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Effects of Peer-Tutoring on Language Attitudes, Maintenance, and Motivation
Among 31 Native and Heritage Spanish-Speaking Adolescents
at a Utah Valley High School

Rachel Marie Eaton

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Master of Arts

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ABSTRACT

Effects of Peer-Tutoring on Language Attitudes, Maintenance, and Motivation Among 31 Native and Heritage Spanish-Speaking Adolescents at a Utah Valley High School

Rachel Marie Eaton
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Master of Arts

This 16-week long, observational study examined the effects of Spanish peer-tutoring on first language attitudes, maintenance, and motivation among native and heritage Spanish-speaking adolescents. In this study, 31 high school students from two ‘Spanish for Native and Heritage Speakers’ classes peer-tutored second-year Spanish learners for an average of fifty minutes per week. The native/heritage Spanish-speaking students took a pre and post language attitudes, maintenance, and motivation survey and they completed two reflections during the course of the study. The native/heritage Spanish-speaking participants demonstrated a significant positive increase in language attitudes towards their native language, they also reported increased motivation to speak Spanish with friends and family after participating as peer tutors for their native language. There was no significant change in time spent in first language maintenance activities, namely: listening, reading, writing, and viewing in Spanish.

Keywords: language attitudes, language maintenance, motivation, native speakers, heritage speakers, secondary education, Spanish

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Chapter 1

Introduction

Statement of the Problem

Spanish is a growing, minority language in the United States. While Spanish is viewed in a positive light in many areas of the country, there are those that foster negative views towards this language. For example, in his article, “The Hispanic Challenge”, Samuel Huntington stated:

The persistent inflow of Hispanic immigrants threatens to divide the United States into two peoples, two cultures, and two languages. Unlike past immigrant groups, Mexicans and other Latinos have not assimilated into mainstream U.S. culture, forming instead their own political and linguistic enclaves—from Los Angeles to Miami—and rejecting the Anglo-Protestant values that built the American dream. The United States ignores this challenge at its peril (2009).

While this view seems extreme, there are still many that harbor xenophobic and negative attitudes towards the Spanish language and Hispanic people, even now, ten years later in 2019. Negative attitudes towards an individual’s native language in a second language dominant environment can result in negative language attitudes and linguistic insecurity towards one’s mother tongue, and increased levels of first language attrition whilst second language acquisition occurs. As noted by Potowski (2017), it is not uncommon in the US for individuals to praise upper-class “white” youth for going on study abroad to foreign countries to “learn a language over the summer”; however, when a young, lower-class Hispanic immigrant is bilingual in Spanish and English he or she does not enjoy the same prestige. Upon moving to the English dominant environment of the United States, non-English children and adolescent immigrants experience high rates of first language attrition (Potowski, 2017). Attrition can be slowed or even reversed through practices that foster language

maintenance. Increased language maintenance can occur when there are positive language attitudes as well as increased motivation to learn or maintain a language (Català, 2015; Mori & Calder, 2015)

Purpose of the Study

The current research aimed to see if native/heritage¹ Spanish-speaking students' perception of Spanish would be affected by placing them in a position of prestige. They attained this elevated status by acting as “resident experts” on their native language as they peer tutored native English-speaking students who were learning Spanish as a second language. This study was designed to provide an opportunity for first language (L1) Spanish speakers to assist native English speakers as they strived to communicate in the target language, Spanish. Over the course of one semester, the L1 Spanish speakers provided peer tutoring each class period by conversing with the L2 learners in Spanish and providing feedback on grammar, vocabulary, and pronunciation. The overall purpose of this study was to determine whether or not native/heritage Spanish speakers' participation as peer tutors had an effect on their language attitudes, motivation, and their participation in activities that promote L1 maintenance, such as: listening, reading, writing, and viewing materials in Spanish.

The research for this study focuses on the following three questions. These questions will be explained and explored in further depth in later sections of this thesis:

1. Does participation as Spanish peer tutors result in native/heritage Spanish-speaking high school students having more positive language attitudes towards their L1 and/or L2?
2. Does participation as Spanish peer tutors improve native/heritage Spanish-speaking high school student motivation to speak their L1 (Spanish)?

¹ The terms *native speaker* and *heritage speaker* can be controversial. In this study, a native speaker is defined as someone who has spoken the language in question (Spanish) since their earliest childhood. A heritage speaker is someone who lives in a home where a minority language is spoken and has some proficiency in that language. Participants self-selected themselves as native/heritage speakers by enrolling themselves in the course, “Spanish for Native and Heritage Speakers”. Therefore, I did not conduct any analysis to determine native/heritage speaker status.

3. Do participants spend more time in activities that promote language maintenance after spending an extended period of time as peer tutors for their L1?

Chapter 2

Review of Relevant Literature

This study observes the language attitudes, motivation, and maintenance of first language (L1) Spanish speakers in an English dominant environment. The study of language maintenance is intrinsically tied to language attrition. Although this study does not directly study the effects of attrition, it is important to understand this principle as a foundation for this research. The study of L1 attrition in an L2 dominant environment is a topic that has been extensively researched in recent years (Ammerlan, 2001; Chamorro, Sorace, & Sturt 2016; Fuller, 2013; Joseph, 2003; Toth, 2007). Attrition is accelerated when the L1 is stigmatized in the L2 environment (Escobar & Potowski, 2015). The case of Spanish attrition in the United States is an important area of study and many recent studies have focused on how to combat this issue and improve linguistic maintenance of Spanish in the United States. This study looks at the effects of peer tutoring on the language maintenance of adolescent L1/heritage Spanish speakers in the United States. I hypothesized that by placing the L1/heritage speakers in a position of prestige² as peer tutors it would a) improve their language attitudes, b) improve their motivation to maintain their L1, and c) result in an increased amount of time spent on activities to maintain their L1 (e.g. reading, writing, viewing, and listening).

In this study I use several terms that can be controversial. For this purpose, I want to clarify that for the sake of this study I will not delve into the nuanced meanings of “first language” or “heritage” speaker. For the sake of the simplicity of this study, and its limitations, I will use the term “L1” to refer to a native, first language, and heritage language. I also use the terms “prestige” and “prestigious” throughout this study. For this term I use the definition provided by Nordquist (2017)

² Prestige here follows the definition given by the Oxford Dictionary, “widespread respect and admiration felt for someone or something on the basis of a perception of their achievements or quality.” In this situation, the native/heritage Spanish speakers were viewed as ‘resident experts’ of Spanish and their ability to speak Spanish was respected and admired by the Spanish learners. Therefore, I refer to their role as peer tutors as placing them in a “position of prestige”.

who defined prestige as the “degree of esteem and social value attached by members of a speech community to a certain language”. For this reason, I will refer to English, in the context of the United States, as a language of prestige since it is held in such a high degree of esteem in this country and because it has a high social value.

Linguistic Attrition

Linguistic attrition is the “temporary or permanent loss of language ability as reflected in a speaker’s performance or in his or her inability to make grammaticality judgments that would be consistent with native speaker monolinguals at the same age and stage of language development” (Seliger, 1996, p. 606). The ability to make grammaticality judgements includes both the ability to understand and/or produce sentences that a speaker has never before encountered, as well as the capacity to determine how acceptable a sentence is in a given language. Loss of these abilities is indicative of language attrition. This phenomenon often occurs to L1 speakers who move to a foreign country where another language is spoken. The lack of L1 input, coupled with the increased L2 input, results in the linguistic attrition of the L1.

In his study on Latin American parents’ attitudes towards language loss and maintenance in Vancouver, Guardado (2006) explored some of the causes of L1 attrition in immigrant children. He mentioned that immigrant parents’ encouragement of children learning the L2 and the emphasis that society and schools place on the dominant (L2) language all result in the attrition of the children’s’ L1 (p. 52). This study is useful for seeing parental role on the L1 attrition of children; however, it does not explore the role of other authority figures’ influence on first language loss and maintenance.

Another study on the attrition of immigrants’ native languages when they move to a new country with a different dominant language was conducted by Toth (2007). He studied first-language attrition of German and Hungarian immigrants in the San Francisco Bay Area. In his study, Toth tested the immigrants in four categories: 1) Discourse-pragmatics-idiomatics and incomplete

renditions, 2) lexicon, 3) morphology, and 4) syntax. He found that both German and Hungarian speakers in the English dominant environment became “less stable [linguistically] over time” and that “most speakers of the successive generations prevail in retaining receptional skills, [but] their productional abilities reduce sharply” (Toth, 2007, p. 226-227). This study showed a significant decrease in L1 maintenance of non-English speaking immigrants to the United States, as well as the loss of the language among later generations. These findings support Potowski’s claim (2017) of L1 attrition of non-English speaking immigrants in the United States.

Cuza’s study (2010) on L1 attrition of Spanish-speaking immigrants in the United States offered additional insight into this phenomenon. He found that Spanish-speaking immigrants that had lived in the United States for an extended period of time showed reduced levels of acceptance for the present tense and increased levels of acceptance for the present progressive form (p. 270). In this study there was clear empirical evidence that influence from the dominant L2 (English) had begun to affect the long-term immigrants’ aspectual selection in favor of the periphrastic form that is more commonly used in English.

In her book regarding incomplete acquisition among bilinguals, Montrul (2008) emphasized the difference in L1 attrition among adults and children/adolescents. She claimed that while disuse or reduced use of an L1 among adult speakers results in L1 attrition, the combination of L1 disuse and increased exposure to an L2 in childhood while an individual is still in the process of linguistic development can result in “L1 loss due to attrition, incomplete acquisition, or both” (p. 107). She also stressed the fact that children can discern from a young age which language is the dominant language and which language is the minority language. She explained that research shows that children tend to favor the dominant language of the speech community and for this reason it is paramount that the parents (or other authority figures) encourage the use of the minority language to improve maintenance of the first language (pp. 100-101).

Language Maintenance

Language maintenance refers to when a speaker or group of speakers continue to use their language in “some or all spheres of life despite competition with the dominant or majority language to become the main/sole language in these spheres” (Pauwels, 2005, p. 719). Language maintenance can slow or reverse the effects of linguistic attrition. The following two studies discuss some of the methods that have been employed, and have been proven successful, in linguistic maintenance.

In a recent study on the source of L1 attrition and the effects of L1 re-exposure among Spanish speakers that were experiencing L1 attrition, it was found that “attrition effects decrease as a result of L1 re-exposure” and acknowledged that bilinguals are “sensitive to input changes” (Chamorro, Sorace, & Sturt, 2016, p. 531). This study consisted of three groups: (1) monolingual Spanish speakers; (2) native Spanish speakers who had resided in the United Kingdom (UK) for a minimum of five years and were near-native speakers of English; and (3) native Spanish speakers who had resided in the UK for a minimum of five years, were near-native speakers of English, and who had received Spanish input for one week prior to testing. It was found that the group that was re-exposed to Spanish “did not reveal attrition effects with differential object marking (DOM) using the Spanish personal preposition,”³ a phenomenon that was prevalent in the bilinguals who had not been re-exposed to Spanish (pp. 524-530).

In a case study of four Korean-American students who had immigrated to the United States before the age of 18, it was found that the students who maintained their L1 (Korean) while acquiring their L2 (English) had “significant degrees of engagement with literacy outside their ‘regular’ school activities and thus valuable opportunities to enhance their literacy skills and... their

³ Differential Object Marking (DOM) is also known as the “personal a” or the “accusative a”. In this study, speakers who had not been re-exposed to Spanish did not use the DOM in situations where it would be required. On the other hand, speakers that did experience the re-exposure during the study maintained the DOM in the situations in which it was required.

connections to... the heritage language and culture” (Joo, 2009, p. 94). Joo observed that the students who successfully maintained their L1 also had a more positive view of self and cultural identity. This study provided insight into some of the positive benefits of L1 maintenance in an L2 dominant environment, but it did not consider the participants’ attitude towards their first language.

Maintaining an L1 in the United States is difficult due to the extreme dominance of the English language. In their book, Colombi and Roca (2003) lament the severe restrictions on bilingual education in California, Arizona, and Colorado, despite the increased demand for Spanish-English bilingual professionals in the United States and highlight some of the resources available to Spanish-speaking immigrants and heritage speakers to assist them in maintaining Spanish whilst in the United States (p. 9). The authors emphasize the benefits and importance of leisure reading in Spanish, Spanish media (music, television, social media, etc.), they also describe the benefits associated with Spanish religious education programs in the US as well as parental instruction and support (pp. 9-13). Overall, activities that promote linguistic maintenance can act as a powerful counter to the rapid L1 attrition among young bilingual immigrants in the United States.

Language Attitudes

The study of language attitudes has been extensively researched since Lambert, Hodgson, Gardner, and Fillenbaum’s 1960 study on the attitudes towards French and English in Quebec, Canada by monolingual and bilingual speakers in the area (Arthur and Bradford, 1974; Crocker, Major, & Steele, 1998; Hickey, 2000; Labov, 1964). Crystal (1997) described language attitudes as “the feelings people have about their own language or the languages of others”. Edwards (1994) delved deeper into the meaning of language attitudes when he described them as “a disposition to react favourably or unfavourably to a class of objects.” Edwards (1994) went on to divide language attitudes into three main categories: feelings, thoughts, and behaviors. He also observed that these three elements are not always in harmony, for example, at times one’s thoughts and feelings towards

a language may not correspond to one's behavior. This discrepancy between thoughts and feelings towards a language and behavior play into language motivations and insecurity as will be discussed later in this review of the literature and throughout this study.

Perhaps one of the most landmark studies on language attitudes was Gardner and Lambert (1972). This study culminated the findings of 12 years of research regarding L2 learning, motivation, and attitudes. In this landmark study, Gardner and Lambert identified two main forms of motivation: integrative motivation and instrumental motivation. Instrumental motivation involves using language as a means to end, or to achieve certain goals. For example, the acquisition of a language to further one's education or career. On the other hand, integrative motivation main driving factor is the desire to integrate oneself into a particular community or culture. Many of the language attitude studies conducted since the 1970's have incorporated these two criteria in their analysis of language attitudes.

The situation of Spanish language attitudes in the United States is interesting, because Spanish is such a prominent minority language and general attitudes towards the language can vary greatly depending on geographical location and socio-economic situation. Beckstead and Toribio (2003) explained the importance of L1 attitudes among Latino adolescents in the US when they stated that the "linguistic attitudes [Latinos] hold in junior high school will impact their educational achievement in high school" (p. 155). They also explained that this time period is so critical for developing positive attitudes because Latino youth can be exposed to conflict between the norms and values they witness in their home and the norms and values they witness in school (p. 155). In their studies regarding L1 attitudes among Spanish-speaking adolescents, Beckstead and Toribio found that participants generally demonstrated an instrumental motivation to learn English and an integrative motivation to maintain Spanish (p. 166). This study was useful in recognizing the importance of language attitudes and how to motivate L1 speakers to maintain their first language

even if it is a minority; however, it does not address methods or benefits of introducing the opposite kind of motivation for one of the languages (e.g. introducing instrumental motivation to learn Spanish to L1 immigrants in the United States).

Language Motivation

While many studies have been completed regarding language motivation among L2 learners since the 1990's (Alrabai, 2011; Crookes, & Schmidt, 1991; Dörnyei, 1994; Gardner & Tremblay, 1994; Guilloteaux, 2013), there are less studies regarding motivation to maintain an L1. Specifically, there is less literature regarding language motivation among L1 and heritage speakers in an L2 dominant environment. And overall, there is more research regarding heritage speakers in an L2 dominant environment than research on L1 speakers' motivation to maintain their mother tongue in an L2 dominant environment. The following studies include applicable research conducted that pertains to language motivation, with a special emphasis on L1 motivation.

In a study regarding the usage of Valencian in the Valencian education system, Català (2015) noted that when teaching an L1 in a bilingual environment, educators can promote motivation to learn the L1—as well as promote positive views of identity—by participating in real world activities while using the L1 and afterwards holding conversations in the L1 to discuss the completed activities. He claims that a “natural environment always guarantees a deeper commitment from students to what they're learning” (p. 23). While it is possible that providing a natural environment and participating in typical daily tasks in an L1 may improve motivation, it is difficult to assure that any practice “always guarantees” a certain result, and further research is necessary to provide additional evidence of correlation between the two phenomena.

Another study conducted by Mori and Calder (2015) studied the maintenance and continued acquisition of adolescent native/heritage speakers of Japanese in the United States. In this study they conducted an oral proficiency test to examine vocabulary knowledge among the participants and

delivered a language backgrounds and attitudes survey which tested for several variables including motivation to learn Japanese. Their study found that age and socioeconomic status had a significant role in language aptitude; however, they noted that “these factors are barely controllable for young learners” (p. 772). They found that there were also several variables that young learners could control, namely: motivation, L1 attitudes, and positive self-identity. In their study they found that learners that were motivated by positive attitudes towards their L1 and their Japanese heritage were most likely to perform better on the language aptitude tests than those learners that were motivated by career goals or American identity.

In a case study by Lakshmi (2010) on bilingualism among immigrants in an L2 dominant environment, it was found that many of the immigrants had a low motivation to maintain their L1 and all participants, except for one, even reported not wanting to place their children in L1 schools because they “felt strongly that their children should not face the same kind of problems with communication skills in English” that they had endured (pp. 26-40). In his study, Lakshmi also noted that many of the participants exposed themselves to increased levels of L2 media including books, newspaper articles, talks, newscasts, and other audio and audio-visual sources in order to improve their capacity and accuracy when speaking in their L2. This study was useful to adding to the literature on language attitudes and motivations among L1 speakers in an L2 dominant environment; however, more research would be helpful regarding these same attitudes and motivations, except towards the L1 instead of the L2.

In a study by Yanguas (2010) on the language attitudes and motivation of heritage Spanish speakers enrolled in Spanish for native speaker’s college courses at San Diego University, he conducted a background linguistic attitudes and motivation survey as well as a language aptitude assessment. Yanguas found that the participants’ desire to integrate with the Hispanic community

was significantly correlated to their motivation to learn Spanish. It was also found that neither instrumental support nor attitude towards the learning environment were correlated to motivation.

In another study that examined L1 speakers in an L2 dominant environment, conducted by Jung-In Kim in 2017, a case study format was used over the course of a semester to observe the maintenance of Korean as a heritage language in the United States and the motivational factors of heritage, Korean-speaking adolescents in the United States. Though the study was limited by the number of opportunities to collect data and the length of her interviews with the participants, in the end she found that motivation to maintain and continue acquiring their heritage language strongly correlated with the opportunity they were given to have “spaces” in which they could speak their heritage language and connect with their heritage (pp. 204-205). She also found that it was “critical for the children of immigrants to have enriching organized cultural and linguistic experiences” that would legitimize their “right to speak and right to be” (p. 205). Further research is needed to see the benefit of providing these safe spaces for L1 and heritage speakers of minority languages to speak and be themselves.

Another important study was conducted of native/heritage Spanish-speaking adolescents in the United States by Mikulski (2006). This qualitative study observed L1 motivation of Hispanic participants in a Spanish for native speakers’ class over the course of a semester. In addition to monitoring motivation, Mikulski also tested for language attitudes and goals. Many of the students reported both instrumental and integrative motivation to take the Spanish for native speakers’ course and reported goals to improve their writing and orthography skills in Spanish. Mikulski found that participants’ L1 attitudes remained very positive during the course of the semester and that their motivation increased as their skills or abilities in Spanish increased over the course of the study (p. 680). While this study was limited by using such a small sample size (four individuals), it is useful to see the impact that achievement of goals can have on continued L1 motivation.

Prestige of Language

Linguistic prestige is the “degree of esteem and social value attached by members of a speech community to certain languages, dialects, or features of a language variety” (Nordquist, 2017). Pierce (2007) noted that, “Social and linguistic prestige is interrelated... The language of powerful social groups usually carries linguistic prestige; and social prestige is often granted to speakers of prestige languages and varieties” (p. 146). By understanding the relationship between an L1 and an L2—for example, which language has more prestige and which language is more stigmatized—we, as linguists, are better able to understand the processes of linguistic attrition and maintenance in their unique contexts.

In a study done by Haque (2017) of Indian immigrant families in western Europe (mainly France, Sweden, Norway, and Finland) the author found that Indian parents prided themselves on transmitting the “prestige language” of the new country to their children. In the majority of cases this prestige language was English, although at times it was the language of the host country. The author also noted that the mastery of the prestige language often came at the “detriment of the Indian languages,” or in other words, the first language of the immigrant children. This phenomenon is not limited to Indian languages in Europe. It has been studied in many other situations where L1 speakers are placed in an environment where the new L2 has greater linguistic prestige than the L1 (Flores, 2015; Guardado, 2010; Saliger, 1996; Schmid, 2010).

Unfortunately, a stigmatized⁴ L1 in a dominant L2 environment, where the second language is considered more prestigious, has little to no prestige. In cases of intralingual stigmatization and

⁴ Linguistic forms are viewed on a spectrum. On one end, there are forms that are considered prestigious and on the other end of the spectrum are forms that are considered stigmatized. The value placed on a language variety was described by Nordquist as the “degree of esteem and social value attached by members of a speech community to certain languages, dialects, or features of a language variety” (Nordquist, 2017). Depending on the audience, Spanish can be viewed as a prestigious language or as a stigmatized language in the United States. In my study, Spanish is considered a “less prestigious form” when compared with English in the United States, since English is the de facto national language and the majority of political, educational, and workplace affairs take place in English within this country.

observation of prestige, it is interesting to note that these perspectives can be changed through exposure and use of the stigmatized language. In a study done by DePalma (2014), she observed the effects of offering micro-immersion opportunities for learners and speakers of a minoritized and stigmatized language. In her study students were encouraged to seek out and participate in micro-immersion opportunities in Galician, a stigmatized and minority language (when compared to Castilian) in Spain. The author noted that the students' involvement in the micro-immersion experiences improved language attitudes (perceived status of the stigmatized language) and that students were more likely to use the "minoritized language in situations where its use was not pragmatically required" (p. 439). They urged the creation of immersion micro-environments to aid in the learning and maintenance of other marginalized languages.

Davis and Moore (2014) conducted a fascinating study regarding the complex relationship in the United States between English and Spanish. They found that although many Hispanics in the United States have a very positive and deep connection between the Spanish language and their identity, this relationship is complicated by the racialized processes directed against the use of Spanish in the United States. The authors cited many examples of national and state legislation that have eliminated or reduced bilingual education in the public school systems, proposed bills to make English the sole national language of the United States, or otherwise promoted "English Only" and "Spanish not Spoken Here" mentalities (p. 677). In their study, they interviewed first generation, Spanish-speaking immigrants in the United States and found that many of the participants' reported a connection between their use of Spanish and racist behavior directed against them (pp. 689-692). While this study offered interesting qualitative insight into the attitudes of L1 speakers who perceive their L1 to be stigmatized in their current environment, additional quantitative research is needed.

Linguistic Insecurity

Linguistic insecurity comes about when a speaker believes that their own variety of a language is not standard or has been questioned, corrected, and even condemned (O’Grady, Archibald, Aronoff, & Reese-Miller, 2010, p. 625). Oftentimes, the study of linguistic insecurity occurs intralingually; however, for purposes of this study, I propose a study of linguistic insecurity as it relates to interlingual contact.

In the case study that examined linguistic insecurity among transnational workers by Sung-Yul Park (2014), it was observed that the “transnational space opened up by the loosening of the ties between language and identity is not a ‘frictionless space of flows’” (p. 258). The author found that bilinguals with a stigmatized L1 (Korean) demonstrated “anxiety and tension” that resulted from the inability to completely assimilate into the new L2 (English) dominant linguistic environment.

In his book, *Diverse by Design: Literacy Education within Multicultural Institutions*, Schroeder (2011) strove to shift the way bi/multilingualism is viewed among immigrants to the US. He argues that many current US programs aim to overcome the “obstacle” of bilingualism while they should instead view [bi/multilingual immigrants] as “intellectual resources to exploit” (p. 201). When non-English speakers are made to feel that their L1 is inferior or “not standard,” linguistic insecurity is almost inevitable; however, this phenomenon can be combated by emphasizing the value and utility of being bilingual. Further research is needed to determine how these principles of emphasizing the value and utility of bilingualism to minority L1 speakers could be put into practice within the United States.

High School Spanish Programs

Spanish High School language programs generally fall into four categories: 1) Spanish for non-Spanish speakers, 2) ESL programs to help Spanish speakers learn English, 3) bilingual or mixed programs for Spanish and English speakers, and 4) Spanish for native and/or heritage

speakers. While much research has been done in the first two types of programs, appreciation and application of the last two types of programs has only really gained traction in the last 15 years (Peyton, Lewelling, & Winke, 2001).

In a recent study, López (2014) introduced a new program in which Spanish learners taught native Spanish speakers in “ESL, math, GED, and citizenship preparation courses, whereas [the native Spanish speakers] help[ed] students [learning Spanish] develop their conversational skills” (p. 71). This program was characterized by the symbiotic relationship that developed between speakers of the L2 (English) speakers and the L1 (native Spanish) speakers. One participant from the L2 group noted:

Every time we meet, the last half an hour, we converse in *español*. It is such good practice for me, and it allows Maria to excel in her own language. I am helping her, and she is helping me. I think... [this experience] has made a big difference in my confidence and ability in Spanish to be able to have a conversation with a native Spanish speaker on a regular basis. From this testimonial we see the potential of programs that mix L1 speakers with L2 speakers. There is value in designing programs that allow speakers from differing linguistic backgrounds to come together and participate in an activity that allows both to improve their linguistic abilities while acquiring greater appreciation for the opposite language and culture (López, 2014, p. 73).

While there are ample programs in the US to assist immigrants in learning English as a second language (Adesope, Lavin, Thompson, & Ungerleider, 2011; Callahan, Muller, & Wilkinson, 2010; Gallardo, Garcia, & Kleifgen, 2011; Philip, Oliver, & Mackey, 2008), there are not as many programs to support these immigrants in maintaining their native tongue⁵. ESL programs are

⁵ The majority of the programs that have been discussed are part of “traditional bilingual education”. The role of traditional bilingual education was to help transition non-English speakers into a purely English educational system. These types of programs do not help to maintain native languages, but rather, help participants function in the new language environment until they can better function in the new language, English.

considered transition programs to aid non-English speaking immigrants in the US in learning English. The students learn English in a classroom with other non-English speakers and with a teacher that often does not speak their native language. These programs assist non-native English speakers, but with limitations. ESL programs help students learn English through contact with a teacher, but they do not universally employ a curriculum that encourages and/or provides interaction with English speaking peers. ESL programs also do not assist students in maintaining their non-English native language.

Use and Benefit of Conversation Labs and Peer Tutoring

Many studies have been done that show the benefits of peer tutoring and conversation lab use for language learners (Alrajhi & Aldhafri, 2015; August, 1987; Sari, Celikoz, & Unal, 2007; Thurston, Duran, Cunningham, Blanch, & Topping, 2009; Tolosa, Ordoñez & Alfonso, 2015). In the study by Alrajhi and Aldhafri (2015), they found that the peer-tutoring program not only increased ability in the foreign language, but also improved students' self-concept. This improved self-concept was associated with improved learning and motivation.

Reznicek-Parrado, Patiño-Vega, and Colombi (2018) conducted a similar study in which they had seven native/heritage Spanish speakers at the university level participate in Spanish peer tutoring for 50 minutes every week. After participation in the study participants noted feeling more motivated to speaking and learning about Spanish. They also reported increased linguistic security in their ability to speak Spanish as well as improved L1 language attitudes (pp. 161-163). Overall this study offered fascinating insight into the benefits of Spanish peer-tutoring on native/heritage Spanish-speakers; however further research could be benefited from conducting similar studies at the secondary level. Additionally, while many studies have examined the benefits of conversation labs and peer tutoring for language acquisition, fewer studies have examined the use of language labs in helping L1 speakers maintain their native tongue.

Conclusion

The research that has been done up to this point is beneficial, but it is lacking in some key areas: 1) linguistic motivation for first language (L1) speakers and 2) the benefits of peer tutoring on linguistic attitudes, motivation, and maintenance of Spanish for L1/heritage speakers in the US. I conducted a study that incorporated the use of peer tutoring in a US high school to observe the change in linguistic attitudes, motivation, and maintenance activities among Hispanic adolescents who participate as peer tutors in Spanish conversation labs for English-speaking students who are learning Spanish.

Chapter 3

Research Designs and Methods

Rationale for an Observational Study

Initially, this study was going to include a control group and an experimental group between the two sections of the “Spanish for Native/Heritage Speaker” course; however, the instructor of that course requested that both of her sections receive the same treatment (participation as a peer tutor). For this reason, having a control group was not an option since it would introduce confounding variables (e.g. non-treatment groups would not be receiving Spanish input via the “Spanish for Native/Heritage Speakers” course). Since all participants would be acting as peer tutors and would receive assessments over the 16-week period of the study, it was decided that an observational study would work best in this situation. This would allow for data to be collected at multiple time points over the 16-week period and did not require a control group. Finally, since the various surveys would measure past data (e.g. years of formal education in Spanish) as well as current and developing information (e.g. language attitudes at various points over the course of the study), this study is both retrospective and prospective. This allows us to look at past data points as well as data that unfolded over the course of the study and compare both data types to different attributes of the participants.

Context for the Current Study

This study took place during the first term (August 2018 - January 2019) of a high school located in Utah County, Utah, USA. This particular school follows an “A/B Block Schedule.” Block scheduling is different from traditional scheduling in that students have fewer classes each day. These classes are longer (90 minutes instead of 50 minutes) and are only every other day instead of every day. Roughly half of the participants were on the “A Schedule,” while the other participants were on the “B Schedule.” August 30/31, 2018 were the first days that I went into the high school

and spoke to the students. On these days I introduced the study to the students and handed out parental consent and youth assent forms to the potential participants. The students had until September 13/14, 2018 to turn in the forms, on which days, the first survey was administered. One week later, on September 21, 2018 the students began their first sessions of peer tutoring. Students continued participating in peer tutoring until January 8, 2019. The final assessments were administered to the participants on January 9/10, 2019. For reference, January 11, 2019 was the last day of the term at this high school.

The pool of participants came from two sections of the course “Spanish for Native/Heritage Speakers” that were both taught by the same instructor. This course is described in the high school’s course catalogue as follows:

This course will emphasize the four skills of: reading, writing, listening and speaking and will specifically focus on the standardization of Heritage Speakers abilities in the aforementioned skills. It will also look in depth at successful Hispanics in a variety of professions, cover second language learning strategies and dedicate time to explore current social issues, in particular challenges that Latinos/Hispanics face in the 21st century. This course will also cover in-depth grammar concepts so the student can make connections and comparisons between their 1st and second languages.

This course is offered to students from all grades in the high school (9th-12th grades). One of the prerequisites for enrolling in this course is that the student must be a native or heritage Spanish speaker. The teacher of this course incorporated 20 minutes of peer tutoring during the last 20 minutes of every class period. It is important to note that, as mentioned above, this school was on an A/B Block Schedule. Therefore, participants only had peer tutoring every other day for 20 minutes, which averaged out to 50 minutes per week.

Research Questions

The goal of this study is to observe whether participation as Spanish peer tutors has an effect on the language attitudes, motivation, and maintenance activities of native/heritage Spanish-speaking adolescents living in an English dominant environment (Utah, USA). The research questions, along with additional sub-questions, are as follows:

1. Does participation of native/heritage Spanish-speaking high school students as Spanish peer tutors result in more positive language attitudes?
 - a. Do participants' attitudes towards their L1 (Spanish) improve through participation?
 - b. Do participants' attitudes towards their L2 (English) improve through participation?
 - c. Which factors are most highly correlated to positive language attitudes?
2. Does participation of native/heritage Spanish-speaking high school students as Spanish peer tutors improve their motivation to speak their L1 (Spanish)?
3. Do participants spend more time in activities that promote language maintenance after an extended period of time as peer tutors for their L1?
 - a. Do self-reported reading, listening, writing, speaking times in Spanish increase after participation as a peer tutor over a 16-week period?

Participants

The population for this study consisted of native/heritage Spanish-speaking students that were attending a high school in Utah County, Utah, USA. The sample investigated from this population was comprised of 31 students who were enrolled in the high school course: "Spanish for Native/Heritage Speakers" and they all were taught by the same instructor. Roughly half of the students were in the morning section of the course and the other half were in the afternoon section. The following sections contain more information on the process of selecting participants, the criteria for their inclusion in the study, as well as general demographic data for the participants.

Selecting participants. During the 2017 spring semester, I contacted the instructors of the second-year Spanish course and the “Spanish for Native/Heritage Speakers” course at the high school and asked for permission to come into their classrooms to recruit participants for a study on the effects of peer tutoring. Upon further discussion we determined that it would be preferable to not have self-selecting participants, especially since this study measured motivation. The teachers agreed to incorporate the peer tutoring into the course curriculum; therefore, parental consent and youth assent to take the surveys and reflections would be all that was required. At the beginning of the Fall 2018 semester, I visited the two sections of the Spanish for Native/Heritage Speakers courses to introduce the study to the students. When I first visited the class, the teacher had already explained that for part of the course curriculum the students would be participating as peer tutors in conversation labs that semester. I gave a brief presentation to the students on the aims of the study and what it would include, for example, a pre and post survey and monthly reflections. I then handed out the parental consent and youth assent forms (in English and Spanish) and answered any questions that the students had regarding the study. I then explained that I would return twice in the next two weeks to collect the consent and assent forms.

Criteria for inclusion in the study. In order to participate in the study, the students were required to be a native or heritage Spanish speaker and enrolled in the course “Spanish for Native/Heritage Speakers.” Students self-identified as native/heritage Spanish speakers by enrolling in the high school course, which had the requirement of being a native/heritage speaker, as explained above. In order to comply with the Institutional Review Board and the Provo School District, parental consent and youth assent was required. Every participant in this study turned in both of these forms.

Demographic data on participants. For the vast majority of the participants, 28 out of 31, Spanish was their native language, as well as the native language of both their father and their

mother. Only three students reported having a parent whose native language was not Spanish. The participants were all between the ages of 14-18 years old during the course of the study. In total, there were 12 male participants, 18 female participants, and one participant who chose not to specify gender that were included in the study. All participants lived in Utah Valley, Utah, USA. The students had lived in the United States for varying periods of time; therefore, some of them had completed no schooling in Spanish while others had completed up to some secondary education in Spanish. In total, seven students reported that they did not complete any schooling in Spanish, four students reported completing some grade school in Spanish, eight students reported completing some or all of their middle school education in Spanish, and 12 students reported completing up to some high school in Spanish.

Data Sources

I used three different sources to gather data about participants' language attitudes, maintenance and motivation, namely: a pre and post language survey, monthly reflections, and field notes. In the following sections I will explain and describe in further detail each data source used in the study.

Language attitudes, maintenance, and motivation survey. The language attitude, motivation, and maintenance survey was based on a survey initially created by Solé and Solé for their study on the language attitudes of bilingual Cuban American immigrant students in Austin, Texas, USA (Solé & Solé, 1973). Smead (1988) modified and revised this survey for use in his dissertation, and an adaptation of that survey was used in this study. The survey was modified in several ways to make it usable in the study. Namely, there were requests from the Institutional Review Board (IRB) and the local school district to remove certain questions that were considered inappropriate or invasive. The Utah Student Data Protection Act that was passed in 2016 and came into effect in 2017 greatly limited the questions that participants were allowed to be asked. For example, student

participants could not be asked which country they were from, what the level of education either parent had reached, how long the student (or their parents) had lived in the United States or in a Spanish-speaking country, along with many other questions that would have been used to determine linguistic background. These types of questions had been acceptable in the previous studies done with adult participants, but since this study was conducted with minors, many questions had to be omitted in order to allow the study to continue.

The original versions of the survey used by Solé and Solé (1973) and Smead (1988) included mainly linguistic attitude and background questions. Many of these questions were omitted (as explained above) and several other questions were added to the survey in order to evaluate language maintenance and motivation. For example, questions were included to see how much time and what kind of activities the students participated in to maintain their L1. Other self-reporting style questions were also added to evaluate student motivation to speak their L1 with friends, family, and L2 Spanish-learners. The pre and post language attitudes, maintenance, and motivation surveys were identical, except for a few additional questions in the post survey that asked for feedback on participants' experience as peer tutors. A complete copy of both the pre and the post surveys can be found in Appendix A and B, respectively.

The language attitudes, maintenance, and motivation survey was administered twice to the participants. Once at the beginning of the study, before any peer tutoring occurred, and again at the end of the study after the last peer tutoring session. The survey was administered through Qualtrics and participants used an identification number to link their pre and post surveys. The overall purpose of these pre/post assessments was to establish a linguistic background of the participants and evaluate their language attitudes, motivation, and maintenance.

Reflection surveys. Students completed two reflections during the course of the study (see Appendix C). As mentioned previously, the reflections presented the participants with several free

response style questions regarding their experience in peer tutoring. These reflections provided insight into the participants' perspectives and attitudes over the course of the study. The first reflection was completed at the end of the second month and the last reflection was completed at the end of the third month. These reflections were based on the monthly conversation lab reflection surveys that Brigham Young University (BYU) students take in the 100 and 200 level Spanish and Portuguese courses. At BYU, beginner Spanish and Portuguese students are required to attend a conversation lab, taught by a native speaker, for 50 minutes every week. After each week's session, the students are asked to take a reflection survey. Dr. G. Thompson of BYU's Spanish and Portuguese Department designed these surveys and gave me access to the questions from these surveys and permission to edit and/or modify them to the purposes of this study.

For this study, I evaluated the L1 speaker's experience as peer tutors in a conversation lab setting. Thus, I adapted the questions to be for the L1 Spanish peer tutor instead of being for the L2 Spanish-learner. I included questions to evaluate language attitudes as well as prompts for feedback on the peer tutoring itself in the monthly survey. The reflections were presented in a Qualtrics survey format. This allowed for more secure protection of the participants' data. Overall, the main purpose of these reflections was to provide the participants an opportunity to candidly express their experiences and opinions regarding the Spanish language, peer tutoring, and any feedback they had regarding the study itself. Oftentimes, the feedback from these surveys would be used to modify the format of the peer tutoring/conversation sessions to make them more enjoyable and beneficial for the participants.

Field notes. The final data source I used in this study was my own field notes. I would occasionally attend the peer tutoring sessions in order to provide short trainings for the peer tutors, support the two participating high school teachers, and to help run the peer tutoring when the normal high school teachers were gone and they had a substitute who did not speak Spanish. When

I would attend the peer tutoring sessions, I would help get the session started and then I would walk around the classroom(s) to monitor the students and provide any clarification that was needed.

During these sessions, I would observe the students' attitudes and behavior. After leaving the session, I would create a private video/audio diary on my phone in which I discussed how that day's particular session had gone. In these recordings I would never mention students' names, I would only identify the students as L1 speakers or L2 learners. I would record comments that the students had made regarding the peer tutoring, their attitudes towards Spanish, and/or any interesting behavior I had observed among the participants. The main purpose of this qualitative source of data was to record the attitudes and behaviors of the participants between the monthly surveys that they took. The field notes were not used in any statistical analysis; however, quotes and observations from this data source are included at various points throughout the study.

Data Collection

On average, the participants spent 6.23 minutes completing each reflection survey and 16.54 minutes to complete each language attitude, motivation, and maintenance survey. The participants also spent the last 20 minutes of every class period conversing as peer tutors with L2 Spanish learners from a second-year Spanish class in their high school. The peer tutoring was built into the curriculum of the "Spanish for Native/Heritage Speakers" classes as well as the two participating second-year Spanish classes. All surveys were completed by the participants on Chromebooks in their classrooms. I shared the link to the survey with the teacher, who made it available to the participants. The participants would then be given 20 minutes to complete the survey, most students finished early as noted above. Each student used a personal identification number to complete each survey. This allowed for students' data to be protected and for reports to maintain anonymity, while simultaneously allowing for a comparison of each individual participant's progress throughout the course of the study. The language attitudes, maintenance, and motivation survey served as the pre-

and post-assessment of the study. Participants took this survey towards the end of September before the first peer tutoring session and again at the beginning of January, which was the end of their semester. My original plan was to deliver the reflections on a monthly basis; however, it was determined that it would be preferable to only conduct the reflection two times due to the high school's schedule. The participants completed a survey at the end of October and at the end of November. There were only a couple of weeks of classes in December, and the students had many exams during that time period. For this reason, several of the conversation labs had to be cancelled. It was decided that it would be better to do the final reflection at the beginning of January. In the end, I combined a few reflection questions at the end of the post language attitudes, maintenance, and motivation survey (as mentioned previously) instead of having the participants complete a reflection survey in addition to the post survey.

Data Analysis

The majority of data in this study was conducted qualitatively; however, I was able to conduct a few quantitative analyses to interpret some of the data provided from the surveys. The following sections describe the data analysis of each data source, beginning with the language attitudes, maintenance, and motivation survey, and followed by the reflection surveys and field notes.

Language attitudes, maintenance, and motivation survey. To analyze this data, I divided it into several categories, namely: a) language and demographic background, b) language attitudes towards L1, c) language attitudes towards L2, d) language motivation, and e) language maintenance activities. The language attitudes categories were judged on a five-point Likert scale from 1-Very Negative to 5-Very Positive. The complete scale is as follows: 1. Very Negative; 2. Negative; 3. Neutral; 4. Positive; 5. Very Positive. The language motivation questions were based on a three-point Likert scale: 1. No change in motivation to speak L1, 2. Slight increase in motivation to

speak L1, and 3. Much more motivated to speak L1. To analyze language maintenance activities, participants reported time spent on various non-speaking L1 maintenance activities on a 5-point scale that reflected what percentage of their total time they spent doing each activity in Spanish. The scale was as follows 1. Almost always, 2. About 75% of the time, 3. About 50% of the time, 4. About 25% of the time, and 5. Only occasionally. These three main categories of maintenance, motivation, and attitude were then compared to other factors to test for significance.

Reflection surveys. Direct quotes from several of the participants' reflection surveys are included and are cited word for word. While some reflection surveys include relevant information, the majority of the questions in the reflection pertained to the state of the peer tutoring at the given time. For example, suggestions to improve peer tutoring, topics they would like to discuss, any further training they would like to receive, etc. For this reason, many of these responses will not be discussed in this study.

Field notes. In the end, the field notes were not useful for quantitative statistical data analysis. The majority of the field notes consisted of participants' commentary on the structure of the conversation labs themselves. For example, students would comment on topics they would prefer to discuss and different potential structures for the conversation labs (e.g. tutor: tutee ratio; conversation group sizes; variety of partners). Some elements of the field notes were useful for a supplemental qualitative analysis of the pre and post survey and the two reflections. The field notes often served to support the overall trend of these data sources. Various observations from the field notes are included in this thesis to discuss the overall trends observed during the course of the study.

Chapter 4

Results and Findings

Participant Attitudes Towards First and Second Language

So that participants' attitudes towards not only their L1, but also their L2 could be observed, they were given the opportunity to describe their feelings towards each language in a free response format that will be described in further detail in the following sections.

Participant attitudes towards their L1 (Spanish). In order to determine participant attitudes towards the Spanish language, all of the participants were asked, "What does the Spanish language mean to you?". This question was presented in a free response format at the end of the pre and post language survey. Participants' responses were ranked on a five-point Likert scale from responses that were considered very negative to responses that were considered very positive. The full scale was as follows: 1. very negative; 2. negative; 3. neutral; 4. positive; 5. very positive. The following are examples of various samples from the different points on the Likert scale:

5. Very Positive

Sample 1: *The Spanish language means everything to me because I feel more connected to my heritage and my roots. I feel more connected to my roots than being here in America and learning everything we had to go through to get to the U.S and it's sometimes for nothing because of the laws. My culture is special to me because it represents who I am and identify as Hispanic.*

Sample 2: *Para mí es el idioma más importante ya que es mi cultura y la de mi familia por 3 generaciones.*

4. Positive

Sample 1: *My roots and my country*

Sample 2: *[Spanish] is more easy to use and more happy to all my family*

3. Neutral

Sample 1: *It's just a language like any other*

Sample 2: *The language that Hispanics speak*

2. Negative

Sample 1: N/A (None of the responses towards Spanish were deemed negative)

1. Very Negative

Sample 1: *Nothing.*

It is important to note that not all students submitted responses to this section. Additionally, some of the responses were omitted because they were deemed nonsense. For example, some students would hit random keys on the keyboard in response to the majority of questions. These random keystroke responses were omitted from the statistical analysis and deemed non-responsive.

An overall summary of the findings from this prompt can be found in Table 1. Overall, it was observed that participants' general attitudes towards Spanish were found to be a 4.16 in the beginning and at the end of the study, participants' attitudes were a 4.93. The highest score possible on the Likert scale for this prompt was a 5, which signified that the participants had reported a very positive attitude towards Spanish. Upon statistical analysis, it was found that the p-value of these results was .0075 through running a Type III Test of Fixed Effects. For reference a p-value lower than .05 is considered significant. For all statistical analyses in this thesis, a p-value of .05 will be the standard for being considered significant.

Table 1: *Language Attitude Towards Spanish*

What does the Spanish language mean to you?		
Pre Test Average Score	Post Test Average Score	Average Change in Attitude
4.16	4.93	+.770
1. very negative; 2. negative; 3. neutral; 4. positive; 5. very positive		

On the post language survey, I also included another prompt to evaluate attitudes towards the Spanish language. The students were asked, "In a paragraph, describe how you feel about the

Spanish language and Hispanic culture(s) after this experience?”. In the prompt, the phrase “this experience” refers to their experience as Spanish peer tutors during the first term of the school year. Similar to the first L1 language attitude question, participants’ responses were ranked on a five-point Likert scale from responses that were considered very negative to responses that were considered very positive.

Participant attitudes towards their L2 (English). To determine participants’ attitudes towards the English language, all of the participants were asked, “What does the English language mean to you?” As with the Spanish language attitudes question, this question was also presented in a free response format at the end of the pre and post language survey. The responses were ranked according to the same Likert scale as Spanish language attitudes, with responses being categorized on a five-point Likert scale of very negative to very positive. The following are examples of various samples of attitudes towards English from the different points on the Likert scale:

5. Very Positive

Sample 1: *It means my future it will help me get far in life.*

Sample 2: *English gives me motivation because me speaking English lets me now that I’m at least having a chance to do my dream.*

4. Positive

Sample 1: *It’s a way to [be] connected to the people from my school*

Sample 2: *Bien, porque es una nueva experiencia*

3. Neutral

Sample 1: *Just a language*

Sample 2: *Language that Americans learn*

2. Negative

Sample 1: *What I have to learn*

Sample 2: *Gringos*

1. Very Negative

Sample 1: *nothing* (for reference, this student's answer for the Spanish language was *everything*).

Overall, 31 participants responded to this question in the pre survey, but one response could not be coded due to containing random keystrokes. Additionally, one participant did not respond to this question. In the post survey, there were 27 responses to the post survey, but only 21 responses were able to be coded, because there were five participants who didn't respond to the question and one participant whose responses were not coded due to consisting only of random keystrokes.

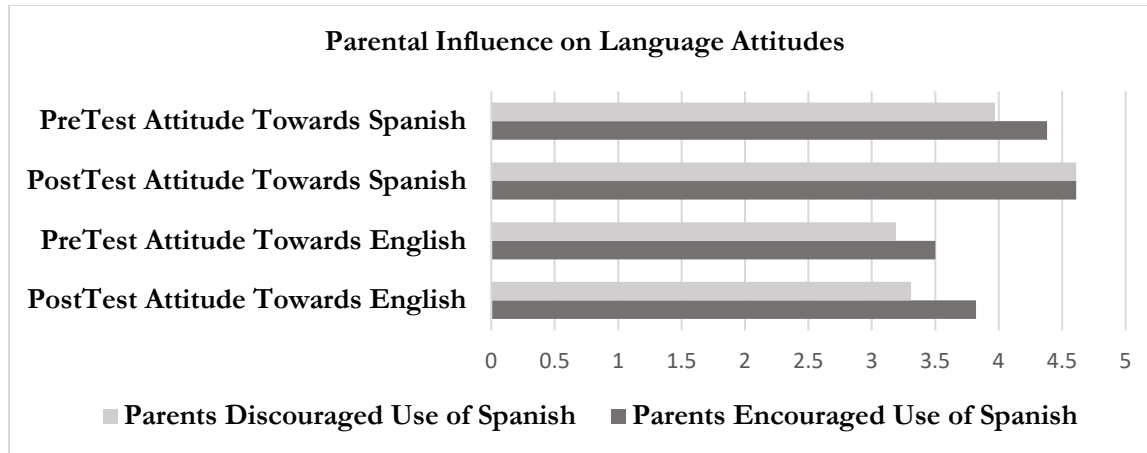
An overall summary of the findings from the prompt for attitudes towards the English language can be found in Table 2. Overall, it was observed that participants' general attitudes towards English were observed as a 3.53 at the beginning, while at the end of the study, participants' attitudes were a 4.00. Using the Likert scale for reference, participants started out with language attitudes towards English that were roughly halfway between neutral and positive. These participants finished the study with attitudes towards English which were on average positive. Upon statistical analysis, it was found that the p-value of these results was .1142 after conducting a Type III Test of Fixed Effects. For reference, any p-value lower than .05 is considered statistically significant. The findings of an increase of .47 increase on the five-point Likert scale for this prompt is not statistically significant in this instance.

Table 2: *Language Attitudes Towards English*

What does the English language mean to you?		
Pre Test Average Score	Post Test Average Score	Average Change in Attitude
3.533	4.000	+.467
1. very negative; 2. negative; 3. neutral; 4. positive; 5. very positive		

Factors associated with positive language attitudes. In order to determine which factors were correlated with positive language attitudes, I ran a Least Squares Means Test as well as a Type 3 Test of Fixed Effects in order to compare language attitudes towards different variables. In order to reduce the influence of confounding variables, I only included participant data for those students who had answered all of the relevant questions. For example, when I measured the influence of parental encouragement I only included the 17 participants who had a) completed both the pre and the post survey, b) answered the question regarding L1 language attitude on both surveys, and c) had answered the question regarding parental encouragement on both surveys. The variables that I examined were gender, parental encouragement/discouragement of Spanish use, confidence speaking Spanish, as well as time spent doing various L1 maintenance activities (e.g. Spanish listening, viewing, reading, and writing time). Since the p-values were above .05 for almost all of these factors, it showed that there was little to no correlation between the tested variables and language attitude. For this reason, I have chosen not to discuss those particular variables; however, one variable did show significant correlation with L1 attitudes. Participants who reported that their parents or other authority figures had discouraged their use of Spanish started with lower L1 attitudes than participants whose parents and authority figures had encouraged their use of Spanish; however, by the end of the study both groups reported having the same level of L1 attitudes. It was also found that participants whose parents had encouraged their use of Spanish had significantly higher language attitudes towards Spanish and towards English than participants whose parents had discouraged their use of Spanish. The p-value for correlation between parental or other authority figure encouragement of Spanish and attitudes towards L1 was .04 which is an appreciable difference. Table 3 includes the data for initial and final L1/L2 attitudes of participants whose parents encouraged/discouraged their use of Spanish.

Table 3: *Parental Influence on Language Attitudes*



Participant Motivation to Maintain First Language

At the end of the study, each participant was asked, “Do you feel that you are more likely to speak with family or friends in Spanish after participating in this experience?” Students could respond to this question by selecting one of three options: 1) No, the conversations haven’t affected my desire to speak Spanish, 2) Yes, slightly more likely (to speak Spanish with friends and family), or 3) Yes, much more likely (to speak Spanish with friends and family). This question was asked in order to gauge students’ motivation to speak Spanish after participating as peer tutors. Table 4 outlines students’ responses to this prompt.

Table 4: *Motivation to Speak Spanish*

Do you feel that you are more likely to speak with family/ friends in Spanish after participating in this experience? (after peer tutoring and having conversations with the second-year Spanish learners these past few months)		
No, the conversations haven’t affected my desire to speak Spanish	Yes, slightly more likely	Yes, much more likely
22.22%	27.78%	50%
4/18 responses	5/18 responses	9/18 responses

Overall, 77.78% of students reported being more motivated to speak Spanish with friends and family, while 22.22% reported no change in motivation. It is important to note that only 18 of the 27 students who took the final language survey responded to this question.

Non-Speaking Language Maintenance Activities

Listening. All participants were asked, “Do you listen to Spanish media? (music, podcasts, radio, books on tape, etc.)”. In Table 5, I have summarized the general data from this section.

Overall, in the final survey a smaller percentage of the participants reported listening to Spanish media. The average dropped from 90.32% of participants to 88.46% of participants, which represents a decrease in 1.86% of the students. It should be noted that six fewer students completed the post survey, and in both instances only three students reported that they did not listen to Spanish media.

Table 5: *Maintenance of Spanish Through Listening Activities*

Do you listen to Spanish media? (music, podcasts, radio, books on tape, etc.)				
Pre Test Responses		Post Test Responses		Average Change in Listening
No	Yes	No	Yes	-1.86%
9.68%	90.32%	11.54%	88.46%	
3 students	28 students	3 students	23 students	31→26 students

The participants that reported listening to materials in Spanish were then issued a follow-up question that asked approximately what percent of their total listening time each day was spent in Spanish. Students could select one of five options in response to this question, namely: 1. Virtually all of my time; 2. About $\frac{3}{4}$ of my time; 3. About $\frac{1}{2}$ of my time; 4. About $\frac{1}{4}$ of my time; 5. Only occasionally. In the pretest the participants reported an average score of 2.286, which represents 67.85% of the time, and in the post study the participants reported an average score of 2.521 which represents 61.98% of the time. These findings are all summarized in Table 6.

Table 6: *Total Listening Time in Spanish*

Approximately what part of your total listening time do you spend listening to materials in Spanish?		
Pre Test Average Score	Post Test Average Score	Average Change in Total Listening Time (TLT)
2.286	2.521	+ .235 = Decrease in 5.88% of TLT
1. Virtually all of my time; 2. About $\frac{3}{4}$ of my time; 3. About $\frac{1}{2}$ of my time; 4. About $\frac{1}{4}$ of my time; 5. Only occasionally		

Viewing. All participants were asked, “Do you view media in Spanish? (videos, movies, television, sports, Netflix, etc.)”. The general data from this prompt is summarized in Table 7. In general, the data showed an increase 4.59% of participants that report viewing Spanish media. The average rose from 83.87% of participants viewing some form of Spanish media to 88.46% of participants. It should be noted that six fewer students completed the post survey, and that five students reported not viewing Spanish media in the pre survey, while only three students in the post survey reported that they did not view Spanish media.

Table 7: *Maintenance of Spanish (Viewing Activities)*

Do you view media in Spanish? (videos, movies, television, sports, Netflix, etc.)				
Pre Test Responses		Post Test Responses		Average Change in Viewing
No	Yes	No	Yes	+4.59% more students read in Spanish
16.13%	83.87%	11.54%	88.46%	
5 students	26 students	3 students	23 students	31→26 students

The participants that reported viewing materials in Spanish were then issued a follow-up question that asked approximately what percent of their total viewing time each day was spent with Spanish media. Students could select one of five options rated on the Likert scale explained in Table 8. For this prompt, the average student response score was 2.500, which represents 62.5% of the time, and in the post study the participants reported an average score of 2.870 which represents 53.25% of the time. In this situation, the students average viewing time of Spanish media from the

beginning of the study to the end changed by .37 on the five-point Likert scale which represents a total decrease in viewing time by 9.25%. These findings are all summarized in Table 8.

Table 8: *Total Viewing Time in Spanish*

Approximately what part of your total viewing time do you spend viewing materials in Spanish?		
Pre Test Average Score	Post Test Average Score	Average Change in Total Viewing Time (TVT)
2.500	2.870	+.370 = Decrease of 9.25% of TVT
1. Virtually all of my time; 2. About $\frac{3}{4}$ of my time; 3. About $\frac{1}{2}$ of my time; 4. About $\frac{1}{4}$ of my time; 5. Only occasionally		

Reading. All participants were asked, “Do you read (books, news, social media posts, articles, magazines, etc.) in Spanish?”. The general data from this prompt is summarized in Table 9. In general, there was an increase of 4.09% of participants that reported spending time reading materials in Spanish by the end of the study. The average increased from 61.29% of participants reading in Spanish to 65.38% of participants reading in their L1 by the end. Again, it is important to note that 11 fewer students completed this post survey question, and that originally 12 students reported not reading in Spanish for the pre survey, while only three students in the post survey reported that they didn’t read in Spanish.

Table 9: *Maintenance of Spanish Through Reading Activities*

Do you read (books, news, social media posts, articles, magazines, etc.) in Spanish?				
Pre Test Responses		Post Test Responses		Average Change in Reading
No	Yes	No	Yes	+4.09% more students read in Spanish
38.71%	61.29%	34.62%	65.38%	
12 students	19 students	3 students	17 students	31→20 students

Of the participants that reported reading Spanish, there was a slight increase in time spent reading Spanish from the beginning of the study to the end. The average student reported reading for an average score of 3.421 which represents 39.48% of the time. By the end of the study, the

average had increased by .108 to a total of 3.529, which represents a final total of 36.76% of the time. Overall, the average decrease in Spanish reading time from the beginning of the study was .108 on the five-point Likert scale, which represents a total decrease of 2.7% of the time, as summarized in Table 10.

Table 10: *Total Reading Time in Spanish*

Approximately what part of your total reading time do you spend reading materials in Spanish?		
Pre Test Average Score	Post Test Average Score	Average Change in Total Reading Time (TRT)
3.421	3.529	+.108 = 2.7% Decrease in TRT
1. Virtually all of my time; 2. About $\frac{3}{4}$ of my time; 3. About $\frac{1}{2}$ of my time; 4. About $\frac{1}{4}$ of my time; 5. Only occasionally		

Writing. The participants were each asked, “Do you write (social media posts, notes, journal entries, etc.) in Spanish?”. The general data from this prompt is summarized in Table 11. There was a significant drop in participants that reported spending time writing in Spanish. The average decreased from 80.65% of participants writing in Spanish to 69.23% of participants writing in their L1 by the end of the study. Again, it is important to note that five fewer students completed this post survey question, and that originally 6 students reported not writing in Spanish for the pre survey, while eight students reported that they didn’t write in Spanish for the post survey. In other words, only two more students reported not writing in Spanish from the beginning of the survey to the end.

Table 11: *Maintenance of Spanish Through Writing*

Do you write (social media posts, notes, journal entries, etc.) in Spanish?				
Pre Test Responses		Post Test Responses		Average Change in Writing
No	Yes	No	Yes	-11.42%
19.35%	80.65%	30.77%	69.23%	
6 students	25 students	8 students	18 students	31→26 students

Just as with the previous sections, all of the participants that reported writing in Spanish were requested to self-report approximately what percent of their time was spent writing in their L1. There was a slight decrease in time spent writing in Spanish from the beginning of the study to the end. The average student reported writing for an average score of 3.560 which represents 36% of the time. By the end of the study, the average had decreased by .727 to a total of 2.833, which represents a final total of 54.18% of the time. Overall, the average change in Spanish writing time from the beginning of the study to the end was -.727 on the five-point Likert scale, which represents a total increase of 20.83% of the total writing time. These findings are summarized in Table 12.

Table 12: *Total Writing Time in Spanish*

Approximately what part of your total writing time do you spend writing in Spanish?		
Pre Test Average Score	Post Test Average Score	Average Change in Total Writing Time (TWT)
3.560	2.833	-0.727 = Increase of 20.83% of TWT
1. Virtually all of my time; 2. About $\frac{3}{4}$ of my time; 3. About $\frac{1}{2}$ of my time; 4. About $\frac{1}{4}$ of my time; 5. Only occasionally		

Chapter 5

Discussion and Conclusion

Participant Attitudes Towards First and Second Language

Participant attitudes towards their L1 (Spanish). Participants' attitudes towards their L1 appeared to improve over the course of the study, as shown by a significant increase of +.770 on a five-point Likert scale. This finding appears to support DePalma's (2014) findings that micro-immersion experiences with a stigmatized or less dominant language can improve language attitudes (2014). This study differed slightly from DePalma's study since I was not studying learners of the less dominant language, but rather L1 speakers of the aforementioned. One possible explanation for the slight improvement in L1 attitudes can perhaps be resultant benefits of acting on Schroeder's (2011) suggestion to stop viewing the bilingualism of immigrant populations as an "obstacle to overcome" and instead viewing bilingual immigrants as "intellectual resources to exploit" (p. 201). It is possible that the opportunity for these L1 speakers of a less-dominant language to use their native tongue to help others could have increased their view of their L1. Several studies have shown that increasing linguistic prestige, or the value attached by members of a speech community to a certain language, can improve language attitudes (Alrajhi & Aldhafri, 2015; DePalma, 2014; Joo, 2009; Lopez, 2014; Nordquist, 2017). In this study, I sought to observe the impact of peer tutoring on the maintenance and attitudes towards Spanish as a less-dominant language in the US, by providing opportunities for those that spoke Spanish as a first language to peer tutor those who were learning it as a second language.

Evidence of this improvement in language attitude can be seen in some of the comments made by participants in their final assessment. For example, one student responded to the prompt: "Describe how you feel about the Spanish language and Hispanic culture(s) after this experience" by saying, "I'm proud of it because it means a lot that others would want to learn about it because it

really is important.” Here her reaction is quite positive towards the idea that other people want to learn about her native language and culture, and she notes that “it really is important”. Another student responded to this same prompt by saying, “I feel like I like Spanish and Hispanic culture more because it is fun. I have always loved speaking Spanish and I always will. This experience has helped me learn that if others want to learn about Spanish language and Hispanic culture then it’s amazing.” This student noticed an increase in his or her appreciation, as well as noting that the experience of peer-tutoring helped them realize how “amazing” their native language and culture is since others want to learn about them. Finally, another student noted in response to this prompt regarding attitudes towards the Spanish language that, “I love it even more and I’m glad I can teach something I’ve known for a long time.” Overall, participants’ linguistic attitude towards their L1 increased over the course of the study, as well as their attitude towards their native culture. This finding is supported by Joo (2009) who reported that students who successfully maintained their L1 had a more positive view of self and cultural identity (p. 94). In this study, I was able to observe and measure activities that promote L1 maintenance (e.g. speaking, reading, writing, listening, etc.). Further studies could be completed with larger sample sizes and more rigorous statistical analysis in order to show the statistical significance of L1 maintenance in an L2 dominant environment and how it correlates to changes in L1 language attitudes.

Participant attitudes towards their L2 (English). Participants’ attitudes towards their L2 were noticeably lower than their attitudes towards their L1. This finding was surprising to me since much of the review of the literature had shown that speakers of a less dominant L1 in an L2 dominant environment, such as Spanish in the United States, often have lower language attitudes towards their L1 as opposed to their L2 (Ammerlaan, 2001; Flores, 2015; Guardado, 2010; Joseph, 2003; Saliger, 1996; Schmid, 2010; Toth, 2007). Many of the participants noted the instrumental uses of English, such as educational and career opportunities, when asked what the English language

meant to them. The majority of the responses listed practical uses and matters of necessity for what the English language meant to them. This contrasted greatly with their responses to what the Spanish language meant to them, which tended to include very emotional responses that included integrative uses of the Spanish language (e.g. connecting with their culture, their roots, and/or their family).

Some responses to the prompt, “What does the English language mean to you?” from the pre-survey include the following: “that I can gain knowledge about the gringos’ culture”; “[The] United States of America”; “gringos”; “what I have to learn”; “it’s just another language”; “Language that Americans learn”; “just a language”: “I can see how important it is to know English and how many things it will help me in. I’m very lucky to have learned it in my life.”; “I can connect to my friends”. In the post-test, answers to the same prompt appeared to be more reflective and were often much longer. Another interesting feature of the post-survey responses were that students more often cited the instrumental uses of the language. Some samples from the responses to the prompt in the post-survey include, “Estudio el inglés en busca de conocimiento y porque me lo exige la escuela”; “it also means a lot because of it I can speak to mostly anyone.”; “I really like English because I can communicate with people of other countries”; “It means my future it will help me get far in life.”. The following are some longer responses to the same prompt in the post-survey:

Response A: I see it as being able to speak with my community and it gives me more opportunities in life to be able to speak both languages.

Response B: English is the 2nd language I learned, and it sure feels like it's essential for me. Since I was a kid, I always wanted to learn English because I heard my uncle speaking it (he had learned it too). And I got attached to the sound of a different tongue. I really wanted to understand what he was saying, so I got myself into it by listening to music, playing video games, watching tv shows, but after I took an English course and that helped me.

Response C: I feel like English helps me a lot in school and in my daily life. Since English is very used around the world, I feel like it is very useful, and I am glad to be able to speak it and that I was able to learn it.

As demonstrated by this sampling of the responses, the majority of students noted the instrumental use of English to communicate in their environment, school, and with their peers, as well as the opportunities that speaking the English language and/or being bilingual provided them. Another interesting feature of the post-survey English language attitude responses was that none of the participants used the pejorative term “gringo” in their response. This term was much more common in the pre-test. Response B was also interesting, because it was one of the only responses for L2 attitudes that included an integrative attitude that demonstrated an emotional/personal connection to the language. Most of the responses expressed instrumental attitudes and cited usefulness or necessity in relation to English; however, this participant shared his passion for the English language that he developed from a young age after being exposed to it by his uncle.

Participant attitudes towards their L1 and L2. While isolated analyses of attitudes towards L1 and L2 are useful, I found that the side-by-side comparison of L1 and L2 attitudes to be particularly insightful. For example, an interesting response came from one student who responded to the prompt of what the English language meant to him by saying, “It's the second language that I learned, and it's very helpful because it's the universal language, so it's used in almost every country even if it's not the main language spoken in that country.” This response, like many of the other L2 responses, provided an instrumental use for English as a universal language that can be used in “almost every country”. The student noted that the language was important, but did not seem to have any personal/emotional connection to the language. This contrasted strongly with his response to what the Spanish language meant to him, where he responded, “It's my first and favorite language, and it is so beautiful because it has been developed through time, and I don't think any

other language could compare to Spanish.” This participant’s sanguine response demonstrates a very positive attitude towards his first language despite living in a second language dominant environment.

Three individual students responded in a fascinating, and very similar way, to the same prompt as demonstrated in Table 13. All three of the students reported that their L1 meant everything to them; however, they all gave responses to English that showed it to be of partial, little, or no importance to them. Their responses to the prompt, “What does the Spanish/English language mean to you” were all very concise, and yet they provide a profound glimpse into the language attitudes of these L1 Spanish speakers.

Table 13: *Language Attitudes Towards Spanish and English*

	Attitude Towards L1 (Spanish)	Attitude Towards L2 (English)
Student A	everything	half of everything
Student B	everything	something
Student C	everything	nothing

While L1 speakers of a less-dominant or stigmatized language in an L2 dominant environment have been observed to have more negative views towards their L1, the participants in this study reported having more positive attitudes towards their L1 than their L2. Some possible explanations for this phenomenon may be linked to the set-up of the study as well as the environment that they were in.⁶ For example, all of the participants in my study were currently enrolled in the course “Spanish for Native/Heritage Speakers”. Enrollment in this course may indicate that these participants were already actively taking steps to maintain their L1 in an L2 dominant environment. Since participants were self-selecting and since I did not have a control group of participants that were not enrolled in the “Spanish for Native/Heritage Speakers” course, I

⁶ For example, their home and personal experiences may have played a role.

cannot be sure that these two factors did not influence participants' attitudes towards their L1. Another possible factor for participants' positive views of the L1 could be influence of the high school teacher on the participants. During my several visits to the classroom I noticed that the teacher demonstrated an extremely positive attitude towards the Spanish language and the Hispanic cultures of her students. I would often come in during either the beginning of the class or the end of her class and so I had the opportunity to hear her make announcements to the students. It was not uncommon for her to announce activities or courses to improve their language abilities (e.g. AP Spanish enrollment) or events celebrating the Hispanic culture. I also observed her talking about the benefits and advantages they could have by going to college, being bilingual in the United States, and the possibility of having a higher salary⁷ by being bilingual. Overall, the various factors and influences that resulted from having self-selecting participants, the enrollment of all participants in a Spanish course, and the positive attitude towards Spanish of the teacher may all have influenced the discrepancy between this study and previous studies on the L1/L2 attitudes of L1 speakers in an L2 dominant environment.

Parental influence on linguistic attitudes towards L1. An interesting finding in this study was that encouragement of L1 use by parents and other authority figures had a significant positive impact on participants' linguistic attitudes towards their L1. This finding may complement the studies completed by Guardado (2006) and Haque (2017) on the effects of parental encouragement on adolescents. In his study, Guardado (2006) found that parental encouragement of L2 use by parents, in addition to the emphasis placed on L2 learning by other authority figures such as schools and society, reduced language attitudes and resulted in an attrition of the children's' L1. Haque (2017) also found that parental encouragement of the use of a prestigious L2 often came at

⁷ While the teacher discussed the possibility of bilinguals having a higher salary as compared to monolingual individuals, this statement is highly debated.

the loss of the L1 of adolescent Indian immigrants in western Europe. It is therefore not surprising that the converse situation, parental encouragement, can improve language attitudes towards the L1. Further research would be necessary to show the extent of parental encouragement of L1 use on L1 maintenance and loss of attrition.

Another interesting trend in the data was that participants whose parents and other authority figures had discouraged their use of their L1 had lower language attitudes towards both English and Spanish than participants whose parents had encouraged their L1 use. For example, one of the participants who reported that their parents had discouraged their use of Spanish reported that the Spanish language meant “nothing” to them. This was the only sample of a negative L1 attitude in the entire study. Other participants who had reported being discouraged from using Spanish gave very short or no response to the prompt of what Spanish meant to them. Their attitudes towards English was also noticeably lower. Participants whose parents had discouraged their L1 use often associated English with “gringos”, described it as just another language, or something that they “had to learn.” It was also common for them to not respond to the question or to give a nonsense answer. I did not ask participants why they had the language attitudes they did, nor did I ask them when or how often they had been discouraged to speak Spanish. Further studies could look into parental and other authority figures discouragement of L1 use in an L2 dominant environment to see the effects on L1 and L2 attitudes.

Participant Motivation to Maintain First Language

At the end of this study, 77.78% of participants reported being more motivated to speak Spanish with friends and family after participating as peer tutors in the conversation labs. The other 22.22% of the participants reported no change in their motivation. These trends seem to complement the findings of Alrajhi and Aldhafri (2015) that participation in peer tutoring improves motivation to speak a given language. It is important to note, that while their study observed the

change in motivation of L2 learners who were receiving peer tutoring in their second language, this study observed the change in motivation of L1 speakers who were providing peer tutoring in their first language. This finding may suggest that participation as an L1 peer tutor may improve native/heritage speakers' motivation to maintain their mother tongue.

Some of the responses to the other questions on the post-survey may provide insight into why participants reported increased motivation. For example, one participant noted that after participating as a peer tutor she had a greater appreciation for Spanish. She said, "I love it even more and I'm glad I can teach something I've known for a long time." Several other students noted how much it meant to them that others wanted to learn their native language. For example, one student when discussing her attitude towards Spanish after being a peer tutor said, "I'm proud of it because it means a lot that others would want to learn about it because it really is important." Another student explained, "this experience has helped me learn that if others want to learn about [the] Spanish language and Hispanic culture then it's amazing." Finally, another participant reported that after participating as a peer tutor she "appreciate[d] Spanish more." As noted by Pierce (2007), the social value that is assigned to various languages by members of powerful social groups can influence the prestige of that language. As mentioned in the participants' comments above, the fact that the native English speakers were making an effort to learn Spanish had a positive effect on the native Spanish speakers. Research has shown that improved attitudes, for example viewing a language with more prestige, can result in increased maintenance and decreased attrition in that language (DePalma, 2014; Joo, 2009; Nordquist, 2017). Further research is needed to examine the influence of improved attitudes on increased motivation to maintain one's mother tongue.

As noted in the review of the literature, there is much more written on the benefits of peer tutoring for the one receiving the peer tutoring, while little research has been conducted to observe the effects of peer tutoring on the peer tutor. Further research is needed to reduce this gap in the

literature. It is also important to note that for the question regarding motivation, this study had a very small sample size of only 18 participants because a) the sample size was small to begin with and b) the rest of the participants either did not answer this question or they never completed the post-survey for various reasons. This small sample size, as well as being a self-reported question, results in significant statistical limitations. More extensive research, with rigorous statistical analysis and a much larger sample size is needed.

Non-Speaking Language Maintenance Activities

The findings in regard to non-speaking, language maintenance activities were particularly surprising. The prior research had shown that students' participation in micro-immersion experiences resulted in improved language attitudes and that students were more likely to use the "minoritized language in situations where its use was not pragmatically required" (DePalma, 2014). This study provided "micro-immersion" opportunities for Spanish use through peer tutoring in a conversation lab setting. Spanish use in non-speaking activities, such as reading, writing, viewing, and listening, was recorded at the beginning and at the end of the study and then compared with changes in language attitudes and analyzed to see if there had been any change in time spent participating in these maintenance activities. I had expected to see an increase in language attitudes along with a simultaneous increase in language maintenance activities. Surprisingly, the data showed that participation in non-speaking, L1 maintenance activities decreased in every area, with the exception of writing, between the beginning and the end of the study. For this reason, I have decided that instead of discussing the results of the listening, viewing, reading, and writing sections in their own individual discussion sections, I will instead group them by input and output activities. All of the input activities, namely: listening, viewing, and reading, decreased over the course of the study, whereas writing was the only output activity and the only activity that increased by the end of

the study. The following sections discuss possible reasons for the discrepancy in the outcomes for these two types of activities.

Input L1 maintenance activities. While my initial hypothesis was that L1 speakers' participation as peer tutors for a less-dominant L1 would increase language attitudes and language maintenance activities, the trends from this study showed an overall decline in input L1 maintenance activities, even though the participants reported increased language attitudes towards their L1. This finding appears to support that of Nguyen and Hamid (2016) in their study on language attitudes, identity, and L1 maintenance of Vietnamese ethnic minority students. In their study they noted that positive language attitudes were not enough to maintain a minority L1 in an L2 dominant environment and suggested that "institutional support is necessary to promote the use of minority languages for their maintenance" (Nguyen and Hamid, 2016). Due to the utility of English in the United States it is possible that regardless of very high positive negative attitudes, these adolescent speakers' use of their first language will continue to decline while in this second-language dominant environment.

Another possible explanation for the decline in L1 maintenance activities is that the participants had increased access to materials in their L2 the longer they lived in the United States. During my visits to the classrooms, many students reported being from other countries. Additionally, in the pre and post surveys many students reported receiving significant amounts of education in Spanish (e.g. some students had completed primary school and several years of secondary school in Spanish). It is possible that the longer the participants that had immigrated to the United States lived here, the more their listening, viewing, and reading input changed from Spanish to English. Additionally, as cited in his case study of bilingualism in an L2 dominant environment, Lakshmi (2010) found that L1 speakers in an L2 dominant environment had extremely high instrumental motivation to learn the L2 and for many of them, they used tools such as listening

to talks, reading books or newspapers, or viewing new telecasts in their L1 in order “to improve their communicative skills in English. Several students reported in their pre or post surveys that they felt more comfortable speaking in Spanish than in English. It is possible that many of them were increasing their L2 input in order to improve their language aptitude in English similar to the participants in Lakshmi’s study. Further possibilities for factors that may have influenced input activities are discussed later in the subsection on potential reasons for the decrease in non-speaking, L1 maintenance activities.

Output L1 maintenance activities. While the other L1 maintenance activities decreased, total time spent writing in Spanish increased. A possible explanation for this discrepancy is that writing was the only output activity listed in the study. For all of the other L1 maintenance activities, the participant was simply consuming material that had already been produced by another source. For this type of maintenance activity, the participant would have had to create using their L1. The specific prompt for this question was, “Do you write (social media posts, notes, journal entries, etc.) in Spanish?” Each of the activities mentioned depend more on the individual and rely less on the L2 dominant environment than the activities listed for the input L1 maintenance activities (e.g. watching movies/TV, reading magazines/books, listening to music or podcasts). In the United States, while there is easy access⁸ to materials in Spanish, there is an overwhelming majority of listening, viewing, and reading materials in English. It is interesting that students reported participating in more maintenance activities for writing because generally passive skills (e.g. listening and reading) are maintained longer than active skills (e.g. speaking and writing). While passive skills generally experience more attrition, it is interesting to note that the participants recorded spending

⁸ Spanish materials are readily available in the United States; however, there is limited access. For example, libraries contain a significantly higher proportion of English books as compared to Spanish, Spanish channels must be bought in specific packages or at an additional cost with many networks and providers, and the majority of channels played on the radio are in English.

more maintenance time on these types of activities. Thus, it is important to note that there may be a more complex relationship between time spent on maintenance activities and attrition of the linguistic skill being maintained. Further research is needed to determine how time spent reading, writing, listening, and speaking in Spanish correlates to the attrition of these particular first language skills.

Potential reasons for decrease in non-speaking L1 maintenance activities. A possible explanation for the decrease in time spent on L1 maintenance activities could in part be due to the discrepancy between language attitudes and language behavior. As noted by Edwards (1994), the views and attitudes individuals have towards a language is not always consistent with their behavior. It therefore is not surprising that although the participants reported very positive attitudes towards their L1, their behavior did not correlate with that attitude. Another possible factor that could have contributed to the unexpected decrease in language maintenance activities is the influence of increased time spent in the United States. Some of the participants had recently immigrated to the United States and it is possible that the amount of media available in the US caused this gradual shift from L1 input to L2 input. Finally, the design of the survey allowed for self-reporting answers. Depending on an individual's mood in any given situation, their ability to recall how they had spent their time, and many other elements of human error make this type of question less reliable than one that is not self-reported.

Limitations of the Study

There were several limitations to this study that greatly altered the research. Because I chose to work with a group of minors, there were several restrictions placed on the type of questions I could ask. Additionally, I was required to provide not only a youth assent form, but also a parental consent form. There were many students that were willing to participate in the study; however, the additional task of having to take a paper home, have it signed, and return it to campus proved to be

difficult for several students who kept forgetting to bring back the parental forms. Eventually, the study had to begin and students without parental consent could not participate, which reduced the final sample size.

Another limitation towards working with high school students was the strict schedule. Initially, I was hoping to make the peer tutoring optional and it was to be held during lunch time or after school; however, due to restrictions of bus schedules and the constantly varying class/bell schedules (e.g. early release days and A/B block scheduling) caused this option to be unrealistic. In order for this study to go forward I had to make it during class time, which required me to use two “Spanish for Native/Heritage Speaker” classes as well as two second-year Spanish classes, because they were the only two courses that overlapped. This adjustment to the study resulted in including native/heritage speakers that likely already had more motivation to speak their L1 and possibly more positive language attitudes. Due to their coursework, they were also required to complete additional L1 maintenance activities, such as reading, writing, and viewing of Spanish materials for homework. All of these factors likely affected the final data.

Another limitation of this study was the inability to include a control group. Initially I had hoped to have one “Spanish for Native/Heritage Speakers” class participate as peer tutors, while the other class would simply be taught according to the original curriculum. However, the teacher for this course was so excited for her students to participate that she insisted that both of the sections provide peer tutoring to the L2 Spanish learners. For this reason, I conducted an observational study.

Finally, time was perhaps the greatest limitation of all in this study. Language attrition and maintenance cannot be observed in as short of a time as a single semester. For this reason, I simply observed the increase in activities that could promote language maintenance, such as: reading, writing, listening, and viewing.

Linguistic Implications

Overall, this study found an increase in participants' motivation to speak their L1 as well as an increase in positive language attitudes towards both Spanish and English by the L1/heritage Spanish speaking participants. The study also observed an increase of time spent participating in output maintenance activities, such as writing, by participants from the beginning to the end of the semester; however, there was a decrease in all input L1 maintenance activities over the course of the study. On average, reading, listening, and viewing times for Spanish decreased among the participants. These findings appear to show that increased exposure to a minority L1 in an L2 dominant environment can have a positive effect on both L1 language attitudes and motivation. Nevertheless, increased exposure and improved language attitudes do not appear to be enough to increase overall language maintenance in an L2 dominant environment. Further measures, e.g. involvement by government or education institutions, may be required in order to provide minority L1's a secure enough environment in which to survive.

Suggestions for Further Research

Additional research could be conducted on the effects of L1 peer tutoring in a long-term longitudinal study that observes language attrition and/or maintenance of L1 and heritage Spanish speakers. Research would be benefited by having a larger sample size, a longer observational period, as well as both a control and an experiment group. It would also be interesting to conduct a similar study with self-selecting participants and then blindly assigning them to either the control group or the experiment group. Such a study could provide more statistically significant information regarding the impact of peer tutoring on first language maintenance and attrition.

Additionally, many participants gave more thorough answers in their final survey as opposed to their initial survey. It would be interesting to provide more specific prompts to participants in order to solicit specific insight as to whether or not their motivation was more instrumental or

integrative, for example. Likewise, it would have been insightful to ask participants the follow up question, “why”, so as to determine more of the influencing factors that led to their language attitudes.

Finally, a longitudinal study on peer tutoring and motivation could be particularly insightful. Many participants noted that they had an increased motivation to speak Spanish with friends and relatives. It would be interesting to follow up with participants of L1 Spanish peer tutoring at a later point, e.g. in a year, in order to see if peer tutoring really did have a positive effect on Spanish language use with friends and family members.

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Appendix A

Pre “Language Attitudes, Motivation, and Maintenance” Survey

Q00 What is your Student ID #

Q1 What is your sex?

- Male (1)
- Female (2)

Q2 What year were you born?

▼ 1997 (1) ... Other (13)

Q4 How much schooling did you complete in Spanish?

▼ None (1) ... Some high school (6)

Q5 Do you listen to Spanish media? (music, podcasts, radio, books on tape, etc.)

- Yes (1)
- No (2)

Display This Question: If Q5 = Yes

Q5A Approximately what part of your total listening time do you spend listening to materials in Spanish?

▼ Virtually all of my listening time (1) ... Only occasionally (5)

Q6 Do you view media in Spanish? (videos, movies, television, sports, Netflix, etc.)

- Yes (1)
- No (2)

Display This Question: If Q6 = Yes

Q6A Approximately what part of your total viewing time do you spend viewing materials in Spanish?

▼ Virtually all of my viewing time (1) ... Only occasionally (5)

Q7 Do you read (books, news, social media posts/articles, magazines, etc.) in Spanish?

- Yes (1)
- No (2)

Display This Question: If Q7 = Yes

Q7A Approximately what part of your total reading time do you spend reading materials in Spanish?

▼ Virtually all of my reading time (1) ... Only occasionally (5)

Q8 Do you write (social media posts, notes, journal entries, etc.) in Spanish?

- Yes (1)
- No (2)

Display This Question: If Q8 = Yes

Q8A Approximately what part of your total writing time do you spend writing in Spanish?

▼ Virtually all of my writing time (1) ... Only occasionally (5)

Q9 Please estimate the total number of hours per week which you spend in contact with Spanish language media. (written numerically, e.g. "4")

▼ 1 (1) ... NA (16)

Q10 What is your mother's native language?

- English (1)
- Spanish (2)
- Other (3)

Q11 What is your father's native language?

- English (1)
- Spanish (2)
- Other (3)

Q12 Which language(s) did you speak and understand first?

- English (1)
- Spanish (2)
- Both English and Spanish at the same time (3)

Q13 If you learned one of the languages later, which one was it and at what age?

Q14 Which language(s) did you read and write in first?

- English (1)
- Spanish (2)
- Both English and Spanish at the same time (3)

Q15 If you learned to read and write one of the languages later, which one was it, at what age did you learn it, and how did you learn it (at home from parents, at school, etc.)?

Q16 How well do you understand spoken conversational Spanish now?

- Fully (1)
- Almost all (2)
- Only partially (3)

Q17 How well do you speak Spanish now?

- Very well (1)
- Fluent in most situations, but do not know some words (2)
- Able to converse in some situations, but not all (3)

Q18 Concerning your present ability as a bilingual speaker do you consider yourself to be:

- Much more fluent in Spanish than in English (1)
- Somewhat more fluent in Spanish (2)
- About equal ability in Spanish and in English (3)
- Somewhat more fluent in English (4)
- Much more fluent in English than in Spanish (5)

Q19 Do you ever feel uncomfortable or lack confidence in your ability to speak Spanish?

- Yes (1)
- No (2)

Display This Question: If Q19 = Yes

Q19a If you answered "Yes", please specify and explain why, when, where, and with whom.

Q20 Are there any situations in which you almost always speak in Spanish?

- Yes (1)
- No (2)

Display This Question: If Q20 = Yes

Q20A If you answered "Yes", please specify and explain why, when, where, and with whom.

Q21 Please mark which language you use for each of the three situations below:

	All Spanish	Mostly Spanish	About the same amount of Spanish & English	Mostly English	All English
When you are upset (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you are daydreaming about the future, making plans, etc. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you do simple mathematical operations (counting, adding, subtracting, etc.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 Please mark which language you use with different people and in different situations below:

	All Spanish	Mostly Spanish	About the same amount of Spanish & English	Mostly English	All English
When you converse in a relaxed setting among bilingual friends, do you speak: (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At home, when you (and/or your siblings) address your father, do you speak to him: (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At home, when your father addresses you (and/or your siblings), does he speak to you: (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At home, when you (and/or your siblings) address your mother, do you speak to her: (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you talk to your sibling(s), do you speak to them: (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When your sibling(s) talk to you, do they speak to you: (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you address older relatives, do you speak to them: (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 What level of Spanish ability do you feel a Hispanic should have? Please explain why you feel this way.

- Ability does not really matter (1)
- Ability to speak and understand (2)
- Ability to read and write (3)
- Ability to speak, understand, read, and write (4)

Q24 Do you feel it is important for Hispanics to maintain their culture and customs? Please explain your answer.

- Yes (1)
- No (2)

Q25 Do you feel that it is more important for Latinos to maintain 1) Spanish language abilities or 2) customs and culture? (Please explain your answer)

- Spanish language abilities (1)
- Customs and culture (2)

Q26 Have your parents or other authority figures ever discouraged your use of Spanish?

- Yes (1)
- No (2)

Q27 Have your parents or other authority figures ever encouraged your use of Spanish?

- Yes (1)
- No (2)

Q28 How do you feel when a Spanish-learner tries to talk to you in Spanish instead of English?

Q29 Do you feel that some things are better expressed in Spanish than in English, and conversely, that some things are better expressed in English than in Spanish?

- Yes (Some things are better expressed in one language or the other) (1)
- No (All things can be expressed equally well in either language) (2)

Display This Question: If Q29 = Yes

Q29A If you answered "Yes", please indicate some topics/situations in which Spanish/English is more suitable.

Q30 What does the Spanish language mean to you?

Q31 What does the English language mean to you?

End of Survey.

Appendix B

Post “Language Attitudes, Motivation, and Maintenance” Survey

Q00 What is your Student ID #

Q1 What is your sex?

- Male (1)
- Female (2)

Q2 What year were you born?

▼ 1997 (1) ... Other (13)

Q4 How much schooling did you complete in Spanish?

▼ None (1) ... Some high school (6)

Q5 Do you listen to Spanish media? (music, podcasts, radio, books on tape, etc.)

- Yes (1)
- No (2)

Display This Question: If Q5 = Yes

Q5A Approximately what part of your total listening time do you spend listening to materials in Spanish?

▼ Virtually all of my listening time (1) ... Only occasionally (5)

Q6 Do you view media in Spanish? (videos, movies, television, sports, Netflix, etc.)

- Yes (1)
- No (2)

Display This Question: If Q6 = Yes

Q6A Approximately what part of your total viewing time do you spend viewing materials in Spanish?

▼ Virtually all of my viewing time (1) ... Only occasionally (5)

Q7 Do you read (books, news, social media posts/articles, magazines, etc.) in Spanish?

- Yes (1)
- No (2)

Display This Question: If Q7 = Yes

Q7A Approximately what part of your total reading time do you spend reading materials in Spanish?

▼ Virtually all of my reading time (1) ... Only occasionally (5)

Q8 Do you write (social media posts, notes, journal entries, etc.) in Spanish?

- Yes (1)
- No (2)

Display This Question: If Q8 = Yes

Q8A Approximately what part of your total writing time do you spend writing in Spanish?

▼ Virtually all of my writing time (1) ... Only occasionally (5)

Q9 Please estimate the total number of hours per week which you spend in contact with Spanish language media. (written numerically, e.g. "4")

▼ 1 (1) ... NA (16)

Q10 What is your mother's native language?

- English (1)
- Spanish (2)
- Other (3)

Q11 What is your father's native language?

- English (1)
- Spanish (2)
- Other (3)

Q12 Which language(s) did you speak and understand first?

- English (1)
- Spanish (2)
- Both English and Spanish at the same time (3)

Q13 If you learned one of the languages later, which one was it and at what age?

Q14 Which language(s) did you read and write in first?

- English (1)
- Spanish (2)
- Both English and Spanish at the same time (3)

Q15 If you learned to read and write one of the languages later, which one was it, at what age did you learn it, and how did you learn it (at home from parents, at school, etc.)?

Q16 How well do you understand spoken conversational Spanish now?

- Fully (1)
- Almost all (2)
- Only partially (3)

Q17 How well do you speak Spanish now?

- Very well (1)
- Fluent in most situations, but do not know some words (2)
- Able to converse in some situations, but not all (3)

Q18 Concerning your present ability as a bilingual speaker do you consider yourself to be:

- Much more fluent in Spanish than in English (1)
- Somewhat more fluent in Spanish (2)
- About equal ability in Spanish and in English (3)
- Somewhat more fluent in English (4)
- Much more fluent in English than in Spanish (5)

Q19 Do you ever feel uncomfortable or lack confidence in your ability to speak Spanish?

- Yes (1)
- No (2)

Display This Question: If Q19 = Yes

Q19a If you answered "Yes", please specify and explain why, when, where, and with whom.

Q20 Are there any situations in which you almost always speak in Spanish?

- Yes (1)
- No (2)

Display This Question: If Q20 = Yes

Q20A If you answered "Yes", please specify and explain why, when, where, and with whom.

Q21 Please mark which language you use for each of the three situations below:

	All Spanish	Mostly Spanish	About the same amount of Spanish & English	Mostly English	All English
When you are upset (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you are daydreaming about the future, making plans, etc. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you do simple mathematical operations (counting, adding, subtracting, etc.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 Please mark which language you use with different people and in different situations below:

	All Spanish	Mostly Spanish	About the same amount of Spanish & English	Mostly English	All English
When you converse in a relaxed setting among bilingual friends, do you speak: (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At home, when you (and/or your siblings) address your father, do you speak to him: (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At home, when your father addresses you (and/or your siblings), does he speak to you: (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At home, when you (and/or your siblings) address your mother, do you speak to her: (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you talk to your sibling(s), do you speak to them: (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When your sibling(s) talk to you, do they speak to you: (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When you address older relatives, do you speak to them: (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 What level of Spanish ability do you feel a Hispanic should have? Please explain why you feel this way.

- Ability does not really matter (1)
- Ability to speak and understand (2)
- Ability to read and write (3)
- Ability to speak, understand, read, and write (4)

Q24 Do you feel it is important for Hispanics to maintain their culture and customs? Please explain your answer.

- Yes (1)
- No (2)

Q25 Do you feel that it is more important for Latinos to maintain 1) Spanish language abilities or 2) customs and culture? (Please explain your answer)

- Spanish language abilities (1)
- Customs and culture (2)

Q26 Have your parents or other authority figures ever discouraged your use of Spanish?

- Yes (1)
- No (2)

Q27 Have your parents or other authority figures ever encouraged your use of Spanish?

- Yes (1)
- No (2)

Q28 How do you feel when a Spanish-learner tries to talk to you in Spanish instead of English?

Q29 Do you feel that some things are better expressed in Spanish than in English, and conversely, that some things are better expressed in English than in Spanish?

- Yes (Some things are better expressed in one language or the other) (1)
- No (All things can be expressed equally well in either language) (2)

Display This Question: If Q29 = Yes

Q29A If you answered "Yes", please indicate some topics/situations in which Spanish/English is more suitable.

Q30 What does the Spanish language mean to you?

Q31 What does the English language mean to you?

Q32 Overall, how would you rate your experience with peer-tutoring this semester?

1. Very Negative
2. Negative
3. Slightly Negative
4. Neither Negative nor Positive
5. Slightly Positive
6. Positive
7. Very Positive

Q32. In a paragraph, describe how you feel about the Spanish language and Hispanic culture(s) after this experience?

Q34. Do you feel that you are more likely to speak with family or friends in Spanish after participating in this experience? (after peer-tutoring and having conversations with the Pre-AP1 Students these last few months).

1. No, the conversations haven't affected my desire to speak Spanish.
2. Yes, slightly more likely
3. Yes, much more likely

End of Survey

Appendix C

Q1 Please write your Student ID Number. _____

Q2 Choose the month you are reporting for:

- October (1)
- November (2)
- December (3)

Q3 Overall, how comfortable did you feel speaking with the Pre-AP1 Spanish students(s) this last week.

- Extremely comfortable (1)
- Moderately comfortable (2)
- Slightly comfortable (3)
- Neither comfortable nor uncomfortable (4)
- Slightly uncomfortable (5)
- Moderately uncomfortable (6)
- Extremely uncomfortable (7)

Q4 In a paragraph, describe how you felt about the Spanish language and Hispanic culture(s) after this week's conversation lab?

Q5 In a paragraph, summarize your conversation with the Pre-AP1 Spanish student(s) this week.

Q6 Please describe any difficulties that you had this month in your conversation lab.

Q7 Based on your most recent conversation lab, what would you like to improve on?

Q8 Is there anything you would like us to change about the conversation labs to make them more enjoyable/comfortable for you? What feedback do you have for us?

Q9 What topics would you like to discuss in the future?