotations of the participants, results of surveys, interviews, tests, grade reports, samples of HOLA! materials, and a description of the community in which the program transpired.

Another advantage of a case study presentation, Donmoyer (1990) notes, is the opportunity to screen out aspects of direct experience that may be threatening to readers. Those who might be resistant to the accommodation of new ideas or analysis of phenomena in their own work, may be less discomforted when the initial encounter with the concept occurs in another milieu - a psychologically safer vantage point.

Selection of Students for Case Studies

This research was done with the informed consent of the participants and the administration of the school in which it was conducted. However, to safeguard the privacy of the individuals portrayed, it is necessary not only to give them fictitious names but also to "relocate" the environment in which it occurs.

The two students selected to be the subjects of intensive, in-depth case studies will be presented as a narrative intended to provide the reader with the vicarious experience of participating in HOLA! as a student. It is possible that readers may discover in this presentation diverse and diverging concepts to investigate that I may not have delineated. Further investigation may lead them to reshape existing methods or devise new methods and strategies that may be implemented to promote and enhance their own objectives (Connelly and Clandinin, 1990). I see this as an additional reason for presenting such case study data. I invite the reader to "walk a HOLA! mile in these shoes."

There are several reasons for choosing one male student, Steven, and one female, Patti - two of the seven sophomores in the 1991 session of HOLA! - to be the subjects of this study. First, I chose Patti and Steven because, as sophomores, they had already accomplished the transition to high school. That adjustment - or lack thereof - might have been a contaminating factor had I chosen any of the three HOLA! freshmen.

Second, I learned that their family relationships were harmonious and stable. I also observed that these parents understood and supported the objectives of HOLA!, appreciated the research that went into its development, and were actively involved in the education of their offspring. Therefore, it seemed to me that each set of parents would allow their child to be a subject in my study and be sufficiently patient and amenable to cooperating with my inquiries over an extended time.

Third, both students had been denied previous opportunities in both junior and senior high schools to study a foreign language because they had academic histories of native language learning difficulties. Patti and Steven were recipients of special services to ameliorate and/or accommodate their respective differences since the primary grades.

Finally, both students had well deserved reputations for sustained motivation and self-advocacy. They were eager to prepare themselves for successful foreign language learning.

Reflecting on the selections I made, I am more than satisfied with my decisions. Although each of the HOLA! students would have presented a unique and challenging case study, there were no other students who would have been as comfortable with this process. Nor can I be sure if other parents would have permitted the investigations I conducted into the students' academic and family histories and given so generously of their time for several interviews and conferences.

By the time this project is completed, both students will be graduating or have just graduated from Logan Township High School. They have consistently applied themselves to their studies and made excellent progress, going farther and deeper into academics than either they or their parents and junior high school teachers expected. They have every reason to be proud of their growth and achievements.

The Researcher/Teacher/Observer

I bring to this project more than twenty years of experience as a diagnostic educator with a background in psychoeducational evaluation and case writing, prescriptive teaching, and counseling. As the primary author and inaugural co-teacher of the HOLA! course; as well as the author of this naturalistic study, my motives for portraying the essence of HOLA! with all the lucidity and authenticity it deserves are exceptionally strong. This motivation,

along with the advantage of my unique position, allows me to present HOLA! in an elaborately detailed narrative with a depth of insight and breadth of several perspectives - my own as well as those of the students and their parents. This is the optimal condition to fulfill the purpose of my investigation- the *verstehen*, the interpretive understanding of this particular situation (Smith, 1983).

Through my unique lens I will review and interpret the data generated by HOLA! as I seek connections and understandings within its episodes in order to inductively extract the themes of its enactment (Richardson, 1980). In addition, I shall examine the pertinent factors that contributed to my attainment of this vantage point. Aspects of my life as a career teacher, a life-long student, and the person I have become through the years will be discussed as they are and brought into sharp focus during the evolution of this study.

It is difficult to separate myself from HOLA! because its *raison d'etre* is in large part a means I designed to reach the goal of enhanced learning of foreign languages for students with native language deficits. I have enjoyed a very close relationship with many of those students. For some, I have been the manager of their Individual Education Programs. In that role, I was more than an instructor: I was counselor, mentor, advocate, ombudsman, and friend. When I first conceived the notion of a language enrichment course to optimize their ability to learn a foreign language, the administration rejected my proposal to formally implement it. Nonetheless, I proceeded to enrich the students with some components of HOLA! on an individual, informal basis as circumstances permitted. All the while, I watched for another chance to reactivate the proposal and bring it to fruition. Consequently, I was ready when "opportunity knocked" in the form of the grant committee's invitation to help them fulfill their mission which so perfectly dovetailed with mine.

I collaborated with a teacher of modern languages in presenting the inaugural HOLA! with an enrollment of twenty-six students. I first worked with him when he volunteered to teach our developmentally disabled students conversational French, including a folk song for them to perform at our annual Special Olympics banquet. I also had occasion to informally observe him conducting classes in the language lab when I went there to duplicate audio cassettes on the high-speed copier for my students. In one situation, several students were performing a skit in the target language and their fluency was spellbinding. I stayed until class ended to ask him how long these obviously advanced students had worked on this project. To my amazement, he told me these were second year students in the "average" two-level class and had devoted only one class period to the preparation. Needless to say, I was favorably impressed and subsequently pleased to work with him and other colleagues like him when they asked me to serve on the grant committee. Our co-teaching of HOLA! was an ideal situation because we had much to learn from each other. There were times he prepared material as he would for his other classes, and I suggested that we analyze it to see exactly what tasks it required the students to perform. The need to find the level where the student could be successful from the onset and gradually introduce new elements was more critical to the student's self-confidence than he had realized. From him I learned the importance of directly addressing a particular student in a large class and giving credit for repeating another student's correct answers, not only to reinforce the lesson but to keep the all students alert and forewarn them for "next time." He taught me how to maximize the use of the overhead projector to keep the students continually involved, and I showed him how to prepare the visuals to be less confusing and more easily read by students with symptoms of dyslexia. Together we developed both visual and auditory mnemonic devices. We shared our discoveries with the students, allowing them to be aware of our collaboration with the hope that it would set an example for productive collaboration among themselves, inspire the courage to make a mistake and to learn from it, and promote a camaraderie among all of us.

My reflections about the events of the initial HOLA! helped shape the subsequent development and implementation of the second HOLA! session in 1991. The administration decided that I was "uniquely qualified" to present HOLA! and would do so alone that summer. It would have been a *coup d'etat* to offer HOLA! as a mainstream course with a mainstream teacher or, even better, have it team-taught again. I would have preferred not to be its only teacher because I was known as a special educator and I wanted the students to feel free of the

stigma that unfortunately is attached to anything and anyone affiliated with special services in the school. It was not uncommon in this status conscious community to have students *refuse* special services because they did not want to be considered less than “normal.” Evidence of this occurred during the enrollment period for HOLA! when a parent phoned to ask:

Are there any “special ed” students in the class? My son is very well behaved and intelligent, and he won't do well if he has to be in a class with kids like that. He's in accelerated classes but had a hard time with French in junior high.

Of course, I could not and would not divulge that information to the mother, but the young man did show up for the first day and I was not surprised when he stayed for the entire course. Despite my premonition that some students would lose out on HOLA! rather than be labeled as a “SpEd” (a student receiving special education services), I consented to present the course under the auspices of Special Education, lest a desired *coup d'etat* become a deadly *coup de grace* for HOLA! and for those students who would have reaped its benefits.

My commitment to and immersion in HOLA! enabled me to collect data and identify both the strong points and the shortcomings of its curriculum. My experience as a diagnostic educator and familiarity with task analysis enabled me to use the data and perceptions to “fine tune” the development of the course even while it was in progress. In a similar vein, it is hoped that readers will derive benefit from the rich descriptions of HOLA! viewed through these multiple lenses and thereby advance their own endeavors in foreign languages and other curriculum areas.

Research Methods

In the beginning, HOLA! itself identified the question: How to Optimize Language Acquisition for students considered “at risk” for this process? My research of the literature revealed a deplorable dearth of information regarding preparation of *any* students for foreign language acquisition. This encouraged me to inaugurate this study because my work in the classroom provided the ideal laboratory for generating and collecting data. By keeping a detailed, ethnographic account of students experiencing the HOLA! program, I hoped to analyze and evaluate the merits of this language enrichment course. If this innovative union of methods and curriculum accomplished its goals to any extent, then certainly it should be made available to other educators and students facing similar challenges. Concurrent with this professional opportunity was my coursework in a doctoral program focused on instructional leadership. My mentors encouraged me to choose HOLA! as my dissertation topic to add knowledge currently lacking in the field of language learning.

As the researcher/participant/observer in this naturalistic study, a range of qualitative research methods best suited to generate emic data was available at my fingertips. Some were already familiar to me as an interviewer for a community project and as a veteran diagnostic educator. Also, data regarding the Modern Language Aptitude Test was accessible from prior professional and doctoral research. I conducted intensive and ongoing investigations of students’ records, conversations, consultations, and interviews with parents and teachers from which I obtained a wealth of background and contextual information about the lives of the HOLA! students. In addition, throughout their remaining years at Logan High, I observed the students and listened attentively to what they said in and out of formal educational settings. When it was opportune and comfortable to do so, I participated in such HOLA! lessons and activities as play reading, games, problem-solving, breakfasts, and excursions. I tried to do this not just as the teacher but as a collaborator with the students in discovery learning.

I analyzed the data generated by the students, their parents, teachers, and myself in terms of the original problem. This analysis was conducted throughout the HOLA! summer session as a formative evaluation and again at its conclusion, the entire collection of data was reviewed to discern any areas that needed further investigation. At that time; I did contact parents, teachers, and students to clarify some statements and expand on others. Spradley (1979) notes that analysis of any kind is a way of thinking, a systematic examination of the parts, their interrelationships and their relationships to the whole. Thus, the review also spawned a delineation of the domains

which emerged from the data, the interrelationships of the components of each domain, their respective relationships to that domain, and the possible interrelationships of the various domains.

From language learning (with components of first language, second language, native language, foreign language, and target language) as the hub of the initial domain of this study, inevitable "spokes" radiated as additional domains: learning/teaching styles, advocacy, and special services. Several aspects of school reform provided the "grease" needed to make the "wheel" of education turn smoothly. Each of these domains merits several studies of its own. At this time, the contextual data collected is primarily in the original domain of language learning, which has been and continues to be the focal point of this study. The others cannot be ignored and shall be implicated to various degrees in the conclusion. To accomplish this, I tried to be reflective and comprehensive in my descriptions which are unavoidably colored by my experiences as an educator, student, and parent. My analysis and interpretation of the significant causes of what happened, to whom, and in what context, will be presented from the perspective of the participants involved in each incident.

Curriculum Data

I prepared all HOLA! activities in lesson plan form and included notes on their reception by the students, suggestions for improvement, and other evaluative notes in my daily journal. I entered my responses to the students' evaluations of the daily presentations. I selected, described, and interpreted artifacts generated by this study - MLAT protocol, transcriptions of interviews with students, parents, and teachers, progress charts, journals, lesson plans, activity sheets, written work, field notes, art work and photos. Activities that were recorded on audio tape or videotape were audited and reviewed by the student-actor during the class session following their production. The photographs and videotapes will not be accessible in this presentation in order to maintain the anonymity of the participants and the school.

Student Data

The students were informed that HOLA! was a pilot program and that their performance would have implications for other students who hope to study foreign languages in the future. Sharing the formative and developmental nature of the class proved to be an important factor in the cooperation of the students in regard to their participation, evaluations, and the rapport between the teacher and the students. In addition, this knowledge also served to heighten the interest and enthusiasm of all concerned: students, teachers, consultants, and parents.

Everything on the daily schedule was subject to student evaluation either by discussions in class or individually with the teacher, or as written comments in the students' journals with responses added by the teacher. Their journals were reviewed as data sources to develop the emic perspective of the students. In addition, I developed a summative evaluation form for the students to complete. The responses and their interpretation will be presented later.

The subjects of the case studies were interviewed in considerable depth at the beginning of the course and again at its conclusion. I tried to elicit their comments regarding how they felt about themselves as students, what they hoped to gain from the course, how they felt about learning in a cooperative setting, and in what ways HOLA! affected them. In addition, input was sought from their parents, peers, and former teachers. The format chosen for these interviews depended upon which mode was most convenient for the informant. Interviews, guided by a questionnaire which I read aloud and filled in as the informant responded, were conducted either in person or over the phone from my home. Other questionnaires were completed in class by the students or mailed home for student and parent to complete and return to me. Some interviews were conducted spontaneously by phone and, as the responses were given, they were written into my notes. Interviews that were audio taped were transcribed. In several instances, follow-up contacts were made for clarification and or verification in order to achieve the highest possible level of accuracy. This produced a substantial body of data that reflected a variety of perspectives about the program throughout the life of the investigation.

I also collected samples of student work, reviewed performance and participation records, MLAT evaluations, and excerpts from their academic records and social histories to find the textured threads that could be woven into a tapestry simulating the experience being recreated for the reader. As Richardson (1990) points out, "Narrative is both a mode of reasoning and a mode of representation" (p. 118). From the organization of the two tapestries, the significant issues will present themselves for resolution by the researcher. The analysis of each component that has been woven into the fabric of this study should emerge to display the distinctive meanings of this holistic study (Metz, 1981; Spradley, 1979). The viewer/reader of this tale will be aware that as the spinner of this yarn, the tale it tells is inevitably mine alone.

Although the formal collection of data ceased with the conclusion of the 1991 HOLA! session, I continued to monitor the general progress of the majority of the "alumni"- particularly the subjects of the case studies, throughout their remaining years at Logan High.

Teacher Data

In the role of observer, I collected data generated by my activities and comments as the participating teacher. Foremost of this data is the journal in which I faithfully recorded the activities of each session of HOLA! as it occurred as well as my thoughts concerning the students and even my reactions to what I perceived to be the students' reactions. In the last decade, the role of reflective thinking in education has gained prominence as a means to facilitate critical and analytical thinking about educational practices which are admittedly complex, situation-specific, and dilemma-ridden endeavors (Sparks-Langer and Colton, 1991).

I analyzed my personal journal in search of patterns that would help me understand HOLA!, noting the effects of the course on the students and the teacher, the effects of the students on each other and on the teacher, and the effects of the students on the development of the HOLA! program. Informal comments from the students, parents, observers, and guides have been noted and analyzed. The student evaluation form may be found in Appendix C.

Presentation

Having generated and analyzed all the data previously listed, I focused my attention on the main themes related to student attitude and behavior and the changes that occurred during and as a result of the implementation of HOLA! course. The interpretations of the data collected for this study and presented in the two case studies, are meant to provide readers, whether professional educators, parents, legislators, or any other interested party, with a new and different perspective of the field of foreign language learning. The reader is invited to go beyond foreign language study and adapt HOLA! to serve as a paradigm in the development of diversified methods to meet student needs in all curriculum areas. It is evident that students with special needs, however, require more than the minimum education decreed by government mandates, but such an investment in education will yield greater dividends in the years to follow. Even though it may necessitate additional or extended measures, this study suggests that students with learning differences deserve equal access to the education that will most fully develop their potential to competently communicate and be productive citizens of the world. The study also demonstrates that such students can be successful when the instructional experience is matched to their learning needs.

CHAPTER IV

Presentation of Data

*If you treat an individual as he is, he will become worse,
but if you treat him as if he were what he ought to be and
could be, he will become what he ought to be and could be.*

Johann W. von Goethe

Background of HOLA!

In order to present a holistic view that will cover the vital aspects of this research, it is imperative to describe the several "worlds" in which the subjects of this project function. For students such as the Patti and Steven of this study, their spheres "peel" back to reveal a layered culture that includes the community, the school system, their respective classrooms, classmates and teachers, families, and workplaces (Fetterman, 1989). Knowing each of these communities promotes a fuller understanding of the forces that impact on the students' lives.

The Community

Though not mentioned by the subjects nor directly observable in this work, the township community that supports and is served by the school directly influences policies. This school administration is particularly aware of and responsive to the educational goals of the residents. The parents of students in this privileged community are joined in keeping a watchful eye on the quality of education offered in the district by other residents whose interest stems from the maintenance of their high property values.

The Logan Township community of subjects Patti Edwards and Steven Peterson is relatively homogeneous, most of the population enjoying upper middleclass socioeconomic status. However, there are extremes among the inhabitants that range from "blue collar" workers to billionaires and some of the wealthiest residents send their offspring to the district's public schools. The high school draws its three thousand students from a total township population of approximately 50,000 and, of that number, less than seven percent are non-white. The majority of residents live in single-family dwellings. The township encompasses five complete suburbs and portions of two others (Report of the State Planning Commission, Table 2; 1990).

The School

Logan Township High School (LTHS) is a comprehensive, coeducational public secondary school encompassing ninth through twelfth grades. It is renowned for its students' academic achievements and is considered one of the best in the nation. The drop-out rate is negligible, and more than ninety percent of its graduates continue their education. The Special Education Department has enjoyed an outstanding reputation that goes back nearly thirty years. This fame has prompted many families with children having special needs to move into the district. Consequently, thirteen percent of the students enrolled receive some form of special services. This may include resource facilities on an "as needed" basis, self-contained classes taught by a special educator, mainstream classes taught by collaborating mainstream and special educators, or support for a mainstream class by the special educator who would also serve as the manager of the student's individual educational program (IEP).

The Foreign Language (FL) Department is another department that plays a prominent role in this study. Its twenty-some language teachers present classes in Spanish, French, German, Latin, Hebrew, and Japanese. In better financial times, courses in Greek, Russian, Italian, and Chinese were offered. Each year some students arrive from the sender schools with enough French or Spanish to enable them to enroll as freshmen in the second year of those languages. Therefore, it is possible to complete five years of language study before graduation from this prestigious high school.

The predominant style of FL teaching follows a traditional textbook approach with an emphasis on grammar, translation, and literature. French has an unsubstantiated reputation as a more difficult language to learn than Spanish and tends to attract higher achieving students. Spanish has a larger enrollment for the first two years, but more students drop Spanish than French after meeting the minimum two-year requirement of many colleges. This results in the larger enrollment in the French advanced placement classes. This practice is founded on a misperception which overlooks the important human variables provided by the individual teachers of these languages, as well as the students and the classroom situations.

Logan's sender schools have pursued a communicative approach to language learning for a number of years. In 1991, the Spanish sections at LTHS adopted a textbook series based on a communicative language approach and just a few years later, the French and German sections followed with adoption of a communicative based series, too. Through the years, however, there have always been some teachers who preferred to use a communicative approach and adapted their implementation of the officially assigned text to that model.

In the late eighties, the school was equipped with a "state-of-the-art" electronic language laboratory which accommodates more than 30 students. The lab is for the exclusive use of the students taking foreign languages but during the course of the foreign language grant, it was the site for the administration of the MLAT and the students receiving special services were impressed with the privilege of using its glamorous high tech equipment in the individual stations. Unlike the majority of the Logan's century old classrooms, the lab is air-conditioned which was an added attraction in recruiting students for the HOLA! summer sessions.

Most of the courses at Logan are offered on several different levels or tracks. Minor subjects are presented *unleveled* (open to all students who have taken the prerequisite courses) but relatively few major subjects are offered on this non-track basis. Each course offered at Logan has a three-number code signifying its year, semester, and level. In this system, the first digit indicates the minimum number of school years required for enrollment. For example:

4nn = senior
3nn = junior,
2nn = sophomore,
1nn = all years unless otherwise stated.

The second digit indicates the semester: "1" (n1n) and "2" (n2n) for the first and second semesters of year-long courses and "0" (n0n) for one semester offerings: n1n, n2n, and n0n, respectively. The third digit indicates the *level* (the term Logan uses rather than *track*):

nn1 = "slow learners,"
nn2 = "national average,"
nn3 = "school average,"
nn4 = "above the school average," and
nn5 = "advanced placement" (college credit possible)

Recently, an "E" was added to designate a course that includes those students who previously would have been, assigned to one-level sections. The E following the course numerals stands for "Enriched." This represents a

two-level section with a more advanced curriculum that is intended to replace the one-level section of that subject. The E sections are supposed to have smaller enrollments than the other two-level sections, and the E students are supposed to get more help in the classroom, even one-to-one tutorial assistance as needed from an aide specifically assigned to E sections. At this time, there are no foreign language classes with the E designation. There is, however, a one-level course offering the basics in conversation, Spanish Culture 111 and 121, but it does not qualify for the Carnegie credits needed to meet college entrance requirements. This system would be drastically changed, if not eliminated, if the Logan administration's discussion regarding "detracking" should ever become a reality. At this time, the anticipated opposition from some teachers and parents does not seem to indicate that such a change will be imminent.

Currently, the Foreign Language Department offers one basic, one intermediate, and two advanced sections of English for students with limited English proficiency (LEP). The most prevalent native languages of the students in these groups are Korean, Japanese, Spanish, Polish, and Russian.

Concept of Development of Hola!

Realization of the language enrichment course known by the acronym, HOLA! (*How to Optimize Language Acquisition*), was made possible by a grant from the state's Board of Education. In January, 1990, the Logan High School Foreign Language Grant Committee collaborated to fulfill the commitment made in the grant proposal to increase student enrollment in modern and classical language courses. This team effort included teachers from the Foreign Language Department, special educators, and a reading specialist with experience teaching English as a Second Language (ESL) and a foreign language as well.

The primary strategy to achieve this goal was to open foreign language courses to all students and prepare them to succeed. Until that time, students who were slow learners or had deficits in language learning were considered at-risk to study a foreign language. Counselors, teachers, and even some parents discouraged them from enrolling in any foreign language courses. The so-called "better" risks were asked to wait until the eleventh grade to begin foreign language study. *[If these students had been told to wait until they reached that grade to begin math, science, or history, it is not difficult to imagine the complaints school officials would have gotten from justifiably concerned parents.]*

At Logan, foreign language courses are ability grouped, ranging from the Spanish Culture course geared to "slow learners" at the one-level, upward from there through two-, three-, and four-levels, and, in some languages, five-level or advanced placement. The few students with language learning difficulties who do enroll in foreign language courses, usually do so because their parents take a special interest in having them learn a foreign language.

Most Logan language teachers were reluctant to have students of "lower academic abilities" in their classes. Some of these teachers assumed that language learning requires a higher than average level of measured intelligence. However, research discloses no correlation between measured intelligence and second language acquisition (Genesee, 1976; Wesche, 1982). There are millions of people throughout the world speaking Chinese, Farsi, Finnish, Russian, and many other languages - including English - who have inhabitants of less than average levels of measured intelligence and yet, no matter how difficult their native language may be, they manage to communicate with each other and sometimes they use more than one dialect.

Not surprisingly, the majority of the at-risk students studying foreign languages were enrolled in Spanish and assigned to the two-level classes. There are teachers of foreign language at Logan who still favor the textbook grammar and translation style of teaching. These teachers were frustrated by the demands and challenges placed on them by the students in their two-level classes whose learning styles required a more flexible, communicative approach to succeed. This problem had been raised in the meetings of the Foreign Language and Special Education

Departments, respectively, for five or six years but never actually addressed. At one Foreign Language meeting attended by the head of Special Education, a language teacher recalls a department colleague asking the visiting chair, "But why are *these* students in our classes in our foreign language classes?" The visitor's response came quickly: "Come on, Lou, this is Logan; you *know* these parents."

The ensuing discussion focused on the parental expectations that were often humored when they could not be assuaged. No mention was made of the student's right to learn a foreign language but as a result of that meeting held early in the school year, two special educators were selected to attend language department meetings. (The same two were later assigned to the committee writing the proposal for state funding.) They offered to visit foreign language classes and assist or otherwise support the teachers in their work with the special students. Most of the year passed before a few foreign language teachers accepted the limited help of a special educator. Although it was willingly accepted and deemed useful, there were no requests for encores.

The situation began to slowly change for the better when a school-wide task force convened to discuss the facilitation of the mainstreaming of special needs students. This integration seemed to be inevitable as the movement for the Regular Education Initiative (REI) gained national momentum (Lilly, 1989).

Because there was no formal support system for the students in two-level foreign language classes, the Committee decided to focus the direction of their grant proposal on the unmet needs of students in the classes at that level. Committee members also foresaw the need to provide in-service for faculty to enhance their effectiveness with the students in the slower paced two-level classes. It was at this time, that I became aware of the Committee's mission and I offered to share with them my doctoral student research related to foreign language and learning differences.

The committee members were favorably impressed with my suggestion, inspired by Haycraft's (1983) work, to develop a pre-language course based on the students' specific needs to enhance their aptitudes for foreign language learning. I was asked to join the Committee and we rewrote the proposal to give it a dual, more comprehensive solution to the enrollment problem. To meet the diagnosed needs of the prospective foreign language students, we proposed an innovative language enrichment course and titled it *How to Optimize language Acquisition* in order to have the easy acronym HOLA! with the exclamation point added to attract attention. For those teachers who would be working with the "alumni" of the course, we planned a symposium, consultation with a noted foreign language specialist, and in-service sessions. The State Board approved our proposal and the Committee went into action.

The Modern Language Aptitude Test (MLAT)

The next step was to determine those needs as specifically as possible. To accomplish that goal, I chose the Modern Language Aptitude Test (1959) developed by Dr. John B. Carroll, a professor of educational psychology at Harvard University, and Dr. Stanley M. Sapon, University of Rochester Verbal Behavior Laboratory in New York. Published in 1959, the test was intended to select the government personnel most likely to succeed in learning a foreign language. Test reviewer Charles E. McClinnis (1986) believes that the M-LAT succeeds in identifying "... a collection of abilities that together form a multifactor construct (that) has considerable promise." That was written when the MLAT had been in use for 27 years, and now 35 years after the test's publication, there is still no one instrument to better evaluate the aptitude for learning modern (and classical Latin and Greek) languages. In 1982, linguists Miller and Phillips of Oxford's Department of Educational Studies, published a description of their language aptitude test, but it was designed for limited use in a specific location and was in an experimental state when the article was written. Their test items are presented in German and would not be suitable for my purposes. The MLAT presents the items in a fictitious language created specifically for the test and thereby eliminating the possibility of a student having the advantage of prior knowledge.

For more than ten years, I had been using the Modern Language Aptitude Test to estimate the foreign language aptitude of students receiving special services for their language deficits. The MLAT may be administered to a group or on an individual basis and has five parts, each tapping a skill or skills needed for second language learning. The components of language aptitude measured on the test are as follows:

Part 1 - auditory memory for unrelated words or number (and the subject's mental alertness and visual-motor coordination in the of test performance);

Part 2 - ability to match and recall matching sounds and symbols;

Part 3 - sound/symbol association (and vocabulary of L1);

Part 4 - grammatical aspects of language (ability to quickly read and follow directions, and make analogies); and

Part 5 - rote memory for words.

A more detailed analysis of this instrument may be found in the test yearbooks of Bures (1965), Keyser and Sweetland (1986), Mitchell (1983), the MLAT manual (1959), and an unpublished paper by Coven (1991).

Because of the exclusionary effect that test results usually inflict on students with learning differences, Protase Woodford, experienced linguist and test author, expressed surprise that educators promoting access to foreign language courses for students with learning differences would evaluate them with an instrument as rigorous as the MLAT (Township Symposium, 1990). However, Woodford agreed, that although the test tends to be exclusionary, the results might be used to diagnose the strengths and weaknesses in the student's language aptitude. Thus, use of that data as a basis for remediation could lead to *inclusion* of foreign language in the academic program of students.

From my years of experience with the MLAT, I developed the necessary modifications in the administration of the test to overcome the factors that frequently inhibit the disclosure of the students' actual aptitudes (Coven, 1993). My observations and the data resulting from the tests administered over a period of fifteen years in this educational setting revealed similar weaknesses and strengths among the exceptional subjects tested. Modifications such as elimination of time limits, substitution of hand-scoring for scantron answer sheets, the examiner reading the directions aloud to avoid the miscues which may occur in the student's silent reading of the directions, and other strategies have been employed successfully by many progressive educators and psychologists.

At the Council for Exceptional Children's Conference on Culturally and Linguistically Diverse Exceptional Children in Minneapolis (November, 1992), favorable reviews of such practices were given by Dr. Candace Clark, Program Specialist for Monterey County (CA) Special Education; Dr. Leonard Baca, Director of Bueno Multicultural Center at the University of Colorado/Boulder; and Dr. Maria de Lourdes B. Serpa, Director of Special Needs Programs in the Graduate School of Lesley College in Cambridge, Massachusetts.

When asked to join the LTHS grant Committee, I was in the process of organizing the diagnostic testing of approximately fifty freshman and sophomore students interested in second language studies. Most of these young people were receiving services from the Department of Special Education and had been discouraged from studying a foreign language because of their difficulties with native language learning. A detailed analysis of their performances on the Modern Language Aptitude Test disclosed their strengths and needs pertinent to foreign language learning.

First-hand knowledge of how foreign language courses were presented at LTHS was supplemented by analysis of the MLAT results, review of the school's Foreign Language Department Report on problem areas and teaching strategies (1989), and extensive readings on foreign language learning. The Committee chose seven skills

and attitudes to develop as the components for presentation to prospective language students during a pre-beginner course which came to be known by the HOLA! acronym. The seven categories were:

1. *Auditory Skills* (attention, discrimination, sequencing, memory);
2. *Written Language Skills* (memory, sound/symbol correspondence, and composition);
3. *Language Terminology* (function of words in sentences, grammar terms);
4. *Expression* (vocabulary development, circumlocution, gestures);
5. *Study Skills* (mnemonic techniques, metacognitive and testing strategies);
6. *Behaviors* (motivation, risk-taking, self-esteem); and
7. *Culture* (target language study and appreciation).

The Committee invested more than a thousand hours in diligent research to produce clusters of activities geared to the development of these skills and attitudes deemed vital to second language acquisition. These strategic activities were designed to be field-tested in seventeen 105-minute sessions of HOLA! during the first half of Logan High's Summer School program. I co-presented the course with a committee colleague who was a veteran language teacher. The enrollment included incoming freshmen, sophomores, juniors, and even one senior taking it for enrichment. The majority of the 26 students were recipients of special services. In the fall semester following HOLA!, fourteen of its first alumni enrolled in beginning Spanish.

The 1991 HOLA!

HOLA! (How to Optimize Language Acquisition) was presented a second time the following summer from June 17 to July 10, 1991, completely supported by the school district but with the benefit of the curriculum and materials developed by the state grant. This session's enrollment of ten students included two male students from the mainstream of the high school (Classes of 1994 and 1995) and eight students who received services from the Department of Special Education. Among these eight were two more incoming freshmen (Class of 1995) and of the remaining six sophomores, two were girls. This fulfilled the administration's requirement that the enrollment include a minimum of eight students who were recipients of special services. This number would entitle the district to a government subsidy which, added to the students' tuition fees, would offset the presenter's salary. Without the minimum eight, the course would have been withdrawn from the summer program.

It is important to the fuller picture of the "total" HOLA! to understand the atmosphere in which HOLA! existed and the reasons for the considerable drop in enrollment after the initial offering of the course. It may seem curious that its early success and favorable reception by the students, teachers, and parents did not inspire more students to enroll in the next summer session.

The inaugural HOLA! was supported by the state grant and, after delaying almost two months in accepting it, the administration was bound by the terms of the grant to permit the committee members to observe in the sender schools and inform their staffs of the HOLA! session. That year, there were more than a dozen students enrolled from the sender schools because many of the junior high staff welcomed HOLA! as a desirable transition for the students needing language development. The following year the administration did not permit the HOLA! presenters to contact the sender schools because that would be "recruiting" and give the HOLA! class an unfair advantage over other teachers' classes.

The announcement of HOLA! as a 1991 summer school offering was one of the responsibilities assigned to Logan's liaison team (Special Education Department Chair and the Freshman Girls' and Freshman Boys' Advisor Chairs) which meets annually in February with each sender school's eighth grade staff and students to present the freshman curriculum. However, I learned from the liaison team members themselves that no mention was made of HOLA! because they didn't know it was to be offered again. At this point, the administrator who had forbidden my direct contact with the sender schools did permit me to *individually* contact the *ninety* or so incoming students

who would be recipients of special services at Logan High. Unfortunately, that proved to be an almost fruitless endeavor since most of the students planning to attend the summer session had signed up for other courses three or four months earlier when they first received the schedule from the liaison team. Several of the parents I did contact were dismayed to hear that their children had missed this opportunity for language enrichment. Unfortunately, only two were able to change their sons' registrations at such a late date.

Although the objectives of the grant were well met and the report to the board of education well received, the committee felt they never had the whole-hearted support of the administration. During the entire presentation of HOLA!, not one campus or central administrator nor either of the department heads came to observe even five minutes of a single session held in the building where they themselves worked every day. [Perhaps they chose to rely solely on the laudatory reports submitted by the grant consultant and the university supervisor of my doctoral internship and the favorable comments from committee members, parents, and visitors to determine that the course was progressing satisfactorily.]

Features of HOLA!

The target language used in HOLA! was originally intended to be lessons from three or four languages most commonly studied at the school: French, German, Spanish, Hebrew and/or Latin. HOLA! was the acronym chosen to be the course title because it was short, easy to remember and pronounce. The word *hola* is most widely known in this vicinity as a Spanish salutation but it is found in other languages. This gave the erroneous impression that the course was *only* for students or would-be students of Spanish. As it turned out, all but one student did plan to study Spanish, due in part to another false impression: it is easier for students with learning differences to succeed in learning Spanish than other foreign languages. The lone student who did not intend to study Spanish opted for German because several family members were knowledgeable in that language might be helpful as tutors. Once this was known, we concentrated on Spanish whenever the target language was used.

We tried to draw the class's attention to the similarities and differences in the syntax and grammar structures of Spanish and English that would be needed to learn Spanish as it was taught in this school. There were lessons to strengthen the English vocabulary so that there would be a better chance of recognizing any cognates that might be encountered in the target language. We also provided supplemental German lessons of similar content for the student who planned to take that foreign language.

The *password* was another strategy employed as part of the daily routine. This is used in many foreign language classes where the communicative approach to learning is fostered. The emphasis in the communicative methodology is the interaction and/or negotiation between student and teacher, student and student, student and a curriculum which provides a natural approach to meaningful experiences in the target language (Breen and Candlin, 1979; Ellis, 1986; Richard-Amato, 1988). To this end, what could be more natural than an exchange of greetings between the teacher and the students as they enter or depart the classroom each day? The daily protocol to gain admission to the class was to repeat the greeting proffered by the teacher with the insertion of one's own name, age, gender, or whatever substitution was required. This might proceed as follows:

Teacher: *¡Hola, Señor Marcos! ¿Cómo estás?*
(Hello, Mr. Marcos! How are you?)

Student: *¡Hola, Señora Coven! ¿Cómo está?*
(Hello, Mrs. Coven! How are you?)
or

Student: *¡Hola, Maestra! Estoy bien, gracias.*
(Hello, Teacher! I am well, thanks.)

Anything similar would be appropriate; seldom was there only one correct answer. To be sure, some students were not likely to know what to do upon their first hearing and, therefore, the co-teachers initiated this as a dialogue with a slightly exaggerated and distinctly enunciated demonstration. The student would try to imitate the performance of the speaker and, if relatively successful, would be allowed to enter the lab. (The class was held in the recently installed language laboratory.) If the student did not succeed, the demonstration would be repeated. Often, other students would have arrived by this time and they were encouraged to collaborate on the task of repetition. Gestures were used for clues and care was taken to provide enough help to avoid raising the frustration level to the point of surrender or non-performance.

The same procedure was repeated to exit the class and it was not unusual to see the students scribble some notes after their morning entrance to practice for their departure. It soon became apparent that the students were learning to focus their attention on the teacher's voice, facial expression, and gestures during the presentation. Some students had a good ear for this and would jot down what they had heard and practice the phrases independently when time allowed. It was interesting to read those notes and see how correctly they had remembered the phrases, even though the spelling was based on the English phonetic system: "May yamo Won," wrote John, who had no way of knowing the correct Spanish orthography, "*Me llamo Juan*," ("My name is John").

The *lesson plans* to which I refer in the following narrative were prepared daily in advance of the class and presented on transparent plastic sheets on an overhead projector. The plan was on view for most of the class period unless another transparency was being projected as part of an activity. The plan was explained at the beginning of the class so that the students would know what to expect. As each activity was initiated, its listing would be checked and/or a faint line would be drawn through it when it was completed. This helped the students focus on the activity, while making them aware of the progress they had made. The visual plan was also a comfort to any student who didn't like the current activity because s/he knew that it would soon be over (the average presentation took no more than ten to fifteen minutes) and perhaps the next activity would be more pleasing. The entire lesson plan would be reviewed ten minutes before class ended to stimulate their memories for comments to enter in their journals.

Having the lesson plan on view has been my "standard operating procedure" since my first teaching experience in the primary grades. At that time, the lesson plan was written on oversized newsprint and clipped to an easel. Similarly, when I taught university students at the graduate level, I prepared and distributed a printed syllabus at the beginning of the quarter and referred to it at each class session. Using the overhead projector was a new technique for me but it had the advantage of flexibility which imbued the students with a stronger sense of involvement. Regardless of medium, in every situation, students seem to learn better when they know where they are going and how they are expected to get there. With this information, they can more wholeheartedly invest themselves in the curriculum as active learners. (See Appendix B for a sample lesson plan.)

Daily journals were kept by all students in a spiral-topped stenographer's notebook with lined pages divided in two by a vertical line. Many students detest having to write assignments, especially if they must be written in class, no matter how brief the task. For this group, journal keeping was a particularly arduous and therefore loathsome chore. Knowing this to be the rule rather than the exception, I told the class during the first session that I really needed their input because it would become part of my doctoral research. With this help from them, I hoped to develop a course that would eventually be part of the regular school year's curriculum to help all students learn a foreign language more efficiently and pleasantly. I told them that future generations of students would consider their group as pioneers who mapped a new path for them into the mainstream.

I expressed my faith in their potential to learn if they were motivated to persevere, and that together, we could accomplish this goal. I promised that I would take their comments seriously, and, when appropriate, discuss them individually or, with their approval, include the entire class in a discussion to make corrections or adaptations as merited.

A few of the students had been in my classes during the past year and knew my reputation for sincerity. They reported that they usually left class "walking tall" and feeling good about what they had done. They nodded their heads or smiled knowingly to convey to the uninitiated that in this class, their opinions would be welcomed and considered respectfully. They listened solemnly and seemed to take pride in the prospect of the significant partnership I was planning to establish.

A discussion was held to clarify the differences between *fact* and *opinion* for the purpose of journal writing. The students were instructed to list three activities or events of the day in the column on the left (these would be the facts), and then write critiques of their selections in the column on the right. These would be the opinions to which they were entitled and even encouraged to express freely. They were told not to be overly concerned with spelling but that it was necessary for them to carefully and clearly communicate their messages to me. Since no grades would be given for this activity, it was a golden opportunity to present their opinions of the day's activities for serious consideration by the teacher.

An additional stimulus to journal writing was a list of some fifteen or so *journal starters* taped to the inside front cover of each spiral notebook used for their journal entries (see Appendix B). These were adaptations from the *story starters* I used in my English classes to initiate the daily writing assignment. In this adapted form, they would provide phrases which might be used to prompt the expression of their opinions. At the bottom of the list were blank lines to add their own starters to which they might refer for succeeding entries. The sheet of starters was left unattached at the bottom in order to serve as a separator under which the old entries could be inserted and thus leave the current entry easily accessible for the teacher's daily review.

The completed journals were left open at each student's station for my perusal. Those who may have stayed after class had seen me take my daily stroll through the rows of carrels stopping at each station to read and make notations in the journals. I wrote only positive comments on the journal page. If a word had been misspelled or if I had a question or comment to make regarding the entry, I would jot it on a small post-it and affix it to that page. Students who were interested in spelling improvement knew that I would be their *talking dictionary* and, upon request, write the word on the post-it. I suggested that they might wish to save these notes by reposting them on a blank page at the back of the journal or to the flyleaf of the paperback dictionary that was in each student's folder. There was no penalty for spelling or mechanical errors, and they were encouraged to express their opinions freely and in detail. My post-it notes would always be dated and initialed as reminders to the students to date and sign their submissions.

After reviewing each entry, I put the journal into the student's pocket folder which stood in the corner of the carrel. The current page was left outside the folder to be read upon reconvening the next morning. If there was a journal item to discuss individually, I would meet the student before class and raise the matter. If the topic might be noteworthy for other students, I would ask the student's permission to discuss the issue along with the daily presentation of the lesson plan. This assured the students that they could express their thoughts freely and have access to the opinions of their classmates and the teacher in an open forum. This method might also provide anonymity, if they so desired. They appreciated having some input regarding their classwork and expressed the hope that this might be the case in their other classes during the school year.

Guided tours were daily lessons, so named because they referred to the instructional guidance available from the teachers to a group or individual in the classroom (see Appendix B). The *independent tour* activities expanded the related guided tour and were to be done after class (homework) but not required. They were composed in sets to coordinate with the guided tour and made available for those who wanted to work independently outside the class for their own self-guided enrichment. Bonus points were offered for those who accepted this challenge and added to the points earned for class exercises.

A *point system* was designed and implemented to motivate participation and promote risk-taking. Students were given points for volunteering an answer even if it proved to be the wrong answer. All too frequently

in other educational settings, students who feared embarrassment or other penalties for wrong answers avoided discomfort by not responding or “tuning out.” In HOLA!, they were encouraged to be attentive in order to contribute to the activity. On a few occasions when the teacher noticed that an HOLA! student was not focused on the discussion the student was called upon to repeat the answer or comment just recited. If the student could do so, points were awarded. If the inattentive student had not followed closely enough to “instantly replay” whatever the remark happened to be, the loss of an opportunity to earn points so effortlessly was sorely missed. It seldom happened a second time. In the attempt to encourage continuing progress, teachers generously praised and rewarded every step toward achieving the desired goal.

Tangible rewards - small, inexpensive items such as a key ring, baseball cards, paperback books, a potted plant, folding hairbrush, etc. - were bestowed upon the student with the highest point total each week. The items were worthwhile but not so costly as to provoke envy. The prizes were acknowledgment of their accomplishments, and they seemed to inspire good-hearted competition. Daily use of the computer to tally the points earned made it possible to recognize personal bests as they occurred for students.

Initially we thought we would construct a chart with a bar graph to indicate the points earned. The points earned each day were tallied and posted prior to the next session. The idea of traveling to foreign places was inspired on the very first day of HOLA! when students were asked to interview their parents and complete a family tree. We were amazed to learn that most students had no idea from where their ancestors came and, if they did, they did not always know where to locate those places on the map. That discovery gave me the idea to convert their points to “miles for travel” tracing on a large wall map the route back from the student’s home to the homeland of at least one ancestor. This also served as much needed lessons in geography. Very few students shared destinations, so the competition was not between students. Instead, each student eagerly gleaned information about the *old country* to earn points convertible to miles needed to reach their designated goal. The world map theme really stimulated their imaginations and led to fulfillment of other goals. The cultural component of HOLA! was self-initiated here, truly an independent tour.

The improvement of *oral expression* was another goal which received attention during daily sessions of *Display and Describe*, our more mature version of *Show and Tell*. For this activity, students brought objects from foreign countries and were required to present at least five unique facts about the item to the class. It was possible to earn up to ten HOLA! miles for a thorough report.

Excursions were taken weekly that related to a theme based on the current classwork. The choice of a destination presented quite a challenge because we had only an hour and forty-five minutes to get to the selected site, conduct the activity, and return to school so that students could be on time for their next class period. Outings included an ethnic breakfast related to the theme and the novel foods were always a treat for these teenagers who frequently skipped breakfasts on school days.

Cooperative learning, known to the students as *teamwork*, was another HOLA! feature that was well-received by the students. When activities were done as a group, all members felt responsible to their teammates for doing their share. If the assignment required writing, a task not favored by most students, it was kept to a minimum as each team designated one member to be the secretary who earned extra points for taking the job. Teammates often volunteered help with spelling and the mechanics of writing so the task did not become a negative issue. Consequently, students were willing to take turns being the team scribe and reporting what were almost always the correct answers.

Implementation

Having shared the philosophy and course components of HOLA! with the students, we were fully aware that the students knew HOLA! was a pilot program geared to help them and other at-risk students in future classes to be successful in learning a foreign language. My frankness with them in discussing the nature of learning differences seemed to be reassuring. I noted that each person has an individual style and that when s/he

understands what it is and how to manage it, learning progresses much more smoothly. I compared special education to a tailor-made suit, designed individually to fit the student's particular measurements, something not everyone could afford, and well worth the extra time to have a well-fitting, personalized product. Students were asked to state their preferred style of learning and/or how they worked best. Then I reminded them that the HOLA! activities would be explained according to the skills required to perform them and this should help them know how to perform the task to attain a personal best. At the beginning of every class, all the activities on the projected lesson plan were identified according to the seven categories of objectives. This gave the students a sense of purpose or mission as pioneers to pave the way to success in second language studies. More immediate, was their quest to become independent students, able to understand their educational styles and needs and manage them efficiently.

Most activities were kept to a ten- to fifteen-minute presentation to keep students interested and alert. The students knew that the teacher read their journal comments daily after class without correction and with full acceptance and would acknowledge at the opening of the next class any student reactions that needed to be addressed. The recognition of their input as vital and valuable component of our class was an added incentive to more fully participate in their own education. Activities were varied and sometimes called for individual participation and, when more advantageous, the students worked in small groups.

There were more lessons prepared than could actually be presented in the seventeen daily meetings. The students were so eager for additional activities that the night before the last session, I stayed late to prepare thirty-five page folders of activities. Some were similar to those they enjoyed during HOLA! and others were new challenges which could be done independently. I hoped this would keep their interest in language active until school resumed in the fall. I presented one to each student together with a certificate of completion and an "HOLA!" button. They seemed duly impressed that I had taken the time to satisfy their thirst for more foreign language activities.

During the last ten minutes of the closing session, the students responded to a questionnaire I had prepared for them (see Appendix B). Another survey was taken a month later to determine if their answers were significantly different. (See survey and evaluation forms in Appendix C.) The majority of students stated that they had enjoyed the field trips most of all and the journal writing the least, although they did appreciate having the opportunity to voice their opinions. When the parents were polled, they, too, said that HOLA! had been a positive experience. One mother contributed her views based on comparison: "He (her son) couldn't get into the reading class with his friend because the class was closed. The other boy hated it and dropped out but I never had to coerce Craig to get up for HOLA!"

Midway through the session, one of the youngsters approached me just after entering with the password, and with a beaming smile, reported, "Guess what? I went to the library last night and checked out two books...and I've already read one. That's the first time I've read something because I *wanted* to!"

For whatever their reasons, a majority of the students reported that the class had been worthwhile. Many of the students returned to visit during the following school year. They reminisced about the HOLA! activities, told of their current successes, sought help with problems, and extended invitations to a concert or game in which they would be participating. I felt that a genuine rapport was established with most of the students and I was gratified to be recognized with a "Hi!" and sometimes, "¡Hola!" when I met one of them in the corridors. They may not become linguists, but they did learn to feel better about themselves as students and young citizens of an ever-changing and challenging world.

Case Studies of Students in HOLA!: Profiles of Promise

The two students chosen for presentation are Patti Edwards and Steven Peterson. Patti is seven months younger than her classmate Steven, and very much a contrast to him in academic history, social and emotional characteristics. Taking into consideration the socioeconomic character of Logan Township, she has a significantly different family background. Both are dedicated students as well as wholesome, responsible, and caring young adults.

The data regarding each student will be presented individually but each in conjunction with notes from my perspective as the researcher and observer who also implemented the HOLA! class and interacted with the students. In this narrative, the reader will find manifestations of change in their attitudes and behaviors regarding themselves as learners - including awareness of and accommodations to their unique learning styles - and their understanding of the structure and function of language. My personal comments will appear italicized and placed within brackets.

Profile 1: Patti Edwards (B.D.: 10-19-76; C.A.: 17-5; Grade Twelve)

Family History Patti was four months shy of her fifteenth birthday when she entered HOLA! She is an attractive, slender brunette with a friendly smile and a soft-spoken, genteel demeanor. She dresses in a becoming fashion without succumbing to the extreme fads that are evident in her school milieu. She is quite sociable and well-liked and respected by peers and adults. Her reliability and amiability have made her a sought-after babysitter in her neighborhood and led to the successful operation of a day camp for preschoolers at her home every summer for the last five years. Her sense of responsibility, social awareness, sensitive nature, and organization skills are significant assets in this mature young adult's industrious undertaking.

Patti lives with her parents and brother Tony, three years her junior, in an affluent suburban community. Tony has learning differences quite similar to Patti's. Tony's reading problem, however, is more pronounced than Patti's was at this grade in junior high and he, too, receives special services during the school day. Mr. Edwards has a university degree and was employed in an executive position with a local company. Several years ago, the company reorganized for economic reasons and Mr. Edwards' job was eliminated. Since that time, he has occasionally been engaged as a consultant to various businesses. Mrs. Edwards attended a local business college but hasn't worked outside the home since Tony was born.

Pre-HOLA! Schooling

Patti's developmental milestones were normal and caused no concern. Difficulty with academics was first noticed by her second-grade teacher in the Maxwell Elementary School. Problems were evident in reading, both decoding and comprehension, which caused difficulty in understanding written directions in other subjects. An evaluation revealed perceptual deficits that made Patti eligible for special services. The services continued in junior high school where the learning disabilities specialist took her out of classes for extra reading assistance. In junior high school, she was discouraged from foreign language study because of her perceptual learning differences. The decision was standard procedure and didn't take into account that Patti had never repeated a grade, had always been a diligent student willing to spend as much time as required to master her academic subjects, and had consistently earned average or above average grades in all her academics.

Patti enrolled in Logan Township High School, the public school for her community. She continues to receive services as needed from a special educator who manages her Individual Educational Program (IEP). Patti is a responsible student, submitting well done assignments on a timely basis and requesting time extensions only if necessary. She has always been a competent self-advocate and is scheduled to graduate in June of 1994.

As in junior high, counselors at LTHS advised Patti not to undertake foreign language studies even though all of her courses were and continue to be in a mainstream track that is considered to be the equivalent of the national average. She earned a "B+" average and made the honor roll her freshman year. In the spring of that year, under the terms of the foreign language grant, Logan's Department of Special Education offered to administer the Modern Language Aptitude Test (MLAT) to those students who were interested in studying a foreign language but were considered at-risk to succeed. Patti was among the 36 students (including a few not receiving special services) who took the MLAT and she performed well enough to score in the fifth stanine. The stanines were normed on the scores of Logan's mainstream students, and those who score in the fourth, fifth, or sixth stanine are considered to have a reasonable chance to make good progress in foreign language study. Patti's interest in a foreign language was encouraged by Patti's IEP manager who advised her to enroll in the HOLA! course to optimize the likelihood of her success in the Spanish course she planned to take in the fall semester. Her scores and evaluation of that MLAT session are reported in Table 1.

TABLE 1

MODERN LANGUAGE APTITUDE TEST

PATTI EDWARDS - MARCH 1991

MLAT EVALUATION REPORT - March 1991

STUDENT/IEP Manager: *Patti Edwards Ms.Johnson*

Part 1 (Number System) **21/45**(n correct items/n total items)

Part 2 (Phonetic Script) **20/30**

Subtotal, Side A: 41

Part 3 (Spelling Clues) 12/21 (n correct items/n answered items)
50 (total n subtest items)

Part 4 (Words in Sentences) **15/35**
45

Part 5 (Paired Associates) **16/24**

Subtotal, Side B: 44

TOTAL: **85** **Percentile: 41st** **Local Stanine: 5th**

Relative strengths: *Short term rote memory, phonics, vocabulary*

Relative deficits: *Speed, grammar*

Recommendation: *Begin amelioration in Learning Skills enroll in HOLA!*

Follow with Spanish 112, presented with frequent reviews and untimed testing.

Comments: *Success is attainable with consistent effort by Patti and accommodation of teaching style to Patti's learning style.*

The HOLA! Experience From the opening day of the session, Patti stood out from the group, not just as one-half of its female population, but as one of the three students who actually said, "Thank you," when she accepted the honey candies I distributed to demonstrate an ethnic custom emphasizing the "sweetness of learning."

At first, Patti seemed somewhat aloof and reluctant to participate. With hindsight, this may be attributed to her tendency to approach new situations cautiously, especially when it was a social encounter and there were no familiar acquaintances present. By the third day of HOLA! Patti commented about "group work" in her journal:

This was good because not only was it fun but we got to work with other class mates & got to know each other better.

From that time forward, Patti seemed more relaxed and usually chatted with the people seated near her or those in her assigned team. It seemed that if someone else structured the social situation, she would willingly function in it but she didn't venture into a relationship without some established guidelines. This was very much the case with the other young lady in the class and as they did not happen to be assigned to the same team and were not seated near each other, I never observed either of them attempt to socialize during breaks or unstructured activities.

Much to Patti's liking was the dramatization of the Chico Mendes biography. (Mendes was the Brazilian rubber tree harvester who organized the resistance to the plantation owners' sellout, which would have hastened the destruction of the rain forest.) Patti had worked with the stage crew during the regular school year and she had directed preschoolers in skits in her summer backyard day camp. Now it was her turn to be in the limelight as the female lead in a serious drama. Her expressive performance inspired others to make the effort to read smoothly and with feeling. She wrote:

It was a fun way to learn about a serious topic...it really made you pay attention to the story; I even found that I had some questions about the play in the end. [Brava! Brava!]

She realized the dramatization of the Mendes story was more than a chance to display her dramatic talent but could also challenge the mind.

Another boost to her self-esteem as a learner was her participation in the group that listed the most cognates in an excerpt from a Spanish magazine article. She recorded that,

Although this activity was fun, I was also surprised by how many words I could recognize without even taking a Spanish class.

That same day, we played *Hangman* to recall the names of the volcano erupting in the Philippines at that time and of the language spoken by the Islands' natives. Patti complimented the teachers on providing

...a fun way to learn... with something that keeps everyone interested and I think (the game) worked well with the class.

(I began to wonder if Patti had spent ten years in school without having any enjoyable learning experiences.)

She was always cooperative and appeared attentive whether the class activity was one that she would cite in her journal that particularly as "fun." Patti's journal entries were usually thoughtful and so well expressed that, with her permission, I shared them with her classmates. She provided insights that were pertinent and useful to the presentation of the curriculum and also served as a model to students unable to express themselves as easily as she did.

About this time, I began contacting parents by phone. They had already received the first of the three letters (Appendix A) I planned to mail so I didn't need much of an introduction. Mrs. Edwards told me that for the

first few days of HOLA!, Patti wasn't favorably impressed with the class, but the mother observed that, "...by the end of the first week, she (Patti) was coming home with enthusiastic reports of what she did in class that day."

Mrs. Edwards was pleased to hear that Patti was a valuable contributor to the class discussion because she usually does not speak up in class. It also pleased her that I considered the comments noted in Patti's journal to be pertinent and helpful. Her mother volunteered that in academic settings Patti tended to be "...rather shy but an attentive and serious student and usually eager to learn."

I then asked Mrs. Edwards if there would be any objection to my inclusion of Patti in my dissertation, promising, of course, anonymity. Mrs. Edwards thought this would not be a problem and that her daughter might actually benefit from feeling needed and from the extra attention that would result.

Patti was always alert in class. A journal entry the following week revealed Patti's intellectual curiosity stimulated by a classmate's description of a Japanese tea service he had brought from home. Patti noted with disappointment that, "It (the report) was interesting...but I just wish it could have been a little more descriptive."

Patti's journal provided a valuable barometer to measure the climate of the classroom. She used the opportunity to express ideas and concerns more openly than had she been asked to do this in the presence of her peers or even in a private discussion with an instructor, lest she say something offensive to the inquirer. I found that even after a year had lapsed since the class, she did not want to say anything that might hurt my feelings. Once I reminded her that her criticisms would be taken constructively and used to help others, she provided a wealth of information.

Having the benefit of Patti's needs assessment from her IEP manager and her MLAT results, I knew that her learning style was multisensory and benefited from reinforcement of whichever modality was not being taxed. Patti seemed to respond to the discussion regarding learning styles and her progress gained momentum. Her first journal notation on this topic concerned a taped radio play which she thought "... was interesting, I just found it hard to stay focused with the story since there were no visual pictures."

This difficulty had been evident when she asked questions to enhance the description of the menacing insects in that radio program featuring "Leiningen versus the ants" (Stephenson, 1934). Patti and her classmates would have benefited more from the lesson had there been time to prepare them for focused listening as I had planned, but because the response to our request for guide service in the garden was received only two days before the visit, there had been no time to properly coordinate the listening lesson with that visit.

The following week, however, it was possible to introduce the second such tape with the listening guides I designed to focus attention on the main points and important details that were essential to the fuller understanding of the plot. This may have accounted for the enhanced involvement and subsequent improved auditory comprehension she experienced. The follow-up journal entry tells it best:

This was really good! At one point it (I) got so scared I had to take off my headphone and take a breather! And I found myself concentrating (sic) very hard because it was radio, not TV. So we had to use our imagination and not our eyes.

The worksheets which the teams completed after hearing the tape earned higher scores, showing that they had attended to the details, followed the plot, understood the characterizations, and had drawn well-founded conclusions. Furthermore, the story was so well received, that a few students asked where other old radio shows could be obtained. I found their improved performance and increased motivation most gratifying.

Difficulty in auditory processing occurred again when she was not close enough to see the Somerset Garden's tour guide who was relating the environmental problems wrought by the destruction of rain forests. Patti was aware that she needed to exclude any distraction that might come between her and the stimulus to which she

was attending if she wanted to get the "whole story." With this in mind she politely excused herself as she made her way to the front of the group to stand directly before the speaker.

During the class discussion which followed a video of French and German television commercials, Patti commented about the cultural differences she had observed. In her journal entry concerning this, she recorded her positive response to visual presentations:

That was very entertaining and interesting! I liked watching these commercials and comparing them with American Commercials.

In addition to the videos, placards depicting facial and hand gestures were presented and discussed. Later, she transferred her visual learning to enhance language comprehension: "They were awesome (sic.)! Not only fun, but I realize we could change body movements into words."

She also mentioned that the reading of ludicrous "one-liners," statements distorted by ambiguous syntax {for example, "Thief gets six years in violin case" (Lederer, 1987)}, caused her to comment that:

...it was a good idea. I think this activity will be useful because it helped us understand that we have to be clear with what we say and how we say it!

In relation to a more traditional grammar lesson on singular and plural pronouns, she noted that these terms had never been clearly explained in her English classes and now she realized why it was important to know their functions:

This was not that exciting ...but was something I needed to know and will definately (sic) use in a future language class.

Further comments from Patti's journal reveal her ongoing, wholehearted interest in becoming a better language student. She eagerly absorbed the new material presented for learning language - techniques and strategies to acquire, reinforce, and recall lessons for application. Patti astutely observed that the daily password was sometimes too easy for her and a few of her classmates, but she realized that students often need a good "review," a strategy that she would later consider a necessity to pass chapter exams in Spanish. She expressed this in her journal with this comment: "I am glad we reviewed this (singular and plural forms); I was starting to forget some stuff."

Activities that provoked complaints in earlier sessions were becoming better understood and their recurrence was then welcomed. Concerning the composition of sentences using verbs depicted in illustrations excerpted from magazines, Patti noted that at first, "...it was hard, but fun (because) it challenged the mind!"

Another time she wrote that creating new words with Greek prefixes and suffixes, "...was difficult at first but once you caught on, it was easy and fun."

These accomplishments enhanced her self-esteem and made her feel that the effort to learn "...was totally worth it!" At other times, she did not hesitate to state: "...the activity (syntax and sequencing) was neat but I unfortunately didn't see the point to it!"

Remarks such as this provoked a response at the next morning's planning session. After asking permission to share her comments with the class, the other students ventured their opinions. Any doubts about the pertinence and value of the exercises were dispelled before launching into that day's lessons. When students were asked for their evaluations of the point system which awarded HOLA miles for class participation and behavior, independent work, and so forth, Patti's considered opinion was that, "This was Fun, and it makes you want to try harder during class!"

[As it turned out, I have some misgivings about HOLA! being so positive an experience that it inflated her expectation of what she might expect from foreign language learning. Consequently, HOLA! may have been "an act that was too hard to follow" for almost any teacher to whom she might be assigned the following year.]

Post-HOLA! Schooling

From this point, Patti's comments are taken from an interview which occurred the summer after her HOLA! session. As she recalled her experiences of the year since HOLA!, her recitation became agitated and strayed from the topics I had hoped to discuss one by one: attitude and behavior, learning style awareness, language learning, and academic progress. Nonetheless, those elements were all present in Patti's experiences, but so interwoven that separating them would have destroyed their natural spontaneity. They will be clearly distinguishable to the reader, however, and addressed in the concluding chapter of the study.

Patti continued to be aware of her limitations in meeting certain academic challenges and knew when and where to get the help she needed. Patti's classes were all in the mainstream, but she continued to have the encouragement and support services needed to succeed from her experienced IEP manager, Mrs. Johnson. Patti recalled her advice:

Yes, she really did push me along. Before school even started, I was telling myself that now I'd have to try really hard and I think that once you start with that pattern of just trying, eventually it accumulates to the point where you just do it. It's not like you have to try - well, I mean you still try but it becomes habit.

Only once did she have a negative experience in a high school course and, unfortunately, that was during the first year of foreign language study which followed HOLA!. She entered the course with a positive attitude, anticipating the gratification she would earn now that she was better prepared for a more formal study of Spanish. She told me that she started the course with a self-confident positive attitude but all too soon, she discovered that she did not respond to the instructor's teaching style. In the afore-mentioned interview, she confided that:

It was the way he presented the material, his attitude - I mean anybody could have come in and taught his class the way he taught it. He just brought the (overhead) projector and pointed and would put it up. And then he'd play a tape and the tape would just go by so fast. It would just go over your head and he wouldn't stop the tape and reinforce what they were saying. The tape would just go through, and by the end of the class, there was like...you'd just wonder what happened.

Patti seemed more aware of the instructor's teaching style than he was cognizant of her learning style because she felt that he made no apparent attempt to accommodate it. In Patti's words:

See, like the day before a test, when you would need to study and review, he would assign sections "A" and "B" like other teachers, but then to catch up, he would add "C," "D," "E," "F," and "G" - all new! Seven sections! Just before the test, the day before the test! And that would kill me because you need all this time to make flashcards, to review...and then do all your other homework. When he throws in these sections, which he thinks are helping, but they're not, you could be using that time for study.

I tried to present the teacher's situation to Patti: that the department chair required all teachers using the same text to cover the same material during the semester. She was already aware of that necessity because Mr. Silver had shared that pressing need with the class. However, she was also aware of how she learned best. Patti supplied the following astute insights regarding the effect of the presentations on her mode of learning:

...that's why second semester was so hard, because he had to be at this certain point at this certain time and we were like way back here [extends her left arm and points to the side] and this

[extends her right arm and points to the opposite side] is where we needed to be. So he just rushed and it was just like everything spewed over you. That's when the grades, just everything started to dive. I know that I need to go in for help...I mean that, like with math...I was like in there every day! I mean it (algebra) was really difficult, but I went in I understood it. I had to do that. And I have to say that I don't think he (Mr. Silver) helped me. I mean everything I did was on my own because, he is - I hate to say it - she is such a bad teacher. I mean, I literally... taught myself that whole year. I would start at the beginning of the book and I would read it and I would teach myself. I needed help, but I couldn't go to him...he was - just so bad for me.

She stopped going to the instructor for individual help because she found that an individual presentation would be the same as it had been in class, only slower and/or louder, and the increased volume intimidated her even more with the one-to-one proximity; she confessed that it was just more than she could bear.

I asked if any students had failed, and she reported that five students had failing grades at mid-year and couldn't go on to the second semester. Her earned grade dropped from "B" to "C" but the grading curve brought it back up to a "B" - one of the two highest grades awarded in the class. Grades were not Patti's primary goal; her main objective was to learn Spanish.

But I mean it's just sad when people are trying and their work is there and they were trying really hard. And then the grade looked like they hadn't. One day I got back a test and it was like a "D" or something and I was so fed up because I had studied. I was talking to a friend and I go, "I can't believe it! ...Obviously if everybody got these bad grades, it's not us. It's gotta be the teacher." And he heard me and got so upset. I didn't know he was listening. I wasn't being rude, like saying, "Oh, he's such a jerk," you know. And he started yelling at me at the top of his lungs and he's like this close!

She indicated a distance as close as we were sitting, almost face to face.

And he's yelling, "I don't have to take your crap you come in here every day..." And I'm one of the hardest working students in that class. And I just sat back and said, "Why are you yelling at me when you have students who don't care that they do poorly and you're wasting your time on me?" And it upset me so much and there was nothing I could do but sit there and take it, him being the teacher and I'm the-student in that situation. It was really, really hard for me.

Patti remarked that each day she came to class filled with dread!

The classroom situation, the environment that we were in was so bad. I pushed myself to learn, so I pretty much had it. But for other kids in that class, they're gonna go on to the second year and be totally lost. If you don't get that, then it's horrible for years to come.

She had investigated changing classes but there were no alternative arrangements possible without dropping the course.

A major part of the whole class for me is that I have to have a good teacher-student relationship because I can't do it by myself. I tried switching classes at the semester but he wouldn't let me he said it would be like "diving into the frying pan," or something like that. There was nothing I could do he had the power over me and it was so sad that I was like powerless. I had the attitude all year, "I have to finish this year and then it will all be over. That's all I can do." And from that point on, I just kept my mouth shut in class.

Patti remarked that she would always have bad memories of that first Spanish class.

It sounds kind of corny but he really liked to mash the pride that I have in the ground. The way he taught it made me feel so horribly about myself. After the class I didn't go straight to lunch but went in the bathroom stall and I'd just sit there and I would cry. People came up to me like after class and patted my back and said, "Sorry." I mean, teachers can yell and everybody forgets it the next two seconds... People were apologizing and saying - they felt bad for me, cause it was horrible. It was horrible. I was scared And it wasn't like it was my mistake I never heard one person say a nice thing about him, and I think that's kind of sad in a ways for him. My counselor said I should "kiss up to him." Ech! My IEP manager said I shouldn't. I just stuck it out to the end.

Later, I discussed this nightmarish situation with Patti's IEP manager, Mrs. Johnson. She told me that she was aware of her plight and confirmed that there was no way to change Patti's schedule without either dropping the Spanish (it was an extra major) or losing other teachers who were "tuned in" to Patti's style. *[What Patti's learning style needed was not a louder, repetition but a different, clearer approach one that began with an explanation of the purpose of the lesson and its relationship to previous and or succeeding work. To help meet her challenging learning style, an analysis of the task and possibly some mnemonic techniques to aid retrieval until the lesson was fully integrated would have been appropriate. She needed periodic reviews and tests over small blocks of material, not these "eleventh hour" additions which usurped the time she required to recollect the previous lessons.]*

The Special Education Department was well aware of the difficulties its designated students had with languages and had assigned one of its teachers to work with students who needed help with French or Spanish. This service was available only during the last period of the day when Patti had a regular class.

When I questioned Patti about arranging for help at another time, she confessed that she didn't even know the teacher was there to be asked. Patti had a class at that hour which would have precluded her access to that help.

The best that could be said for this episode is that Patti discovered that she could study independently. *[But did that lesson have to be at the cost of enduring such extreme anxiety?]* It was indeed a stressful experience for her even though she earned one of the two "B's" given in the class. No "A's" or "C's" were given, and the other students were graded either "D" or failed with "F's."

In January of that school year following HOLA!, Patti underwent the triennial evaluation required by law to be administered to all students receiving special services. This determines eligibility for continuation of service and the suitability of those services for the recipient's ongoing needs. Patti's comments to the examining psychologist revealed that she had an accurate understanding of her learning style, problems areas, and the measures she needed to do to overcome them. She told the psychologist, as she remarked during HOLA!, that she learned best when the written directions were explained orally and in detail. She needs to know exactly what has to be done before she starts a task. In the summation the psychologist confirmed that Patti's teaming differences continued to merit the support services. The IQ score that was derived from the testing placed Patti in the "average" range of measured intelligence.

[My analysis of Patti's test performance would have been reported somewhat differently. I would have noted that the subtests which gave Patti difficulty were those with presentations which taxed her deficit modalities and consequently could not reveal her true capacity in that area. I would have pointed out that the subtests on which she scored in the "superior" range were those with presentations to her intact modalities and revealed a higher than average measure of mental ability. My estimate of Patti's potential for academic learning would have been that, "...despite deficits inhibiting her ability to reveal her full potential, Patti achieves a score that is at least average."

The report to parents should also inform them that there is a standard deviation of fifteen points on the Wechsler Intelligence Scales and the significance of that deviation regarding the full scale score. It would have been

encouraging to Patti and her parents and informative to her teachers had it been noted that the low scores on timed subtests were more than offset by her high achievement in the same areas when there were no time limits. It might have been noted that after Patti failed easy items she teamed from her errors and was able to succeed on more difficult items for which she could not be given credit. There is more value in an evaluation than just the test results. The essence of the procedure, especially for someone already diagnosed as having learning differences, is to explain how and why they perform as they do, and what can be done to make the learning process more efficient.]

As part of that triennial re-evaluation, each of Patti's teachers was asked to submit a report on her academic performance. All reports were glowing with praise for both her achievement and her contributions to the class - save one. Mr. Silver, her teacher for first year Spanish, commented on her lack of progress "...due to failure to participate in class exercises or come for help outside of class. *[His derogatory comments seemed inconsistent with her "B" grade as one of the highest achievers in his class.]* Hearing those comments read aloud at the re-evaluation conference upset Patti even though she knew that, "He was the *only* teacher who said bad things about me."

Being a determined young lady and a competent self-advocate, Patti did manage to survive that negative experience. After the year was over, she told me what had befallen her and that her hopes for learning Spanish had been "dashed to pieces." She did not want to go on to the second year for fear of getting the same teacher and/or not having a strong enough foundation upon which to learn the second year material with another teacher. I assured her that she could still do well and would not have to suffer through another such year because there would be different teachers available and if she should be assigned to Mr. Silver's class again, she would have good reason to insist on a change. Happily, she was assigned to a capable and sensitive teacher with whom she worked to make excellent progress, earning "A's" both semesters.

During that junior year, she did not need to consult her IEP manager but, in her usual conscientious manner, she was able to solve her problems with aid from her mainstream chemistry and geometry teachers. Carrying *five* two-level mainstream majors and an Advanced Dance minor during her junior year, she earned a place on the school's honor roll, with grades of "C" in Geometry and "A's" in everything else: Community Chemistry, Spanish, and American Studies History and English. Happily, she regained her self-confidence as a student and experienced well-earned gratification for her academic endeavors.

As a senior, Patti again carried five majors including Junior Algebra, Physics, and the third year of Spanish. She continues earning grades that keep her on the honor roll and has been accepted at a state university for next fall. Patti's comment about climbing the 141 steps of the lighthouse during an HOLA! excursion aptly reflects her ongoing academic challenges: "(It) was scary!! But to reach the top and look out... it was totally worth it!"

Profile 2: Steven Peterson (B.D.: 3-19-76; C.A.: 18-0; Grade Twelve)

Family History

Steven turned fifteen a few months before the HOLA! session started. He is a tall boy with sandy-colored hair and large brown eyes. His rounded features and engaging smile give him a youthful appearance. He speaks distinctly in a voice with a pleasing timbre. Music is appreciated by his family and he enjoys singing in one of the school's choral groups. Steven's quick laugh is contagious, and he is well-liked by adults and classmates. His gait has a tendency to be awkward, as if he were not used to walking on such large feet. He is very good natured and heartily enjoys a joke even if he should be the object of the humor.

The Petersons place a high priority on schooling, especially since Mr. Peterson's own education terminated when he was fourteen by the enemy occupation of his native country in Europe during World War II. He was orphaned during the war and at the age of eighteen came to live with an uncle in the United States. The young immigrant had to work to support himself and did not have the opportunity to pursue an education beyond learning English in an evening class. After many years of hard work, he was able to go into business for himself which, as the sole proprietor, is even harder work. The long hours of the family's business limit the free time they have for family activities. Its brevity and scarcity cause the occasions to be more cherished.

Mrs. Peterson has an advanced academic degree from a state university. She worked as a writer and editor for an educational publisher but left that career to help her husband when he opened the business. She is an integral part of the operation which could not function smoothly without her Monitoring the education of the sons is almost wholly the concern of Mrs. Peterson.

Steven is the youngest of the Peterson children: the "middle" son, Leonard ("Len"), is three years Steven's senior, and the eldest, Scott, is another three years older than Len. Scott is in his first year of graduate work and Len is working in the family business while contemplating which career goals to pursue. Mrs. Peterson reports that there were no unusual problems regarding her pregnancy or Steven's developmental milestones. Steven has always enjoyed good health and passed vision and hearing screenings administered by the school nurse. He established right hand dominance in sixth grade but still does a few simple tasks with his left hand. Steven has begun to wear glasses in recent years.

Pre-HOLA! Schooling

With Steven's school reports as a guide, Mr. and Mrs. Peterson reviewed their son's academic career during a meeting we had arranged at their business establishment. Mr. Peterson was unavoidably diverted by customers but kept tuned in to the discussion. Steven's mother provided most of the commentary.

At age four-and-a-half, Steven entered the community's pre-school and early the next year, the kindergarten teacher noted that he was not retaining information. He was referred for an evaluation to determine whether the nature of his difficulty would require special services. On the basis of that testing, he was moved from the regular kindergarten and placed in the Early Childhood Center just before his sixth birthday. In reference to that first evaluation conference, Mrs. Peterson volunteered: "I remember the awful feeling when they told us, ...he'll never learn anything."

As a result, Steven was assigned to a first-grade class with educable mentally handicapped (EMH) students for whom Developmental Learning Services (DLS) were provided.

The Petersons had never encountered any learning problems with their older sons and had complete confidence that the school personnel was acting on behalf of Steven's best interests. Mrs. Peterson recalled:

It's so hard for me to think back about all these things. It's not the intervening years, it's just that at that time, it really didn't sink in, the import for the future. It was just some kind of extra help we were able to get.

When he was in second grade, Steven's parents noted

...he was in a class with real little kids and nothing was happening with him. I didn't feel he was in the right place. I told them, "I think Steven should be with other children." This was "Ring around the rosy," and I mean it was ridiculous! He was going nowhere and the teacher agreed. I asked to have him moved and they actually did - mid-year! The quote "third" grade teacher who got him was upset because he hadn't had the material he should have had by this time. So she had to do double work to help him catch up.

Steven continued in this setting until reaching sixth grade when his program was split between the EMH classroom and a sixth-grade class for learning disabled (LD) students. Asked about the reason for the change, his mother replied:

I really have no idea. He's always been in there with the EMH kids. He had English and Social Studies with the LD kids but never had a lab science and no Math at all until a different teacher came in eighth grade. He missed out completely on Math...there was "never any time," you know. Why did they think he could absorb the history and language arts with the LD's and not the science? The eighth grade teacher came to his rescue and tried very hard to pick up the loose ends.

The philosophy of the district is to customize the work to the style of the learning disabled learner, so if that had been done for Steven's math and science courses, he might have been able to learn successfully with the LD students in his junior high school. His teacher considered him a motivated student in all areas except physical education and so he was placed in an adaptive physical education class to provide a greater challenge and attention to his physical needs. Mrs. Peterson regrets that:

...I never really knew any better... I didn't! What he ended up doing many times was helping the teacher in the EMH class with the other kids, not doing anything for himself. But, helping them...well, it does help him, too, but it's only a fraction of what he could have been doing. It did help him develop the strong nurturing part of his personality, which doesn't bother me at all.

The teacher had to go back as far as basic facts and the four processes of mathematics but, by the time he became a freshman (ninth grade) at Logan High, his math achievement was up to the level of beginning fifth grade as measured on a diagnostic arithmetic test.

Steven's psychological evaluations of 1981, 1985, and 1988 tend to follow a similar pattern: a standard test of academic potential (IQ tests), achievement tests surveying the "three R's," and diagnostic tests to determine the reason for discrepancies between the first two types of tests. Results consistently indicated that Steven has difficulty processing material presented through the auditory modality, a slower than average rate of execution on motor tasks, and weaknesses in visual-motor integration, general information skills, conceptualization, and memory skills. Vacillation in other areas such as attention span, distractibility, independence, and expressive language occurred between reports and were not consistent with his parents' observations of his behavior.

Mrs. Peterson stated that the "Steven" described in the reports was not consistent with the Steven she knew at home. She had always found him willing to assume responsibility to a degree at least commensurate with his age, and proudly added:

You know, I have often marveled at the way he could do his work. In the EMH class, with all the other stuff that was going on with the other kids there, he was able to sit in the midst of that and shut it out to concentrate on his work.

That was the same Steven I knew: a student who learned what was expected of him and then stayed on task until he completed it to the best of his ability.

[Reflecting further on Steven's equanimity, I recalled that in a variety of provocative situations, I have seldom seen him voice any protest. Even though Steven does not superficially appear to be flustered or angered even when confronted with a difficult situation, he probably does feel some psychological stress that is not overtly perceivable. It may be that because of his language limitations, he cannot express himself or, because of his sensitivity to the feelings of others, he chooses not to verbalize his own sentiments. No matter how well the examiner established rapport with Steven, at least a minimum of test anxiety must have been present. This condition, combined with his inhibiting deficits in auditory processing, memory, visual-motor integration, and motoric response- all exacerbated by time limits - quite likely affected his test performances in various adverse ways from evaluation to evaluation throughout his academic life.]

In the 1988 report, Steven's "intellectual functioning" was designated "at the upper end of the borderline range... consistent with previous test results." *[All too often, examiners are influenced by previous results and select their tests and seek responses in accordance with those previously reported.]* Before interviewing the Petersons, I perused the diagnosis on which these placements were made. Some test scores looked inaccurate to me - specifically, the results of the Stanford Binet Intelligence Scale. The ratio of the "Mental Age" divided by the "Chronological Age" yields the "Intelligence Quotient," commonly known as IQ. I was suspicious of Steven's score because the "78" quotient didn't seem to be correct for the ratio of the mental and chronological ages specified in the report. Closer scrutiny led me to research the test manual used for the test, and I confirmed that the 78 was erroneous. Whether this was the result of a computational or a typographical error can't alter the last twelve years of his life, but the correct quotient for the ratio of mental age to the chronological age should have been 86. Certainly, his appearance, affect, and social skills are more consistent with the higher score than indicative of a person challenged with this type of developmental disability.

[This discrepancy poses the question of whether the lower score of 78 was a determining factor in placing Steven with the EMH group. Did this "label" subsequently confine Steven to an academic curriculum of diminished intellectual stimulation, challenging expectations, and role models? Did this status influence succeeding evaluators regarding their test selection, procedures, and expectations? Where would Steven be today if he had been evaluated not as high functioning EMH (78) but as a student whose learning differences depressed an otherwise average student's test responses and academic performance to the level of low-average (86)?]

The Wechsler Intelligence Scale for Children-Revised (1985) was administered three years later as part of his second triennial evaluation. Again, it yielded an IQ of 78 which was a tacit verification of the 1981 evaluation of intellectual potential for learning. (Neither the examiner's observations regarding the test administration nor the raw scores are available and without them there is no way to verify the computation or learn the circumstances regarding his performance at that time.) The same qualifications exist when considering results for this test: presentation of the test items tax Steven's deficits, there is a standard deviation that extends the range of the final score a number of points in either direction, the subject's reactions to the testing, and so forth.

The Modern Language Aptitude Test was administered to Steven shortly before his fifteenth birthday. It is difficult to determine whether his placidity during the session was the result of frequent testing throughout his academic career, his well-established rapport with the examiner, his naivete concerning the difficulty of the test, or a combination of these factors. The evaluation report (TABLE 2) does not indicate the commendable perseverance and extreme patience Steven displayed while meeting the challenge of this lengthy and taxing ordeal.

TABLE 2

MODERN LANGUAGE APTITUDE TEST REPORT

STEVEN PETERSON - MARCH 1991

<u>MLAT EVALUATION REPORT - March 1991</u>			
STUDENT/IEP Manager:	<u>Steven Peterson/Ms. Coven</u>		
Part 1 (Number System)	6/45 (n correct items/n total items)		
Part 2 (Phonetic Script)	22/30		
<u>Subtotal Side A:</u>	28		
Part 3 (Spelling Clues)	<u>2/13</u> (n correct items/n answered items) 50 (n total test items)		
Part 4 (Words in Sentences)	<u>10/37</u> 45		
Part 5 (Paired Associates)	<u>6/17</u> 24		
<u>Subtotal Side B:</u>	18		
<u>TOTAL:</u>	46	<u>Percentile: 3rd</u>	<u>Local Stanine: 1st</u>
<u>Relative strengths:</u>	<i>Phonics</i>		
<u>Relative deficits:</u>	<i>Memory skills, vocabulary, grammar.</i>		
<u>Recommendation:</u>	<i>Initiate ongoing amelioration of deficits in Learning Skills 2 , and continue with HOLA! 1991 prior to Spanish 111 that fall.</i>		
<u>Comments:</u>	<i>With continuing daily effort, good progress in Spanish Culture 111-121 should be attainable following the summer session of HOLA!</i>		

The HOLA! Experience

Although Steven's attitude and behavior were always exemplary and assets to the class, from the first time I learned that he planned to enroll, I had two concerns about his presence in the HOLA! session. First, I did not anticipate his taking a foreign language other than the Spanish Culture 111-121 course because of the traditional methods used by many of the foreign language teachers at Logan. I did not want him to think that seventeen mornings in HOLA! would prepare him for the rigors of the full-fledged Spanish 112 course. I did not discourage him, however, because I knew that the experience would enrich his native language skills and that he should be able to apply it to all his academics. I discussed this privately with him before he paid his tuition. He assured me that he would be well satisfied to take the less demanding culture course. I assumed that the other HOLA! participants would be preparing themselves for the fully accredited Spanish 112-122, the first half of the requirement for college admission.

My second concern was that the more advanced students, might ignore him or "look down their noses at him" because the level of his classes was not as high as theirs. Knowing Steven, I wasn't worried about his feeling beneath the level of the other students because I had witnessed his wholehearted effort to work harder than others, acknowledging that he had to make up with "perspiration" what he may have lacked in "inspiration." There was also the possibility that a classmate from his junior high might remember him as a recipient of the stigmatized Developmental Learning Services.

In fact, Steven was chastised by a classmate during a team activity because he was not "...doing his share." It was no secret that Steven had trouble with new activities, that he was usually the last one to gain admission with the password even though he may have been the first to arrive, and that writing was so laborious for him that he usually deferred to someone else to be the team's secretary. But it was also obvious from the chart of HOLA miles and progress on the wall map that Steven was one of the two top achievers. He had earned his points for HOLA miles by completing independent tour activities which enabled him to travel farther than most of his classmates. On the other hand, his detractor was the penultimate student with respect to points earned. It seemed to be a case of envy when Jeff tried to make light of Steven's accomplishments as merely the results of slavish industry outside of class while he, Jeff, could "...earn points by the bushel" if he cared to "...waste his free time with busywork." [And well he may have earned "bushels" of points had he been motivated to do so and receptive to the encouragement to persevere when faced with challenging tasks.] The confrontation occurred when Steven and Jeff were seated in the front row and working on the same team. I observed that Steven's two teammates had more strategies for conjugating the French verbs than he had. Applying new concepts, especially of abstract ideas, had never come easily for Steven. Jeff, the student-secretary of the team, was not very discrete about goading Steven to participate. This pressure seemed only to make it more difficult for him to respond and, without some hint and/or coaching - which his two teammates could not provide - there was no way Steven could come up with an answer, not even a wrong one. His face remained phlegmatic throughout the episode.

Jeff announced that he wanted to delete a name from the worksheet to be submitted due to lack of any contribution. Although the name was not spoken, it was obvious against which member of the three-man team the attack as directed. To resolve the situation to the satisfaction of all concerned, I told the class that there would always be situations in life when someone would have to do more than an equal share. No one could say whether the situation might be reversed someday, and the "giver" and the "taker" exchange places. I added:

These assignments are a team effort and no matter the proportion of each member's contribution, the points are awarded equally. If we score this your way, Jeff, perhaps I should get some of your points for the clues I gave you. If each of us tries to give a bit more than the traditional 50%, this world would probably have fewer problems and happier inhabitants. After all, is this situation a matter of life or death?

That seemed to satisfy them and there was no further discussion. Throughout this incident, Steven retained his equanimity, a condition which seemed to further irritate his adversary. Knowing how difficult it is for Steven to express himself in writing and that at times, even his oral responses tended to be painfully slow, I had little hope of reading any comments concerning this episode in his diary. There was no mention of it at all. In fact, that morning he wrote his typically terse opinion: "I think the work was easy because I understand the work." This was unusual only because for the first time he used the adjective "easy" rather than "interesting." [*Was this a silent retort, to Jeff's ill-humored display?*]

Each morning, as soon as Steven would earn admission to class, he would verify his updated point tally and advance his marker on the map accordingly. To earn his points for HOLA miles, Steven would select several "Independent Tours" to complete each evening. He was well aware that he did his best work when he didn't have to operate within time limits or meet short deadlines. He was not in any way a procrastinator, but he needed more time than the average student to produce his personal best.

Among his favorite activities were the word search puzzles on relevant topics, research on names, interviewing for his family tree, and bringing items from home to "Display and Describe." On his own, he even designed a few tours which received the teacher's approval. For example, he chose to research more names than had been suggested, compile an audio tape of foreign songs to share with the class, serve as photographer on excursions, and bake a batch of luscious cookies to provide the class an ethnic "pop culture" treat.

Most commendable was his request for an audio tape cassette of Spanish numerals from one to twenty and the days of the week so that he could commit them to memory at home. And this he did! On the following Monday, he reported that he had left his *horario* (daily calendar) at school and needing that visual reinforcement to learn the days prompted him to buy a Spanish dictionary. By the third week of class, he could recite the numbers as smoothly as any classmate and almost had the days of the week mastered. He had recited them rhythmically in two groups of three but tended to falter on the seventh day, *domingo* for Sunday. I knew his musical background included knowledge of the famous tenor, Placido Domingo, and I asked him if he knew the meaning of the singer's first name. When he responded in the negative, I told him that,

it means "calm" - the kind of Sunday to which your folks look forward after a busy week of work. Or, think of "Palm Sunday" which rhymes with "calm Sunday." Placido Domingo actually means "calm Sunday."

That seemed to do the trick because the next day, only twice did I have to follow Steven's hesitant recital of: "*lunes, martes, miercoles...jueves, vienes, sabado...*" with the prompter, "Placido...,° to remind him of the seventh day. After that, the six days were followed by a brief silence, a smile, and then his exuberant, "...*domingo!*"

This was just one of several episodes when taking the time to find a meaningful "memory hook" for him succeeded. Once the information had been integrated, the mnemonic device was no longer needed. Steven was aware of his need for these hooks and when he could not originate one independently, he was not too proud to ask for help with creating one.

Using audio tapes to facilitate decoding was a technique I had introduced to Steven in our English 111 class the preceding fall. It unlocked a world of literature for him and he had become an avid listener to books on tape beyond those assigned in class. He had an insatiable appetite for learning that would delight any teacher or parent, and it was gratifying to see him apply this reading strategy to learning a foreign language.

The students had been asked to advise us if they knew they would be absent on a day we planned an excursion. When Steven had been absent for the two days prior to a proposed excursion, I called home to learn when he would return to school. Mrs. Peterson advised me that, "He has a 'strep' throat but wild horses couldn't keep him home tomorrow."

I told her that his health was more important, and that it was a visit which could be done on his own when he was well.

Oh, no! He wants to go with the class. He's learning so much and he loves every minute of it. There's no way he'd miss this trip. I can't tell you how much we appreciate what this (HOLA!) experience means to him!

Well, that was nice to hear and sure enough, Steven was at the door bright and early the next morning, "ready, willing, and able" enough to participate in the class. The first thing he did was ask for a copy of the audio taped story the class had heard during his absence. The story was an old radio program that concerned three men who were besieged in a remote lighthouse by a horde of starving rats, and this had been the stimulus for our visit to a nearby lighthouse that had been opened especially for our tour. There wasn't time to hear the tape before we left, but I told him that we'd review the story on the way and he could have a copy to hear over the weekend. This trip proved to be literally-and figuratively the "highlight" of our entire session. Meeting Steven and other HOLA! students in later years, this event was frequently a topic of conversation with glowing reminiscences.

The only week that Steven did not earn the highest point total was the week that included his two day absence. As a result, a freshman student in need of building a positive self-image, had the opportunity to tally the most HOLA miles for the week. Steven had a good-natured rivalry with this classmate and earnestly resumed the race for first place, making up his deficit and regaining the lead by the end of the third week. The competition was amicably resolved by awarding prizes to the top freshman and the top sophomore. Coincidentally, the younger winner was about to reach his fourteenth birthday, so we celebrated the occasion at our culminating excursion to an ethnic restaurant for a light brunch.

Considering the excellent progress resulting from Steven's remarkable efforts that summer session, there was no doubt in my mind that he would succeed in the Spanish Culture 111 class in the fall.

Post-HOLA! Schooling

Steven never exhibited any problems with "attitude" and/or "behavior" in any of his school experiences. He had always been the type of quiet, willing, well-behaved child that every teacher would like to have in a seat in the classroom. His mother remarked that sometimes this worked to his disadvantage because "...he didn't 'squeak' enough to get the 'grease' along with the other 'squeaky wheels' in the class who needed such attention." But in junior high, reported his mother, he learned to be quite good at the squeak of self-advocacy. She remarked:

I never had any problem with him not asking for help. He's always been very good at that. There have been many times, even in high school, when I've asked him, "Do you want me to talk to the teachers?" and he said, "No, Mom, I can take care of myself," and (he) did.

I acknowledged the great value of this trait but recalled that on a few occasions, in my class at least, it did not always work. There were a few times when Steven did not ask for help because he did not know he needed help. For instance, checking spelling accuracy, a problem common to many writers, plagued Steven. If a misspelled word is not recognized, there is no reason to verify its accuracy and it remains in error. Steven often omitted words that immediate proofreading did not catch because his memory was stiff fresh enough to "read" what he had intended to write. These were minor problems; the major problems, however, did not escape his awareness. The "borderline" problems would be the ones likely to go undetected - whether or not he fully understood a concept in math or a causal relationship in history - but he had the good fortune to have a mother who made the time to review his work, and his classes were usually small enough to allow him the attention he requested from the instructor.

Unfortunately, the enrollment for Spanish Culture 111 did not meet the minimum number of eight students required by the administration and it was withdrawn from the 1991-92 school year schedule.

Nonetheless, application of Steven's language learning could be observed in English class and in other curriculum areas involving language skills.

He replaced the Spanish with a major class in Photography that accepted students from any level of academics provided they had passed the prerequisite minor course. Steven expressed pleasure in having the opportunity for more "hands-on" learning experiences. He knew this was the way he learned most easily and that it afforded him a better chance to demonstrate his abilities rather than his problems. Actually, photography is an alternate way of telling a story and Steven could more easily produce one picture than he could compose the thousand words of its proverbial worth. Steven was proud that he made the distinction of having one of his photos selected for the school's annual arts magazine, a student production of nationally recognized high quality. He earned a semester grade of "C" which was a respectable accomplishment for him in an unlevleed mainstream class whose instructor knew how to challenge his students to do their personal bests with a full-fledged curriculum.

When HOLA! was offered the following summer, Steven enrolled for a second session. He felt that since the year had gone by without applying his enriched language skills specifically to learning Spanish, he may need a review. Whether or not this was the case, he felt he would profit from an HOLA! refresher. I frankly expressed my concern to him that he might find some of the activities redundant. However, he cheerfully told me that he enjoyed the class so much that he would like to do everything once more. I warned him that the field trips would probably be the same as last years. With genuine enthusiasm, he proclaimed: "Great! I never get enough of the Somerset Gardens; my family is too busy to go there. And the lighthouse was super!"

Realizing that he would not be dissuaded, I thought I would encourage him to express himself by enlisting the aid he was usually so willing to offer. I tried:

Well, Steven, you're the first "encore" student HOLA! has had and we'll count on you for advice. What do you think can be improved? What should be changed? Which activities should be dropped? What would you like to add? I won't be the teacher this year...oh, I'll be there as a "consultant" from time to time, but Mr. Ecker will be presenting the class by himself.

His answer did not surprise me. "Really? Well, that's okay. He's a good guy, and I don't think I would change a single thing. I liked everything as it was."

I remembered that no one could "step into the same river twice" and hoped he wouldn't be disappointed. I remarked:

Well, things won't be exactly the same because we each have our own way of presenting the same lesson. There was so much valuable material that we never had a chance to give you, so don't count on things being exactly the same.

Still undaunted, he replied: "Oh, that's okay; any way you do it is fine with me!"

Everything was fine with Steven and he did enjoy another summer session of HOLA!. He made an "all-out" effort to participate in every activity and again his HOLA miles were as massive as his written expression was meager.

Once more, the Spanish Culture class was listed on the fall schedule and this time the enrollment included not only those who had been disappointed the preceding year, but a new batch of enrollees from the HOLA! 1992 summer session. About two-thirds of the students enrolled had taken HOLA! and all of them easily earned at least a "B." The teacher took pride in telling me:

Steven is at the top of the class. There are others who could probably do as well, but no one matches his performance. If he continues this way, I will recommend him for the Spanish 112 class next year.

Besides the Spanish Culture course, Steven was advised to enroll in Math Literacy 311, a course designed for students considered unable to take even the algebra course that was modified for a two-year presentation rather than a single year. The course presented practical applications of math in daily living and actually required more reading than computation. In fact, the students were encouraged to do their computation entirely with calculators and some students were able to problem solve without fully understanding the process involved. As a freshman, Steven was assigned to my Basic Math class, entering with beginning fifth grade math achievement. In the two years that followed, he completed all computation skills and began the rudiments of algebra. In fact: we used the problems presented in his General Business course for extra practice in fractions and percentages. (On the final exam in General Business, Steven achieved the highest grade in the class.) I was dismayed that he was taking yet another non-Algebra course.

He reported that some of the work in Math Literacy was too easy. He had “aced” almost every test since the material was much the same as that presented in General Business the preceding year. He said that most of his time was spent as the teacher's aide, helping other students, even those who had been in his General Business class but had passed the course without really understanding what they were doing. I saw this for myself on two separate visits to observe his class.

Having been my math student for a year, he was quick to confide that, “The lowest score I got in Math Literacy all semester was 94%. The only thing that threw me off was the geometry.” On the final exam, he missed only two problems and they concerned geometry which had always given him trouble. This difficulty reappeared earlier in the semester. I asked him if he had sought help from the teacher to clarify these problems, and he said he had made corrections but had never fully understood why it was wrong or why it was correct. If this was the case, I asked Steven why he didn't go to his new program manager for help. 1 reminded him that this difficulty with geometry was not unexpected considering the deficits in visual-spatial tasks he demonstrated on several previous tests. We had talked about working with his IEP manager on exercises specifically geared to ameliorate this problem:

Well, she's busy in Learning Skills helping the new students and rather than sit there doing nothing, I do homework.

Recognizing my disappointment, he hastened to add:

But I have nothing else to do and I don't want to waste my time doing nothing and most of the time I don't have anything of mine (homework) to do. Then I work on the reading book you gave me two years ago. It's old stuff but I don't want to just sit there with nothing to do.

Steven's grades in his major subjects during his junior year merited a place on the school's honor roll:

English "E" ("Enriched")	A
US. History 311	A
Math Literacy 311	A
Spanish Culture 311	A

His grades in minor subjects were an “A” in (Adaptive) Physical Education 318 and a hard earned “C” in the required Driver's Theory 208. This was an outstanding accomplishment for a student with his type of language deficits.

It seemed as if Steven had become a stronger student and able to succeed in courses that would have been considered “too difficult: just a few years earlier. His senior midyear grades were:

English 412	B
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Integrated Science 411	A (“...way over the top!”)
Math A 212 (modified algebra)	A
Spanish 112	B (“...but I’ll bring it up!”)
Photo 018 (minor credit)	A
Men's Chorus	A
P.E. (Adaptive)	A

Once again, Steven has made the honor roll while continuing -to work as a photo lab assistant during free periods and also in the family business (where he's truly needed} on Saturdays and holidays. Neither the Spanish nor the Math A will give him the Carnegie credits needed for entry to most two- and four-year colleges. Colleges require a minimum of two years of one foreign language and Spanish Culture is not considered as formal language study. The Math A is only the first year of a course that has a time-modified presentation to accommodate students with learning differences. Had he been allowed to start these courses a year earlier, the successful completion of each two-year sequence would have earned the full credit for college and, more importantly, would have provided that much more learning. He now has the greatest challenge of his academic career and he seems to be enjoying the success he so richly deserves.

At this time, Steven has not made any post-secondary plans to continue his education but talks about working for a time in the family business. If that proves to be the case, I believe that Steven will eventually return to some type of academic activity. In the continuation of his education, he will experience the genuine satisfaction that comes from living up to the contemporary meaning of the word, "student: a person studying at a school" (Proctor, 1980).

CHAPTER V

Conclusions and Implications

*Condemn no man and consider nothing impossible,
for there is no man who does not have a future
and there is nothing that does not have its hour.*

the Talmud

The Study

This research was undertaken to study the impact of a language enrichment program that was designed by the teacher to prepare high school students with native language deficits to succeed in foreign language coursework. Two participants in the program were chosen for detailed study to explore the changes that occurred in them as a result of this educational experience. Their own perspectives, those of their parents and teachers, and the three roles I assumed as researcher, teacher, and observer, provided the range of perspectives included in the study. Situations arose that reminded me of the 1948 picture by Escher (in Lochner, 1971) depicting a right hand drawing the left hand while the left hand draws the right. There were also many times when it seemed as if a diminutive Norse *vette* were perched on each shoulder, questioning every idea I had as a researcher, every word I spoke as a teacher, and every note I made as an observer. I cannot determine from this "trifurcated" perspective whether this complex role served as an asset or a deterrent in the execution of the project, but they did provide a variety of lenses through which to view this idiosyncratic occurrence. Obviously, if I achieve my goal, the answer is positive. Would it have been better, or even possible, to separate the three facets of this study? Perhaps some future facilitator who "takes up the torch" will answer that better than I can at this time when I am so enmeshed with every aspect of this project.

There are two main reasons for the importance of this study. First, thanks to the recent work of educational psychologists and language specialists researching this field, the multifaceted benefit of foreign language learning is more fully and widely understood. Research has demonstrated that when appropriately taught a foreign language, students who have native language deficits do not suffer setbacks in native language (Knop, 1990); on the contrary, they develop a better understanding of the mother tongue (Chastain, 1980; Dinklage, 1971). Such students also acquire strategies to apply to learning in other subject areas (Curtain, 1983; Met in Brandt, 1988) and enhance their affect toward themselves as language students specifically and as capable students in general (Richard-Amato, 1988). This has stimulated more interest among education specialists in promoting productive and positive experiences in foreign language courses for students previously denied or at best discouraged from enrolling in the language courses. Foreign language study has been known to promote the pursuit of similar successes in other challenging areas of the standard secondary and post-secondary school curriculum (Block & Burke, 1990). Consequently, this academic "extra" formerly reserved for the more talented students and not even a consideration in framing the educational programs for students with native language deficits, has become a more available and desirable option.

Second, the regular education initiative is moving students with learning difficulties out of special education classes and into mainstream classrooms in almost every area of the curriculum and their would-be teachers must prepare themselves for success in this new partnership. It would seem that the time has come for teachers of foreign languages to accept the responsibility to better understand learning/teaching styles and how to

diversify the presentation of their lessons to successfully implement their educational endeavors at all levels. Some of those who accept this role are turning to special educators for guidelines and strategies to make their expert knowledge of the content accessible to the more academically challenged students.

The development of the HOLA! language enrichment program during the implementation of the sponsoring grant was an attempt to meet the needs of the students who learn differently. Their teachers - those who prepare them to learn and those who provide the material to be learned - were served by the grant with in-service workshops to acquire and/or enhance the skills needed to work with the students enrolled or about to enroll in foreign language courses. HOLA! was the result of decades of my classroom experience based on a continuum of testing/teaching adolescents with learning problems, and professional research applied to those endeavors. Underlying all of that, however, was and is the firm belief that students are uniquely individual and have the right to be assisted in the exploration and development of their talents to their fullest capacity.

The first step seemed to be an understanding of each student's learning style, affect, and areas of strength and weakness regarding the components deemed necessary to learn a foreign language in an academic setting. For this reason, the Modern Language Aptitude Test was employed, not as a device for exclusion of these special students from language study to determine how to best prepare them for *successful inclusion* in foreign language classrooms.

The next step was to prepare a prescriptive program based on those students' diagnosed needs and implement it to their best advantage, educationally and emotionally. The majority of the students who trustingly pioneered the program (a program more "at risk" than I considered them to be) went on to study foreign language at some level within the two years that followed their HOLA! experiences. They met with varying degrees of achievement. Perhaps the foreign language course enrollments would have been even higher and the successes still greater had the second need been more fully met, which was - and still is - the preparation of the foreign language teachers to receive these students as they are and where they are. When this is recognized, their new learning should be built upon the foundations established in the enrichment course presented in this study. The selected subjects, Patti Edwards and Steven Peterson, will be discussed in detail. The remainder of the chapter will present the implications which emerged from the study regarding the HOLA! language enrichment course, the articulation of the foreign language curriculum between the district's schools, the senior and junior high schools, and the services rendered by the Department of Special Education of the secondary school.

Profiles of Promise: A Panoramic View

Patti and Steven enrolled in HOLA! the summer between ninth and tenth grades. The students receiving special services in that group were at different levels of academic achievement and Patti and Steven were actively working to the best of their abilities. They were aware that the objectives of HOLA! were within their grasp and that once attained and integrated, the possibilities for success in learning a foreign language would be enhanced.

Patti Edwards

On the basis of her academic record, there was no reason for denying Patti the opportunity to study the foreign language of her choice in junior high or as an entering high school freshman. This was confirmed by her performance on the Modern Language Aptitude Test. Had she not been a recipient of special services - primarily for assistance with math - she would not have been denied access to foreign language courses. Counselors would not have given a second thought to enrolling less-deserving students in a foreign language class provided they

were not in “special ed.” But it was different for Patti: even though all her classes were in the mainstream program of the school, she received special services and she had to suffer this discrimination. She dutifully accepted that decision and a year later came to HOLA! determined to improve her ability to succeed in the Spanish course she hoped to take as a sophomore. The MLAT revealed her strengths in short term rote memory, (long term is not tapped by the test), phonics, and vocabulary. These strengths are ideal, for the study of Spanish because the orthography is phonetic and has a simpler and more regular sound/symbol correspondence than English. Also, her good English vocabulary would facilitate the recognition of the numerous cognates in both languages derived from their common Latin ancestry. This was substantiated later by Patti's excellent performance on an HOLA! activity sheet excerpted from a Spanish publication, on which she worked with her teammates to identify more than fifty English cognates in only ten minutes.

Sometimes Patti questioned the purpose of the activities presented in the HOLA! sessions before checking with the projected image of the daily lesson plan on the wall screen. She wanted to be ready for the challenges of the “real” language course and wanted to be certain that she wasn't wasting any time with “busywork.” The answers she received pointed out the related components among the seven goals of HOLA! and how the exercise was designed to achieve that goal and, indeed, they were not “busywork” in any sense of the word. This clarification satisfied her need to be meaningfully occupied and she could always be relied upon for 100% attentive and productive participation. She didn't ask, “Why are we doing this?” as many of her contemporaries were wont to blurt out in other classes. She learned from the experience of her earlier questions that the activities were purposeful, and she used her daily journal entries to state that such concerns were usually dispelled as the activity progressed. She had openly questioned the teacher, received satisfying answers, and went on to learn all that she could to the best of her ability. The comments made in her journal were duly acknowledged and she felt comfortable with the teachers and her classmates.

It was surprising that Patti was one of the few students who did not submit independent tours, the optional outside activities which earned bonus points toward the final grade. I soon learned that Patti's life after school was otherwise occupied. Once she gave the password to exit HOLA!, she stepped into another role. After HOLA!, she was no longer a student but the very self-sufficient manager of her afternoon play group where she independently and capably guided preschoolers. More than likely, she realized that the only time she had for language enrichment was the time she spent in class, and she consistently made the most of it.

The aloofness Patti exhibited the first few days of HOLA! soon dissipated; she appeared to be at ease and enjoyed sharing the challenges of the lessons. Her face was lit with smiles whenever she and her teammates garnered victories through their cooperative efforts. Her journal entries revealed growing self-confidence as a result of her accomplishments, and genuine pleasure in the pursuit of knowledge. Evidence of her enhanced self-confidence was the leadership role Patti assumed on several occasions. She was especially “in her element” during the dramatization of a skit taken from a periodical for students of Spanish. She was not only a capable actress, but a director and producer as well. The effort she put forth in staging the skit about rain forest ecology resulted in a convincing performance. In her journal she stated her satisfaction with this method of learning an important lesson and being provoked to make further inquiries on the topic. Patti participated in the discussions which arose from the serious environmental and economic problems set forth in the play, and she related their themes to situations in her own surroundings.

Toward the end of the summer session, Patti's journal entries told of an awareness of her learning differences. She recorded that it was easier for her to learn when material had a multisensory presentation and that extra effort on her part was necessary when the presentation was primarily auditory, as it was with the taped radio dramatizations of suspenseful short stories. She added that it was beneficial to review her notes and text to prevent the loss of material learned earlier. She recorded that in HOLA! she had no negative experiences, no tension, and no pressure. Patti often commented that the absence of stress made the learning activities “fun” and

“interesting.” This was certainly an atmosphere conducive to her learning style and she told me that she looked forward with enthusiasm to her mainstream Spanish class following the summer holidays.

The first-year Spanish class to which Patti was assigned was a “level two” course for students whose achievement was considered “average” on a national basis. The level below this was presented primarily as a Spanish culture course, with enough vocabulary to carry on simple, “tourist-type” conversations but almost no grammar, and no credit toward the two-year language requirement of most colleges for entering freshmen. The class above Patti’s would have been a three-level first year Spanish intended for “average Logan Township students” who could achieve learning at a faster pace than their peers throughout the nation. As in most two-level first year classes, Patti’s class had more freshmen than sophomores but this difference in status did not concern Patti. She was there to learn and, using the strategies forged and honed during HOLA!, learn she did.

From the beginning, Patti’s grades reflected the same high quality of work she exhibited in HOLA! In response to my inquiry, her teacher told me that she was an active participant in class and that her homework assignments were timely and well done. Patti told me that she spent a considerable amount of time each evening on the Spanish assignments and she conscientiously reviewed the day’s lesson even when there was no written work to submit. As the glow of the easier, introductory weeks wore off, however, the work became more complicated and by the mid-term, several students had dropped the course, including two students who received special services but had not taken the HOLA! course. As the lessons became more difficult, the atmosphere in the class became more tense. Patti’s earlier enthusiasm was replaced with anxiety.

The teacher seemed to make his best effort to help students learn by offering them help outside of class. Patti had no free class periods that coincided with the teacher’s so she came before school started for the “one-on-one” sessions, but these didn’t seem to ameliorate the situation. The material was just repeated as it was given in the book and this was something Patti had already been doing on her own.

To make matters worse, all the classes of the same level for each language were expected to have covered the same amount of material during the course of the semester. This was synchronized at the quarter when students in each language at the same level and year were given the same departmental test over a specified number of chapters. Patti’s class was almost a full chapter behind the others and the teacher spent the last day or two prior to the test cramming in the missing lessons. This would have been difficult enough for any student but for Patti it was devastating. She knew that she needed more time than most students to learn new material and she especially needed these last days to review the large number of lessons already presented that would be covered on the major test. She lost many hours of sleep preparing these last-minute additions for testing. It should be noted that Patti was carrying five major subjects rather than the four majors in the standard course-load. Quarterly exams were given in almost every class and, therefore, she had to review a quarter’s material for four other major subjects besides the Spanish. Patti put forth her best effort in every class and earned better than average grades, including a “B” in Spanish, attaining the second highest grade in that class.

The second semester of the Spanish class was no better than the first and the tension continued to mount. At one point, Patti made an aside comment to a classmate questioning the instructor’s presentation. To her horror, he overheard her comment, and although it was not intended as an insult, he took it as such. She immediately offered an apology, but the damage had been done. The engulfing flood of his derogatory remarks caused her to cringe in humiliation and she promised herself never to speak again - not a single word - in that class. From that moment on, she never volunteered an answer or comment and when called upon she responded, “I don’t know.” What she did know and did do was study assiduously on an independent basis each evening for whatever length of time it took to master the lesson. She continued this practice for the remainder of that school year and held the “number two” position until what was, for Patti, the “bitter end” of the class. She survived to read the accolades of her IEP manager’s response to my inquiry regarding her post-Hola! progress in which she reported that, “...(It) was not expected that she (Patti) would be so spectacular. She’s always been a hard worker, but this year it really paid off.... a 3.6 G.P.A., (with) A+ in English 222.”

During the following summer session, Patti stopped by to chat and when I asked how she had managed her first year of Spanish, she recounted her sad tale of woe. I was overcome by a mixture of outrage, pity, and guilt: *outrage* that this situation could arise in a classroom and go unredressed, *pity* for the sensitive student who was the terrified target of the teacher's frustration, and guilt that I had prepared her to expect the ideal circumstances of HOLA! in a traditionally taught and, unfortunately, mismanaged mainstream class. Patti went on to say that she didn't feel prepared to continue with the second year of Spanish and was contemplating dropping the subject. I persuaded her to try at least one more semester, pointing out that the "B" she earned by virtue of her independent study did show that she had accomplished a considerable amount of material, and that it was unlikely that she would be assigned to the same teacher. She promised to continue and, happily, was assigned to a sensitive, dynamic teacher who was able to provide a healing, wholesome, and rewarding learning experience for Patti. This teacher was schooled in various methods and had a host of strategies to reach students with different learning styles. For Patti, this was no longer a nightmare but a "dream come true," and at the end of the second year her grade was a much deserved "A." She credited HOLA! with providing her with useful skills and strategies for studying and taking tests.

Perhaps the behavior of Patti's first year teacher, Mr. Silver, could be explained by factors in the culture of the school community and their "ripple effect" into the foreign language department. There is an unspoken pressure to excel in interscholastic competitions that puts pressure on the teachers who are expected to prepare students to win these academic honors. Logan annually enters advanced language students in statewide examinations, and they do win many of the top honors. Not that anyone is expecting students in "two-level" classes to achieve such heights, but that is exactly one of the problems. They are *not* expected to attain that fame and consequently the *more* proficient linguists (who may or may not be the most talented teachers) are assigned to teach the advanced classes. This may taint the atmosphere of the lower level groups and their instructors as well. Helping to offset this discouraging situation for a time, was the honors assembly initiated by several of the department stalwarts who believed that students who put forth their best efforts deserved public recognition for their accomplishments, too. Imagine the exhilaration and pride I shared with one of my lads, Will Johnson, as he strode across the stage to receive an elegant certificate acknowledging the highest grades in his language class. He had struggled with long division but had no problem factoring the causes of the Spanish Civil War or dividing his *arroz con pollo*. (He has since earned a degree with honors in history from a notable liberal arts college.) Sad to say, however, the sponsoring teachers received little if any support for this event and after a few years were forced to discontinue it. The state competitors still receive public recognition when they are called forward on Senior Honors Day; this is an event that makes the local papers.

Noted even by students such as Patti, is the pressure for the instructor to cover a certain portion of the curriculum by a certain point in the semester, no matter if the students can maintain that pace of learning or not. If they cannot, why not? Is the teacher not getting through to the students? Is there a feeling of collegiality to permit a teacher to seek advice from the department chair or another teacher without risking self-esteem or derision? Are the students unmotivated? Is the class uninteresting? When the students fail (and there have been failure rates of 25% in two-level courses), why is it assumed that "those students" did not belong there in the first place? Are the teachers encouraged to continue learning new methods, cultural components, and/or classroom management strategies? Do they feel free to discuss their problems openly with the mentor who is supposed to guide them to solutions? Does the department chair monitor the teachers' "work in progress?" Does the principal monitor the department chair? Where is the leadership in time of need? Where is leadership in time to *prevent* desperate need?

Could it be that some of Mr. Silver's difficulties are attributable to Logan's inbred track system? Did he miss the challenge of the "quicker" student and might a few such students model behaviors for classmates to emulate? Are there not talents a Will Johnson has to offer the neo-Berlitzes, Einsteins, and Fermis of Logan High? And if teachers learn from their students, why not permit the young geniuses the broadening experience of sharing their knowledge in an untracked classroom?

Were I in Mr. Silver's shoes, where could I have gone for help? Outside the classroom, this man was quite personable and intelligent, but how miserable he must have felt in the isolation of his classroom. He was isolated from the help he needed even though his problems were known to colleagues. This probably exacerbated his isolation from fellow faculty members at Logan High. The school does have a long standing, well-deserved reputation in many areas of the curriculum and other facets of school life, but a chain is only as strong as its weakest link. Unhappily, the interface of the departments of special education and languages is one breach that can't seem to "hook up."

Patti underwent the mandated triennial re-evaluation during the school year following HOLA! to determine her eligibility for special services. Following the testing, a multidisciplinary staffing was held at the school with Patti and her parents in attendance. At this meeting, the parents were given the examining psychologist's report for the first time, a summary was presented, and a continuation of services was deemed in order. In an interview with Mrs. Edwards the following year, I asked her how Patti's recent evaluation compared to its predecessor. It seemed to her that there were no significant changes, but she added that she had never fully understood the meaning of the various tests and the relationship of their findings to her daughter's performance in school.

Mrs. Edwards shared a copy of the report with me and I reviewed the test results, explaining the objectives and administration of the various tests, what skills were involved in their performance, and how the results pertained to Patti's academic performance. I was able to clarify a number of concepts Mrs. Edwards had not previously understood. I cautioned her not to consider the evaluation as the "gospel truth" because the nature of Patti's disabilities inhibit her performance on many of these tests and her true potential for learning is underestimated. This made sense to the mother who had always found it difficult to reconcile Patti's low test results with her consistently better than average performance in academic work. I suggested that Mrs. Edwards consider the scores as *minimal* estimates of Patti's abilities, and that even if Patti did not have these inhibiting factors, the report should have made clear that allowances are to be made for standard deviations of error.

Mrs. Edwards said that this was the *first* time anyone had taken the time to go through a test report with her in *any* detail and she found the information both illuminating and encouraging. She expressed her sincere appreciation for the interest I had shown in her daughter and the time I had taken to help her better understand Patti's psychoeducational report and its academic relevance.

Patti continued to achieve honor roll status every semester and is now a graduating senior enrolled in third year Spanish even though this odd year of language study does not affect the college requirement. Patti has been- accepted at a major university where she plans to continue her study of Spanish while preparing for a career as a teacher in early childhood education. In her experiences following HOLA! she has tested the strategies required by her learning style, employed self-advocacy, and met with unprecedented success. This self-knowledge will enable her to overcome whatever academic challenges she may encounter in pursuit of her goals for a productive career and a meaningful life.

Steven Peterson

Steven has attained a higher level in secondary education than he, his parents, and his teachers - myself included - would have anticipated when he entered Logan High. A variety of factors contributed to his success but the most outstanding was his stalwart and steadfast motivation. He set his sights on challenging goals, estimated what he had to do with the resources at his disposal - both natural and acquired - and patiently began his four-year journey with the first of many steps. Not every challenge was met with success, but he wasn't ashamed to admit inability or even failure. He often encouraged classmates by reminding them that the only failure that is shameful is the failure to try. With this positive attitude, he extracted from his experience whatever would be necessary to improve his performance and remembered to apply it at the next opportunity.

This determination was never more evident than in his learning the daily passwords to enter and leave the HOLA! class. He was totally lost the first few times, but he watched, he listened, he modeled, he rehearsed, he repeated, and practice brought him closer to perfection than we would have hoped. It was just the simple password with no points to be gained for HOLA! miles, but he had been challenged in full view and earshot of his peers and he resolved to try his best to meet it. He applied strategies he had acquired in Learning Skills - a resource class with his IEP manager. Remembering his recent breakthrough in reading while listening to verbatim recordings on cassette tapes, he asked to have a recording made of the passwords that gave him difficulty. For example, counting to twenty and reciting the days of the week in Spanish were recorded-to-order on a cassette for him to supply the auditory reinforcement he knew he needed for efficient learning.

Another strategy sharpened in HOLA! was the use of mnemonic devices. He was able to commit to memory the "hook" when he could not otherwise remember all the material that had to be "hung" on it. Whatever he had to do, he would do it to the best of his ability and in the doing, better that ability. When substantial gains in both reading and math were confirmed by his achievement tests the following spring, he shared with me the gratification he derived from these coveted opportunities for growth.

He was aware that time was both an enemy and a friend to respect. He needed more time to learn something than did the other students in his HOLA! class. He did not lose his temper when goaded by teammates to respond more promptly. Instead, he bided his time until he was able to give the task more attention at home and would demonstrate the fruits of his labor in class the next day. Thus, he earned the most points in the class and, in doing so, he achieved the "A" earned by his unfailing perseverance. He knew that a test with time limits would be a test likely to be failed and he took the responsibility of getting permission from his teachers to take his tests untimed when necessary. With this waiver, he usually passed his tests with grades of "C" or higher.

Time was too precious a commodity to be wasted. If there was no assignment from the teacher, he assigned himself the task of finishing his homework. That done, he would busy himself with a review of older material. He chose not to "just sit there and do nothing."

Time was something to be shortened when he decided to take part in the track and field events of the Special Olympics. It hardly seems possible that at one time this sturdily built teenager barely lifted his feet off the ground to run like the other fellows, but that was indeed the case. Again, with perseverance and arduous practice, his shuffle developed into a trot, and finally his long strides made him a vital member of the relay team where he was valued for his endurance and determination to win.

It is difficult to claim that this attitude and cache of learning strategies were acquired in the HOLA! class, but I did see evidence of a heightened awareness and reinforcement of them in Steven's work following discussions concerning the value of these techniques. On several occasions, exercises were given, and the methods used to accomplish them were discussed and it was amazing to discover such a variety of strategies employed in a group of only ten students. It was not a matter of "How many right answers?" but, "How did you get the right answers?" In this way, Steven and every other student had the opportunity to be a shining star and instruct and/or learn from peers.

Steven was disappointed when the Spanish Culture class he hoped to take following HOLA! was canceled due to insufficient enrollment. This was not so much a lack of interested students but a lack of flexibility in programming. The students in this "slow learner" one-level track and even those in the "national average" two-level track, were hampered by the "singleton" offerings of the system that locked them into a fixed schedule for required subjects. Only a few of the students with less severe deficits could break out of the "deeply rutted" track to take an unlevelled course or a course at a higher level. More and more often, Steven became one of the "escapees" by selecting the right "key" from his cache of skills to gain access to the lessons needed to move forward.

Having to wait another year for the Spanish class, he knew it would be to his advantage to enroll in the second offering of HOLA! the next summer. The teacher reported that Steven had good retention from his first summer of HOLA! lessons to serve as a foundation for new ones. Had there been another HOLA! summer course after that, he probably would have enrolled for yet another round. For Steven, the "round" seems to be following an upward spiral as he earns "A's" in the full-fledged first year Spanish course. ¡Olé, Steven, olé!

HOLA!: An Allegory for Linguaphiles

Induction

HOLA! was an experiment, what one might call a "test-tube" baby. It enjoyed a short, sweet but stormy existence separate and apart from its parent committee- a coterie of nurturing diagnostic "mamas" and disciplined polyglot "papas." HOLA! spent its first summer of life in a state-funded "incubator." In the second year of HOLA!'s life, the paternal family provided only "shelter" and Mama had to forage for its "sustenance." The "grandparents" seemed to find this peppy newcomer an embarrassment and, not knowing how to manage it, chose to ignore it. After all, why was HOLA! necessary? Didn't this traditional, well- endowed family have all the resources needed to naturally "conceive" and support healthy, wholesome "issue" without scientific assistance? Why did their progeny not possess the match needed to ignite a lively learning spark that could go forth to illumine better paths in an uncertain world?

The third summer, Mama thought that it would be in HOLA!'s best interest to show the family that Papa could be more than a co-parent and take full charge of the child in her absence. The reluctant grandparents were persuaded to permit HOLA! another year of life and Mama promised to be nearby should anything go awry. As expected, Papa had no problems at all, and another productive summer was spent enriching language learning. HOLA! demonstrated that a well-matched diet of learning and teaching resulted in optimal growth that transferred from the laboratory to real life situations. Bound by tradition, the "old folks" continued to look the other way. The fourth summer, the grandparents "apparently" *heard* no HOLA!, *saw* no HOLA!, *spoke* no HOLA!, and *supported* no HOLA! in any form. It had been a threatening spark that had to be extinguished by the murky, stagnant waters that permitted no waves to be made. Thus, HOLA! was snuffed out, the last crackle barely heard as a fading echo and recognized only by those who had been "tuned in" to its reverberations.

Compunction

What prompted the empowered elders to abandon the HOLA! they coveted earlier to perpetuate the lineage? Had they been too stiffened by tradition to bend with the winds of change? Were they too prim, proper, and dedicated to perfectionism to acknowledge shortcomings? Had they been derelict in their duty and/or incapable of mentoring those among them unable to ignite the flame of learning by natural methods to accommodate teaching style to learning style? Did they fear failure in finding their way along unfamiliar paths? Were they too embarrassed to permit a "child to lead them?" Was it too late to take the cure or did they prefer not to exchange their "barrenness" for productivity? Had they not been alerted to the need for change by the declining class enrollments and the increasing drop-outs after the two-year requirement was met? Did they feel responsible that HOLA! was needed? What measures would they take to remedy the situation, short of discarding "the baby with the bath water?" Did they dare ask themselves these questions?

It was apparent from reading the foreign language department's own report on their troubled two-level classes that the system had not been operating efficiently for the well-being of its faculty or its students. They admitted their dissatisfaction with the status quo, but they took no measures to improve the situation. Perhaps they preferred to ignore the problems and hope they would quietly disappear. To the contrary, the ignored problems flourished on neglect without compunction and grew until HOLA! had to be created to remedy the situation.

Reproduction

There should have been little, if any, need in this *avant-garde* district to offer a class such as HOLA! to prepare students to learn foreign languages. The principles and strategies of HOLA! should have been included in every student's standard educational program. Is there a need for HOLA! in its original form and context? The answer, at this time, is "Yes." Without HOLA!, most of these students with native language deficits would not have enrolled in a foreign language course. The proportion of successes among HOLA! students was greater than among the "at risk" students who hadn't taken HOLA! to prepare themselves. Patti and Steven are examples of the successes fostered by the strategies and self-confidence HOLA! helped them to develop.

Not all special educators were capable of conveying HOLA! principles to students in their caseloads and this made the offering of the summer enrichment program all the more necessary. It would have been possible for the co-presenters of HOLA! to provide in-service workshops, seminars, and mentoring for their department colleagues and, if requested, to the foreign language teachers. All teachers were invited to "drop in anytime" to observe HOLA! but only two accepted the offer and that was because they needed the observation to fulfill requirements in their graduate courses. HOLA! activities, along with team teaching, could have "passed the torch" to the provider of the language material and, eventually, obviate the need for HOLA! as a separate course. In or out of its home territory, it is possible to offer HOLA! as a workshop in school districts needing continuing education for their staffs to update their language learning strategies. Yet another alternative would be to present HOLA! to students as a "lab" for teachers to study and incorporate its methods in their teaching of native or foreign languages.

Until the foreign language teachers who exclusively employ a traditional, rigid teaching style replace their methods or are themselves replaced by teachers willing and able to accommodate diverse learning styles, Logan High will continue to need HOLA! - either as a summer enrichment program or incorporated in the learning skills offered by qualified IEP managers. Hopefully, options for staff development similar to those noted here and stated in the 1992 accreditation committee's report, will be adopted soon so that these students will not have to spend "forty years wandering in the wilderness" with their tradition-bound elders until the "old guard" naturally takes leave.

Articulating Foreign Language Learning

The purpose of articulation is to provide a continuum of foreign language (or any other subject matter) from its beginnings in the primary schools, through the junior high or middle schools, and into the high school. The need continues, of course, from the high school or secondary school into post-secondary education, but the immediate problem of this study is the transition from the junior high or sender schools to the high school. Consistency and flexibility are vital to the achievement of foreign language competency, and this need was pointed out as a high priority in the recent evaluation of Logan High by the accreditation committee. The growing trend to extend foreign language learning into the middle and primary grades is increasing the number of students who will reach the secondary school with varying accomplishments in foreign language studies. It is apparent that the need for a well-articulated program becomes more crucial with each passing day.

The Sender Schools

The literature researched by the grant committee that developed HOLA! reported successes in foreign language learning when the various learning styles of students were appropriately accommodated (Bowers, 1973; Cloos, 1971; Grittner, 1975; Logan, 1979; Reis, 1983). This was very much in evidence during the first-hand

observations the committee members made when they visited the sender schools of their district. Dynamic teachers were accommodating diverse learning styles quite naturally and taking into account the developmental continuum of language learning. All the students were actively engaged in learning French or Spanish and seemed to be enjoying every minute of it. It was not possible to discern which students, if any in the class, were recipients of special services. After the class, the teacher confided proudly that the best student in that group was "learning disabled." With a knowing smile, she added that evidently that label applied only to native language and, "...of course, I asked them to think and talk, and not to spell."

Some sender schools, however, noted that a few graduates were not meeting with the same success at Logan that they enjoyed in junior high. The schools undeservedly blamed themselves: perhaps their textbook should be the same text as Logan's (*I thought their text was a superior choice and Logan did adopt it the following year.*) Perhaps, since foreign language was not a state requirement, the program should only be offered to those "most likely to succeed." (*At this point, I wanted to recommend Professor Nyborg's [1993] words regarding the source of failure to learn.*) For whatever cause, it appeared that even though students succeeded in the first year of foreign language study provided in the junior high, the curriculum presentation at Logan was not as accessible to some students.

Indeed, some junior high schools, such as Patti's and Steven's, did deny foreign language classes to students with native language deficits and "other" problems. The "other" problems proved to be extracurricular and extra-mural involvements such as tennis or music lessons for example. This was actually reported by a junior high school principal as a reason for declaring students to be poor risks for foreign language study and precluding them from participation. In this way the school was virtually assured that the "chosen few" students who were allowed to study a foreign language in the elementary school (FLES), were a credit to the FLES program when they matriculated to Logan.

Logan Township High School

At the time of this study, the articulation of the foreign language programs in the township included a few meetings of the junior and senior high school teachers in each specific language. Until the grant, these teachers had not made a practice of observing FL instruction in schools other than their own and, too often, not even in other foreign language classes that might co-exist in their own buildings. It certainly would be helpful for the Logan teachers to know something of the backgrounds from which a good number of their students came and, similarly, it would be illuminating for the sender schools' teachers to know what lies ahead for their students. From my research on this topic and numerous foreign language classroom observations, I believe they have much to learn from each other. A "pronounced lack of articulation" was considered one of the "significant limitations of the Logan's Foreign Language Department in the current evaluation of the states' accreditation committee. Scheduling regular meetings and observations of the districts' foreign language teachers should be well worth the effort to establish an articulated, meaningful program that enables all students to become successful language learners.

Special Education Services

The delivery of special education services is controlled by federal and state regulations, and its impact is felt in every department of Logan High School. The concerns regarding foreign language-learning for students receiving special services are just the "tip of one of several icebergs" endangering the education of all students. Everyone aboard a ship threatened by an iceberg is placed in jeopardy. The primary problems which surfaced in the study of two HOLA! students go deeper than this area of the curriculum. This study shows that the lack of a basic understanding of both the function of special education and the needs of the students it serves, and

communication of that understanding within the department and throughout the school impacted greatly on Steven, Patti, and their families.

Mainstreaming

One reason for the administration's rejection of the pre-HOLA! enrichment course I proposed was that there were very few teachers among the faculty who were willing to receive students with learning differences in their mainstream classes. The majority of mainstream teachers were educated before special education courses were required for their certification and even these new requirements provide only a cursory knowledge of special needs. Too often, the students with learning difficulties who were "tolerated" in mainstream classes were unable to earn passing grades and some even failed when given a "watered down" version of the mainstream curriculum. Sometimes they are passed along "out of kindness" with very few of the course objectives accomplished. As a result, they seldom moved upward in areas which required a foundation of previous knowledge such as mathematics and foreign language study. This was evident in the Spanish Culture course where, prior to Steven's positive experience, very few, if any, students had successfully continued in the fully accredited first year Spanish curriculum.

From first-hand experience, the state grant committee realized that the students enriched by HOLA! would require foreign language teachers to be mindful of their learning styles and prepared to accommodate the curriculum accordingly. Therefore, to make HOLA! a viable transition to foreign language classes, grant funds were used to provide the services of a renowned language consultant and a district-wide, full day symposium/seminar for the edification of special educators, foreign language teachers, and their administrators. This was the first time the FL department offered an in-service program, other than publishers' presentations, that anyone could recall. To avoid imposing on the teachers' after school time, the programs were offered during the school day and substitute teachers were made available. It was hoped that this would stimulate future requests for both departmental and interdepartmental workshops, mentoring, collaboration, and other forms of in-service staff development needed to accommodate their teaching to the learning styles of all students. Besides the committee members, very few of the teachers from either department took advantage of participating in these special offerings. Among those who did, only a handful expressed any interest in using the available services and the strategies presented. The sender schools, however, were well represented at the grant sponsored event by both teachers and administrators.

An example of laissez faire, unmonitored mainstreaming was the Business Math course taken by Steven and several of his classmates. They only had to fill in the workbook pages, be attentive in class, and take the final exam to pass with a "C." Steven earned his "A" and spent the following year helping his Math Literacy teacher instruct those "C" students in the math they were supposed to have mastered the previous year to merit those passing grades. Thus, a twofold problem arose. There were several unprepared students who did not have the foundation required to learn the new subject matter, and very little new math was offered to Steven. The solitary new item that was presented was a smattering of geometry which was never explained to his satisfaction by either the math teacher or the IEP manager.

An alternative to "watering down" the curriculum in mainstream was offering the subject in a "self-contained" class within the Special Education Department. There were instances when students in these classes were presented the material so "abridged" that even though they received passing grades by the special educator's standards, they were not well prepared to continue beyond those self-contained classes in the mainstream. Another educational mishap was the offering of the full mainstream curriculum to a small group in a special education setting with reliance on the low teacher-student ratio to foster full comprehension of the material. The learning styles were not much better accommodated in those situations than in the mainstream. There were times when the *majority* of the students failed and the fault was presumed to be theirs and not the

instructor's (Nyberg, 1993). If and when motivated students complained, it was suggested that they get tutoring, take an alternate course, or just be content with a "D," the lowest passing grade which, in some cases, was too low to meet college entrance requirements.

With the growing clamor for the regular education initiative (REI) to be more fully implemented, the Logan administration has inaugurated the team teaching of a few mainstream subjects to be taught by a mainstream teacher of that discipline with a special educator knowledgeable in the subject matter, although not necessarily certified in that discipline. It has worked quite well in several science and math classes. Especially heartening were the "unsolicited testimonials" of mainstream algebra and chemistry teachers who declared they had learned so much from the collaboration that they were better teachers for their more advanced students. One instructor was pleased to say that his teaching in an advanced placement physics course was now more successful since he had learned to analyze both the complexity of the material and the diversity of the students' learning styles.

Regretfully, on the other hand, some mainstream English and math classes were "overloaded" with students having diverse learning styles until the class enrollment included more than twenty "special ed" students and one or two of the mainstream's "slow learners." In a self-contained special section, eight to twelve students would have been a full complement for a special educator. More than once, a lone mainstream teacher was expected to conduct a class with nearly double the number of diverse students that would have been assigned to a special educator and the specialist possibly with an aide. In one recent case of this nature, the situation was somewhat improved by assigning an aide to the mainstream teacher after a very unproductive first quarter.

There have been other variations on these themes - some positive, some negative - but even one negative educational experience is *one too many*. Luckily for Patti, she had the will, the fortitude, the self-discipline, and the strategies to survive a traumatic ordeal that never should have occurred. Typical of her sensitive, empathetic nature was that her concern was not just for herself, but for her classmates and the teacher, too. To be sure, more than two lives were scarred by that episode and others that were known to have occurred in other classrooms and never remediated.

Yet one more year of *not* learning math was something Steven could ill afford as he neared the close of his high school, and perhaps academic, career. During his junior year, his math class was a mainstream class taught by a mainstream teacher with a half-dozen special students all requiring special techniques, and the only assistance came from Steven. I doubt if this is how the REI was meant to be implemented.

The Multidisciplinary Staff Conference (MDSC)

Steven's misplacement in a class for educable mentally handicapped students for most of his elementary school years is one more overwhelming negative experience. Contemplating how this could have been avoided leads to the final theme that emerged from this study: the multidisciplinary staff conference (MDSC).

The Process

The multidisciplinary staff conference is the heart of special services. Everything that is done to foster the well-being of the student emanates from the study of the presenting problem by various concerned professionals. Generally, it begins with a referral of the student for a suspected problem by a preliminary assessment conducted by a team of teachers who then decide whether the problem needs an in-depth study. If further investigation is deemed necessary, parent approval is requested to continue the procedure with a thorough study by specialists knowledgeable in the areas under consideration. Depending upon the student's needs, the study may include the student's family history, examination of health records, hearing, vision, social and emotional conditions, assessments of communicative and motor abilities, potential for learning, academic achievement and current performance. Further inquiries may arise from the preliminary studies, and then a meeting of all those who

contributed to the study as well as those who may be involved in providing services are invited to present their findings at a meeting with the parents and, when appropriate, the child of the study. If special services from the department/s are determined to be needed to ameliorate the problem and if those services or interventions are desired by the parents and the child (a student sixteen years of age or older must sign the agreement), a preliminary IEP is written and the recommendations are initiated.

The Participants

At Logan, this conference will include the parents and child, the heads of the Special Education and Social Work Departments, the administrators involved in special services, the student's advisor or counselor, school psychologist (and/or the examining psychologist), the special educator designated as the prospective IEP manager, the school nurse, and any teacher involved in the referral. There may also be a reason to include the participation of the district's psychiatric consultant, physical and/or occupational therapists, personal physician, school social worker, and so forth. Those unable to attend may submit their comments in writing in advance to be read during the meeting which is conducted by the head of the Special Education Department. At an early date following the MDSC, the IEP is to be completely developed in consultation with the student, parents, and the special educator. The teacher assigned the role of IEP manager works with the student to implement the plan's recommendations. The IEP should be continuously updated as it is implemented and reviewed at least annually. The psychoeducational evaluation must be repeated after a three-year interval and the intervention reassessed in terms of the current functioning and needs of the student.

Enlightened, Empathetic Communication

Mistaken diagnosis and identification is not unheard of, and I strongly suspect that this is what occurred in Steven's case. Both the Peterson and Edwards families had no previous experience with special education procedures, no knowledge of the presenting problems, and no idea of what the terminology meant regarding their child's education. They had no reason to doubt that the elementary school and later the senior high schools were acting on behalf of their child's best interests. They were truly overwhelmed by their respective presentations and even though the depiction of their child was not completely in accordance with what they observed at home, they did not feel qualified to question the reports presented. None of the parents were given copies of the reports generated by the child study process until they arrived at the conference. This was the case in the elementary school and continues to be so at Logan High. Thus, not being forewarned, they could not be forearmed, and they had no inkling of what they were about to hear. Nor did they have an opportunity to formulate the questions that would have probably arisen from the prior consideration of the evaluation reports.

In recent years, the information process has been somewhat improved for parents by including a brochure with the consent forms to conduct the study. The brochure presents the parents' legal rights and a description of the child study process. What is still lacking, in this and other cases in which I have been involved, is the submission to the parents several days *prior* to the MDSC of a copy of the psychoeducational evaluation and other pertinent reports for their perusal. How bewildered and intimidated these and other parents must feel when handed these lengthy reports (ten pages would not be an unusual length) for the first time as they enter the conference room. How much time does the conference chair, a knowledgeable professional, have to give this a preliminary reading? Are the parents not entitled to a similar privilege?

I recall a youngster suffering anxiously for several days prior to attending her staffing because she feared the humiliation of hearing "bad things" said about her. Had the parent known the content of the report, the girl's worries could have been dispelled. When a report is unfavorable, foreknowledge permits adjustments to be made for the student to comfortably attend only a portion of the meeting and to explain to the student in truthful, comprehensible, positive language whatever information the student can emotionally manage and understand. This should be the responsibility of the department chair to see that no unpleasant surprises are in store for the child who already has enough difficulties inhibiting the learning process.

At the Logan MDSC's, the psychologist usually suggests that after having more time to read the report, the parent "get in touch" later if there are any questions. Why *later*? Why not ask the questions *at the time* of the conference when everyone concerned can hear the answers that may have vital bearing upon the decisions to be made then and there? This should not require a public law or mandate to make it part of the decision-making process.

An opportunity from the school to provide parents some help with a preliminary reading of the report is certainly warranted. The prospective IEP manager, in the case of a re-evaluation, should be given the report to preview with sufficient lead time to call upon the psychologist for clarification if it is necessary. This special educator could then be available to the parents to discuss the new report in lay language, providing the explanation of any details the parents may need. Then, if questions persist that the special educator cannot answer, the questions may be raised at the MDSC for the edification of all concerned.

Staff Communication and Development

Another issue emerges from the study in relation to the MDSC and extending into several other facets of providing special services. There are special educators who do not have sufficient experience with the psychoeducational evaluation and reporting processes to understand it themselves, let alone explain it to lay persons. Possibly, the school's psychologist could make a presentation to those teachers who need to improve their understanding of this vital process. If this service is not available, perhaps the department head or at least one other teacher in the department has this knowledge to share at a special meeting or workshop. How can a special educator write and manage an IEP without comprehending the report on which it is based? In this case, staff development would certainly be in order.

Last, but not least, the IEP manager should have time scheduled to convey this vital assessment data to the student's subject teachers in person. At Logan, the IEP manager completes a form to be sent to all teachers and advisors of each student which specifies the student's problems and the strategies needed to overcome them. I have never seen another special educator consult with the student in completing the form. In the last three years that these forms - "assessment needs" - have been distributed, I had no more than three inquiries from mainstream teachers seeking additional information regarding their interpretation. I have had one teacher bluntly tell me that upon receipt of my reports for the three students we shared, he fastened these advisories in his binder without reading them. Furthermore, he did not consult the reports even when frustrating problems developed with these students in his class.

It seems that the only way to establish meaningful communication with the mainstream teachers is to take a multisensory approach - visual, aural, and social. Time must be arranged to meet with them and the student and personally review the profile of the learning/teaching style presented on the form. This would compel the teachers to read it and give them the opportunity to ask all the questions needed to work productively with the student. This would also provide the student with a sound basis for self-advocacy with teachers and, eventually, greater academic independence from the specialist.

Student Communication and Self-advocacy

Another involvement of the student should be provided by the examining psychologist. The psychoeducational evaluation report should include some practical recommendations and strategies to accommodate the student's diagnosed learning style, and it could be arranged to present this helpful information in person. It would behoove the student to attend a consultation on this topic with the IEP manager and explore the available options and their most efficient and comfortable application.

Just as the student should be present at the consultations with the mainstream teachers and the psychologist, so should s/he be present at parent-teacher conferences. Teenagers want to be independent and, if they can be given a "handle" on their problems and how to solve them, it is likely that they willingly assume more responsibility for their education. When a student balked at attending a conference, I asked, "If you're not interested in your education, why should anyone else be concerned? You certainly seem mature enough to begin taking charge of your education." Student presence and input ensures transparency that should inspire confidence and self-esteem.

I also mentioned that parents would appreciate having guidance around the large, unfamiliar building. Any initial reluctance to relinquish free time to attend the conference was usually overcome after attending the first one. It seldom took more than that to persuade students that it was better to come along than sit home fretting about what the teachers and parents would say "behind their backs." It is incumbent upon the teacher, of course, to keep the tone of the conference positive and constructive. Education for a student with special needs requires a team effort, beginning with a conference involving the presenting teacher/IEP manager, student and parent.

HOLA!: A Salutation

The suggestions presented here are grounded in the data presented in this study and would be well worth the effort to put into effect. Those that I have been able to implement as an individual teacher were invaluable for the students and most gratifying for me. Those that were beyond my power to initiate are on my "wish list" awaiting opportunity's knock. Simply stated, that list includes the following:

- 1.) Implementation of the principles of HOLA!:
optimize foreign language learning for all students by helping them understand and manage their learning styles, practice self-advocacy, and maintain self-confidence;
- 2.) Provision of staff development for teachers to:
keep up with developments in their disciplines, recognize and implement diverse learning styles and match methodology appropriately;
- 3.) Improvement of special education services by promoting:
staff development and open, two-way communication toward fuller understanding of its services for students, parents, teachers, counselors, administrators, and the community.

The words of educational psychologist Magne Nyborg (1993) bring us face to face with reality when he deplores the irresponsible belief, "That very much may be wrong with the learner, but never with teachers and their teaching" (p. 489). Those who are not apprised of the diverse styles of learning and how to effectively address them, must do just what they expect of their students: take responsibility for their own learning. This education includes all pedagogues - mainstream educators and special educators - until all are specialists in tailoring education to the needs of all students.

Education is the process by which parents and pedagogues mediate the culture for our youth. How well we do this in the present for all our youth will significantly influence the future for all of us, young and old. In collaboration, we must strive toward the fulfillment of this priceless trust. In one of his apothegms, the great teacher Aristotle declared "The roots of education are bitter, but the fruit is sweet." Let us hope that pedagogy has progressed sufficiently in the last two millennia to have developed some diverse methods, and that they will be implemented diligently by educators to sweeten those roots.

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APPENDICES

APPENDIX A

Pre-HOLA!

(MLAT evaluation report form)

February 19, 1994

to IEP Manager: _____ from MLAT examiner: Ludmilla Coven

re: _____ (Advisor: _____)

Results of the Modern Language Aptitude Test (MLAT) administered 2/18/91 for this student are:

Local stanine: _____ : *National* percentile _____

Relative strengths: _____

Relative deficits: _____

Recommendations:

Now: _____

Summer '91: _____

Fall '91: _____

Fall '92: _____

If you have any questions, please contact me at your earliest convenience.

Raw Scores (RS)

123-194

107-122

97-106

85-96

73-84

63-72

57-62

49-56

19-48

Local Stanines (LS)

9

8

7

6

5

4

3

2

1

Prognosis:

4th-9th local stanine-
Good risk for foreign
language study.

1st-3rd local stanine-
Not advisable at this time
Without preliminary
preparation or maturation.

(HOLA! announcement to MLAT parents)

To the Parents of _____
From: Ludmilla Coven, Special Education Department

Date: April 16, 1991

As you know, your student recently took the Modern Language Aptitude Test (MLAT) as the first step toward providing equal access to the study of a foreign language. For some twenty years at our school, the MLAT has served as a predictor of success in foreign language study. For your information, your student's scores are listed, and an explanation of the subtests is attached.

Last year, the State of Illinois awarded this school a grant to assist students who traditionally have been discouraged from enrolling in foreign language courses. Based on their research and experience, the grant committee (teachers from the Departments of Reading, Special Education, and Modern/Classical Languages) firmly believes that with appropriate methods, techniques, and strategies geared to individual needs, a motivated student can be successful in foreign language study. To attain this goal, the MLAT was administered and the results analyzed to determine the nature and extent of the student's strengths and needs for language study. Using these findings, "HOLA!" -How to Optimize Language Acquisition - was designed as a language preparatory course to promote success in this curriculum area. It was presented during the first summer session in 1990 to twenty-six students to develop and enrich the language skills and strategies needed to optimize the acquisition of language, foreign and/or native. The course was well received by students and their parents and the majority of students enrolled in foreign language courses.

Once again, the school is offering HOLA! during the first 1991 summer school session to meet the diagnosed needs of those students whose scores on the MLAT indicate deficits that could inhibit progress in language studies. If your child fits this description, you may wish to confer with the adviser and/or IEP manager regarding summer enrollment. As designers and 1990 co-teachers of HOLA!, Joseph Ecker and I are also available for consultation.

HOLA! is held in the air-conditioned "state-of-the-art" language lab where the number of student work stations is limited. Prompt application (see summer school circular) will reserve a place for your student. We are pleased to offer *all* students this opportunity to take this step toward optimal foreign language study.

Name: _____ Raw Score: _____ Percentile: _____
Strengths: _____ Deficits: _____
Evaluation: _____

HOLA! ACTIVITY FORM

Developer: _____

Date: _____

Subject Area _____

Activity Goal _____ Rank: _____

Preliminary activities to be assigned:

Materials/equipment needed:

Procedure:

Student/s' intended participation:

Intended outcome/s:

Teacher/student means of evaluation:

Assignment/s:

APPENDIX B

The Hola Experience

(Daily lesson plan for overhead projector)

Wednesday, June 26, 1991

Day 8

Time	Category	Activity
8:00 - 8:20	(1, 4, 7)	Password: welcome at door: ¡Hola! ¿Qué tal? Response: (varied) Video: travelogue; attendance
8:20 - 8:40	(1, 6, 7)	Collect baby pictures; ask for headgear, footgear. Discuss meanings of first names (refer to books)
8:40 - 8:55	(1, 2, 3, 4, 5)	Grammar terms: <i>subject, object, verb</i> (Ball demo)
8:55 - 9:00		Break; reconvene in 210.
9:00-9:10	(1,3,4)	Subject pronouns: singular to plural. Demonstrate simple verb conjugations with students. Repeat for familiar & polite you . Review definition of <i>infinitive</i> . Conjugate aloud: <i>to be, to run, to think, to speak</i> .
9:10 - 9:15	(2, 3)	In groups of 3 and/or 4, choose 3 unusual verbs: list infinitives and conjugations in present tense.
9:15 - 9:25	(4)	Group secretary reports to class. Discuss questions.
9:25 - 9:40	(2, 4, 6, 7)	Remain grouped. Play foreign video commercial first with sound, then delete. Write own scenario. Groups present their scenarios. Conclude with translation original scenario. Compare cultures .
9:40- 9:45	(4, 5)	Recap. What was accomplished today?
9:45 - 9:50	(7)	Introduction to <i>Skeleton Key</i> and Friday's excursion . Assign research on French Guyana.
9:50-9:55	(2) (1, 4, 7)	Journal entries: Password: ¡Hola! ¿Qué tal? Responses vary.

-
- | | |
|---|----------------------------|
| * HOLA! categories (number in parentheses denotes frequency of use in this lesson.) | * |
| * 1. Auditory (5) | 5. Study of Skills (2) |
| * 2. Written Language (4) | 6. Behavior/Motivation (2) |
| * 3. Language Terminology (3) | 7. Culture (5) |
| * 4. Expression (7) | |
-

(Journal directions and starters)

JOURNAL DIRECTIONS

Five minutes before the end of each session, you will list on the left side of the page, three activities that you have done. On the right side of the page, you will add your evaluation of them. To help you express your opinions clearly, you may wish to choose one of these phrases as a beginning:

- I was surprised to learn that ...
- This activity was/not of interest to me because ...
- This activity reminded me of _____ because ...
- I would have enjoyed this more if ...
- This lesson was/not important to me because ...
- I think this activity will/not be useful because ...
- This activity would have been better if ...
- Another way I would like to do this is ...
- This activity taught me that ...
- For the first time, I ...
- I was pleased to have a chance to ...
- The next time I do this, I would ...
- From my mistakes, I learned that ...

You may wish to compose your own starter and share them with classmates.

(excerpts from a Guided Tour:)

Viewer's Guide for *The world says, "Welcome!"*

Monterey Institute of International Studies, producer (viewing time: 28 min.)

This video takes the viewer on a quick tour of ten cities in eight countries. On the tour, several people are presented who work overseas or at an international job in the United States. They talk about their jobs and how the ability to use a foreign language is vital to their success.

Vocabulary terms: native language, second language, international, proficiency, overseas, abroad, exchange program, linguist, tour, translator, transcribe, culture, intercultural, marketing, foreign affairs.

Procedure: The class will group in teams, each receiving a *different* set of *Guideposts* (questions) to help you progress along the way to fuller understanding. (There's more than one "road to Rome.") As they are met (answered), the team secretary should make note of them in the designated spaces. Be prepared to share your findings with the class shortly after the viewing. Each guidepost correctly marked earns five (5) points. *Bon voyage! Gute Reise! ¡Buen viaje!* Have a good trip!

- [Set A]** **Guidepost 1:** List the six (6) different languages, other than English, that are spoken by the people on the tour.
1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____
- Guidepost 2:** Underline four of the languages currently offered at Logan High (French, German, Greek, Hebrew, Japanese, Latin, Spanish) which are mentioned in *The world says, "Welcome!"*
- Guidepost 3:** Which languages offered at Logan are not mentioned in the tour.
- _____
- [Set C]** **Guidepost 2:** Name the two (2) organizations discussed in the video that offer overseas programs for high school students.
1. _____ 2. _____
- _____
- [Set F]** **Guidepost 1:** List three of the professions discussed on the video tour.

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(Sample *Independent Tours* to accompany the viewing guide for the video, *The world says, "Welcome!"* Monterey Institute for International Studies, producer. These were originally presented on standard

index cards and kept in a file box, easily accessible to students motivated to learn and/or earn more *HOLA miles*. When the guided tours were presented as class activities, coordinated *independent* tours were added to the box.)

THE WORLD SAYS, "WELCOME!"

New Horizons

If you wish to expand your horizons, you may earn five (5) points for every fact learned regarding *Youth for understanding, Rotary*, and/or the *AFS* programs for high schoolers. Contact members of the sponsoring organization/s and conduct an interview. Sharing your information with the class may earn a maximum of 100 pts.

THE WORLD SAYS, "WELCOME!"

Continental Class

For five (5) points, list the countries in the video tour in groups according to the continent on which they are located. Bon voyage!

THE WORLD SAYS, "WELCOME!"

Language Leaps

For five (5) points, write the definitions of any five (5) of the vocabulary words or phrases listed on the viewer's guide.

For an additional five (5) points, use any one of the words or phrases you defined in a meaningful sentence of at least seven (7) words.

THE WORLD SAYS, "WELCOME!"

Take Another Look

Prepare a scrapbook, poster, and/or collage about one of the places on the video tour. Help yourself to pictures from our magazine box, request leaflets at travel agencies, ask for souvenirs at home, etc. According to the quality of work, fifteen (15) to fifty (50) points may be earned. Go for it!

THE WORLD SAYS, "WELCOME!"

Say It with Music

Bring a recording of music from one of the video tour countries to play for the class. Earn five (5) points for each fact you report to the class.

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(sample *Guided Tour* adapted from R. Lederer, 1987, and visually presented on the overhead projector and discussed in class to illustrate the importance of specificity, word sequence, etc.)

ANGUSHED ENGLISH

For the following phrases, give two possible meanings.

1.) **Thief gets nine months in violin case.**

a. _____

b. _____

2.) **Teacher strikes idle kids.**

a. _____

b. _____

3.) **Complaints about NBA referees growing ugly.**

a. _____

b. _____

Correct the following phrases:

1.) Hindu men wear turbines on their heads.

2.) H2O is hot water, and CO2 is cold water.

[sample *independent tours* for *Anguished English* (Lederer)]

ANGUSHED ENGLISH

Tangled Tongues

For ten (10) points, make up an anguished phrase and write two (2) interpretations of it. Here's one seen on a movie theatre marquis:

"They Died with Their Boots On" and Shorts

ANGUSHED ENGLISH

Look Who's Laughing

For ten (10) points, make up an *Anguished* phrase and illustrate its *Anguished* meaning. You may draw it yourself or make a "paste-up."

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(Report to HOLA! parents)

June 19, 1991

To: Parents of _____

From: HOLA! Teacher, Ludmilla Coven

Dear Parents:

I am pleased to say that HOLA! (How to Optimize Language Acquisition) is off to a fine start with an especially cooperative group of students. You will be getting a progress report from me midway through the course and another at its conclusion. The primary purpose of this letter is to introduce myself and report some information about HOLA!'s curriculum.

I have been interested in the nature of foreign language learning for many years and HOLA! is based on my research in this field. There are certain language skills that are necessary to succeed in any language, and these are the areas that will be featured in our classwork: *vocabulary, language terminology, syntax, oral expression, auditory attention and discrimination, study techniques, metacognitive strategies, and self-confidence*. As it happens, most of the students will be taking Spanish next semester or the year after so the accent will be on that particular language, but elements of German and French will be included.

I hope your HOLA! student will take the initiative to do some of the independent activities I have designed to reinforce and extend what has been learned in class. The students who do the classwork will earn "C's" for these *guided tours*. Those who make the effort to complete the *independent tours* beyond the classwork will earn "A's." You might want to inquire about this option and discuss it with your youngster. I have told the class that no one can teach them all that there is to learn, but I do want to teach them *how* to learn and become self-motivated to use that knowledge independently. They have also been told that with teacher approval, they can earn points for *independent tours* they create on their own.

Because I am continually evaluating and developing HOLA! to meet students' needs, I am interested in your opinions. I plan to contact you by phone within the next few days to discuss your thoughts on this matter. If my call happens to be inconvenient, don't hesitate to say so and we can arrange a better time. Furthermore, should you have any questions, please feel free to contact me at school between 7:30 and 8:10 or after 9:55 at school or at my home.

My sincere thanks for your interest, cooperation, and encouragement.

Questionnaire for HOLA! Parents

July 1, 1991

1. List three words that describe _____ as a
(student's name)
person (1)_____, (2)_____,(3)_____
and as a student, (1)_____, (2)_____, (3)_____
2. As a student, what are his/her strengths (1) _____
(2)_____, and weaknesses, (1) _____
And (2)_____.
- 3.* At what age or grade did s/he first receive special services? _____
- 4.* What was the presenting problem? _____
- 5.* What was the intervention? _____
- 6.* What changes may be attributed to it? _____
7. How do you think s/he perceives her/himself as a student? _____

8. What do you hope s/he will gain from this language enrichment course? _____

9. When s/he returns from school, what comments are made about HOLA!?

10. Who usually initiates the conversation? _____
11. When not in school, does s/he have opportunities to hear other languages? _____
If so, which one/s? _____
How often? _____ Under what circumstances? _____

12. What is your perception of the **Regular Education Initiative**? (REI is the mainstreaming of students with special needs.) _____

Additional comments will be appreciated. Thanks for your time and help. L.C.

*(Please omit questions 3, 4, 5 and 6 if student doesn't receive special services.)

STUDENT OPINIONNAIRE & EVALUATION of HOLA! by _____ (optional), 7-10-91

Your opinions are important for planning future HOLA! sessions and foreign language classes. Please take time to think about your answers to the following questions. Thanks so much. L.C.

I. State **five** activities that you enjoyed during these HOLA! sessions.

- | | |
|----|----|
| 1. | 2. |
| 3. | 4. |
| | 5. |

II. Using the criteria

	A. Always comfortable	B. Very comfortable	C. Sometimes comfortable	D. Uncomfortable
How did you feel about-				
1. class activities:	A.	B.	C.	D.
2. group work:	A.	B.	C.	D.
3. journal writing:	A.	B.	C.	D.
4. talking to teachers:	A.	B.	C.	D.

III. Please circle the letter of the words that best describes how you felt about these activities

	A. Always valuable	B. Generally valuable	C. Sometimes valuable	D. Not valuable
1. Using foreign language at beginning and end of class:	A.	B.	C.	D.
2. Display of point totals:	A.	B.	C.	D.
3. Lesson plan transparencies and other visuals:	A.	B.	C.	D.
4. Use of listening and/or recording equipment in the Language Center	A.	B.	C.	D.
5. Guided tours (lessons in class)	A.	B.	C.	D.
6. Independent tours (homework)	A.	B.	C.	D.
7. Excursions:	A.	B.	C.	D.

IV. On the back of this sheet, please write your answers to the following questions:

1. The five activities that will be the most helpful to my future learning are:
2. Things I would like to change are:
3. Things I would like to add are:
4. In my opinion, I think HOLA! is a unique program because:
5. In my opinion, HOLA! is an important program because:

APPENDIX C

Post-HOLA!

(HOLA! Parent report letter)

August 8, 1991

Dear Parents,

As I look back at the "second annual" session of HOLA!, I am very pleased to report that every student was productively involved and profited from the experience. This is not to say that every student worked to optimum capacity, but considering that many of these students have not had the self-confidence and perseverance to diligently apply themselves to new learning tasks before this summer course, much progress was made. As the sessions passed, I observed their confidence strengthening, their interest gaining momentum, and more effort being invested in their assignments. Just as the course was drawing to a close, they were asking for more work and, consequently, I compiled the booklet of supplementary HOLA! materials for their review, maintenance, and continuing acquisition of language skills. I hope they have made good use of it and shared it with you.

I have enclosed a cover letter, an opinion survey, and a self-addressed, stamped envelope for your student to return the completed form. I hope a little time can be set aside soon to respond because these opinions are given serious consideration and will affect the future curricula of second language courses.

My sincere thanks for your cooperation and the opportunity to work with your student in HOLA! this summer.

Ludmilla Coven

3 enclosures

(cover letter to post-HOLA! students)

August 8, 1991

Dear Patti,

It has been a month since your last session of HOLA! and during this time you have probably been busy with many things and too busy to think of HOLA! But now it would be helpful to the teachers who presented HOLA! and to those who will work with students taking foreign languages in the future, if you could review your HOLA! experiences and share your opinions and suggestions with us. Your input will be seriously considered and will affect your future in foreign language studies and even students in the years to come. Your cooperation is very much appreciated.

A stamped, self-addressed envelope is included to facilitate a prompt response. If you need any help in answering these questions, please call me at my home, 123-4567.

I hope your summer holidays continue to be pleasant and refreshing.

Again, thanks for your assistance.

Ludmilla Coven

(1991 HOLA! student opinionnaire)

Student _____'s opinion of HOLA!

August 8, 1991

From this list of options, select the one closest to your opinion of HOLA! and write the corresponding letter in the blank after each question.

Thanks for your help L. Coven

Options: A. ALWAYS F. FREQUENTLY S. SELDOM N. NEVER

- 1. I liked attending the HOLA! class. _____
- 2. The classroom had a pleasant and no-stressful atmosphere. _____
- 3. The lessons were well-planned and organized. _____
- 4. The explanations were clear and gave me the information I needed to understand and learn. _____
- 5. The outside assignments reinforced classroom instructions, enabled me to practice what I learned. _____
- 6. Field trips were related to the material taught and added meaning to the classroom instruction. _____
- 7. What we learned in the class made me want to learn more. _____
- 8. HOLA! classes should have more speaking activities. _____
- 9. HOLA! classes should have more writing activities. _____
- 10. I think there should have been more quizzes. _____
- . _____
- 11. More homework should have been required. _____
- . _____
- 12. I like worksheets better than using a textbook. _____
- . _____
- 13. I learned something every day in the HOLA! class. _____
- . _____
- 14. I am pleased with the work I did for the class. _____
- . _____
- 15. I made a positive contribution to the class: I did my work, I volunteered answers, I behaved appropriately. _____
- . _____
- 16. I think I was graded fairly. _____
- . _____
- 17. My teacher cared about the work I submitted. _____
- . _____
- 18. It was easy to talk to the teacher. _____
- . _____
- 19. The teacher was fair in giving discipline. _____
- . _____
- 20. The teacher's expectations for work, attitude and behavior were fair. _____
- . _____
- 21. I have use the HOLA! activity book I received the last day of HOLA! _____
- . _____

Supply three words to complete sentences #22 through #26 as directed.

- 22. Three words I'd use to describe myself as a STUDENT are:
- 23. Three words I'd use to describe myself as a PERSON are:
- 24. My parents would probably use these three words to describe me as STUDENT:
- 25. My parents would probably use these three words to describe me as a PERSON:
- 26. MY TEACHER would use these three words to describe me as a STUDENT:

PLEASE ADD YOUR COMMENTS ON THE OTHER SIDE.

1991 HOLA! PARENT QUESTIONNAIRE

STUDENT'S NAME _____ PHONE# _____ DATE: 11-19-91

1. Detail any differences you note between your child's progress last year and this year.

Academic progress?

Attitude toward schoolwork?

Attitude toward general course teacher/s and/or classmates?

What is/was the student's attitude toward foreign language (FL) study?

If the student has begun FL study, is there willingness to continue?

What are the student's feelings toward FL coursework?

Toward teacher/s?

Toward classmates?

2. Describe any changes in the student's social maturity.

Peer relationships?

Family relationships?

Independence?

3. Which factors in HOLA! may have contributed to this change:

HOLA! peers?

Student's attitude/motivation and/or effort during HOLA!?

Student's teachers?

Maturation during the HOLA! summer?

Other factor/s?

4. Before HOLA!, how much time did your child spend doing homework each night?

Time spent doing homework FOR HOLA!?

Time spent doing homework during the year since HOLA!?

5. What educational goals does your child have?

6. What educational goals do you have for your child?

7. Please add any comments you wish to make.

Thank you, L. Coven.

1991 HOLA! STUDENT QUESTIONNAIRE

NAME: _____ PH: _____ YR: _____ DATE: 3-19-92

1. Are you taking a foreign language this year? _____ (If not, go to #10.)
2. Which language do you study? _____
3. What is the reason for your choice? _____
4. Describe your progress in foreign language first semester? _____
5. How are you doing this semester? _____
6. How do/ did these factors affect your progress:
 HOLA! _____
 The teacher _____
 Your effort _____
 Your attitude _____
7. How are you doing in your other coursework? _____
8. How does that compare to the previous year? _____
9. What effect do you think HOLA! had on this? _____
10. Why did you not take a foreign language this year? _____
11. Will you take a language in the next (1992-93) school year? _____
12. Which one will you study? Why was it your choice? _____
13. What are your objectives in foreign language learning? _____
14. How has HOIA! influenced your language learning? _____
15. What did you like best about HOLA!? _____
16. List any improvements you would suggest for HOLA!

Please use the other side to expand your answers or add comments.

Thank you,
Ludmilla Coven

(Parent questionnaire concerning student's progress)

1991 HOLA! PARENT QUESTIONNAIRE

Student's name: _____ Phone# _____ Date: 3-19-92

1. Detail any differences in your child's progress since last year.
2. What factors contributed to this change:
 - a. HOLA!
 - b. Student's motivation/attitude/effort?
 - c. Student's course load?
 - d. Student's teachers?
 - e. Social life?
 - f. Maturation?
3. How much time does your child spend nightly on homework?
4. What educational goals does your child have?
5. What educational goals do you have for your child?

Please add any comments you wish to make on the other side.

Thank you for your support and cooperation.

Ludmilla Coven

(Student evaluation by the IEP manager)

June 8, 1992

To: _____, IEP Manager for _____

This student was enrolled in HOLA! last summer and whether s/he was enrolled in Spanish 112-122 this year, Joseph Ecker and I are interested in this student's progress during the 1991-92 school year. We would like to compare that progress with their progress in the school year prior to HOLA! before determining which aspects of HOLA! we should continue and/or modify in the forthcoming 1992 session. To help with this study, we need your cooperation in providing your comments on the progress and grade reports that you monitored throughout the past year. We do want reports on ALL major subjects because the strategies that were employed in HOLA! may influence progress in courses other than foreign language studies.

For those students who did study a foreign language after HOLA!, we will ask their language teachers for a comparison of their performances with any other students in the class who receive special services but did not have the HOLA! preparation.

We would appreciate the submission of your comments on this topic at your earliest convenience. If you have any questions about any aspect of this request, please feel free to contact me this week in person or by phone (ext. 1010).

Thanks for giving this request your prompt attention at this busy time.

Ludmilla Coven

Please return to L. Coven

Date: _____

from IEP manager _____ for student _____

Progress *PRIOR* to HOLA! '91:

Progress *ANTICIPATED PRIOR* to HOLA! '91:

ACTUAL progress *SINCE* HOLA! '91:

Additional Comments:

(Foreign language teacher's observations)

June 8, 1992

Dear _____, teacher of _____

Joseph Ecker and I collaborated in the inaugural HOLA! in 1990 and this summer he will be the sole presenter. To improve the presentation of this forthcoming session, we are interested in your comments concerning the progress of the 1991 HOLA! student who has been in your class during the past year.

If you have any questions regarding this request, please see me in my office or call ext. 101. Please return the completed form as soon as possible.

Thanks for your prompt attention at this very busy time.

Ludmilla Coven

from: _____ (teacher)

re: '91 HOLA! student _____ in my Spanish 112-122 class, period ____

1. My **initial** impression of the student last September:
2. Comments on the student's progress **during** the school year:
3. The HOLA! student's progress in comparison to classmate/s receiving special services who were not in the HOLA! session was:
4. It appears that HOLA! did/did not affect the student's **assets** and/or **deficits** as follows:
5. Specific area/s of concern that should be addressed by HOLA!:

Comments: