Theses and Dissertations

2020-08-13

"Making it Real": The Effect of Hispanic Peer Tutors on High School Spanish Learners

Carrie Dalton Sandholtz
Brigham Young University

"Making It Real": The Effect of Hispanic Peer Tutors on High School Spanish Learners

Carrie Dalton Sandholtz

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

Master of Arts

Gregory Thompson, Chair
Blair Bateman
Nieves Knapp

Department of Spanish & Portuguese

Brigham Young University

ABSTRACT

"Making It Real": The Effect of Hispanic Peer Tutors on High School Spanish Learners

Carrie Dalton Sandholtz
Department of Spanish and Portuguese, BYU
Master of Arts

This mixed methods study investigated the effects of a pilot peer-tutoring program for high school students between L1 Spanish-speaking tutors and Spanish second language (L2) tutees during Fall Semester 2018 (16 weeks). The purpose of this research was to explore the impact the peer-tutoring program had on the language acquisition, motivation to learn, intercultural sensitivity, and number of Spanish-speaking friendships of the L2 Spanish learners. The study consisted of a matched-group comparison and a qualitative exploration of reflective surveys completed by the participants in the pilot program. The experimental group (n=32) received a treatment of 20 minutes of peer tutoring each class period and the control group (n=41) received no treatment. Results of language acquisition data suggested that, though not statistically significant (p=0.119), the experimental group showed language acquisition gains that are noteworthy. The experimental group showed a 60% greater increase in the oral proficiency score over the control group in a pre-test/post-test analysis of an identical oral proficiency test. Results from the motivation data showed a marked decrease in motivation of the experimental group as compared to the control group. Results from the intercultural sensitivity assessment showed a statistically significantly higher end score on the behavioral scale and a higher end score on the attitude scale of the experimental group vs. the control group. Results from the quantitative data indicating pre and post number of Spanish-speaking friends showed no increase in number of Spanish speaking friends for the experimental group vs. the control group. However, qualitative data showed that 25% of the experimental group reported making a new Spanish-speaking friend after the treatment. Future research needs to consider how peer tutoring as compared to reciprocal peer tutoring among L2 learners with higher proficiency may impact these results.

Keywords: intercultural sensitivity, peer tutoring, contact hypothesis, Spanish conversation labs, secondary schools.

ACKNOWLEDGEMENTS

I wish to express my appreciation to Professor Thompson for his support and guidance throughout this process. I also wish to thank Professor Bateman for his guidance in expanding my literature review, as well as his encouragement and feedback. My special thanks are also extended to Professor Knapp for her encouragement and constructive feedback.

My great appreciation is extended to my classmate Rachel Gaines Eaton who paired with me to create this study from the conception of the idea through to the administration of the last assessment, and without whom, I would not have been able to complete this process. Special thanks also are extended to Dr. Fidel Montero, principal of Timpview High School, who supported this idea and championed it, making it possible to realize this pilot study at Timpview. My special thanks are also extended to Mr. Reynolds and Ms. Holbrook, both Spanish teachers at Timpview, who paired with me to create this study of the students in their classes. Without their support and cooperation, this study could not have been realized. I wish to also give thanks to Maider Valdés and Gabriela Alcalde whose Spanish expertise made it possible to create objective findings. I also wish to give special thanks to doctoral candidates Wayne Aaron Sandholtz and Nathan Gene Sandholtz who played a key role in the analysis of the large bank of data that I gathered through this study.

Finally, I wish to thank my husband for his unfailing support, his critical thinking and editing ability, which he generously shared with me, and to my daughter and five sons for their constant encouragement throughout my study.

Table of Contents

List of Figures

List of Tables

Chapter 1

Introduction

Peers can be powerful teachers. Peer tutoring (peers teaching and learning from one another) has become an important and respected area of study in the field of education. Benware and Deci (1984) showed that when students took on an active teaching role, they became much more motivated to learn and capable of learning. Fantuzzo, Riggio, Connelly, and Dimeff (1989) found that when students worked in reciprocal pairs, both the tutor and tutee gained not only higher cognitive results and improved motivation to learn, but also reduced fear of tests, decreased depression, and higher social confidence.

These positive findings encouraged practitioners to create programs of peer tutoring in school systems. In recent decades, peer tutoring has become commonplace and has been proven to be an effective pedagogical method in secondary schools among special needs students (Rea, McLaughlin & Walther-Thomas, 2002), in elementary schools in math programs, (Kunsch, Jitendra & Sood, 2007), in elementary school immersion programs, (August, 1987), in university math and engineering programs (Arco-Tirado, Fernández-Martín & Fernández-Balboa, 2011), and in university English Language Learner (ELL) programs (Alrajhi & Aldhafri, 2015). Peer tutoring is attractive not only for its cognitive and social benefits, but also for its cost effectiveness and availability to most schools that are willing to implement its creative principles.

Statement of the Problem

Considering the positive attitude toward the pedagogical method of peer tutoring and also given the presence of L1 Spanish-speaking students in many high schools, surprisingly little has been written about high school Spanish peer-tutoring conversation labs in which L1 Spanish-

speaking students tutor Spanish second language (L2) students. Although such language pedagogy offers many advantages, few studies have assessed its effectiveness. Some of the relevant literature includes research on high school ELL peer-tutoring programs (Kamps et al., 2008; Pyron, 2007) and an older study of a community outreach program where a Spanish conversation lab was created for first- and second-year Spanish students to converse with Spanish-speaking senior citizens (Kurtz & Luna, 1983). More recent studies examine online forms of secondary school Spanish peer tutoring (Ordóñez & Alfonso, 2015; Thurston, Duran, Cunningham, Blanch, & Topping, 2009), yet seemingly elusive is research on high school peer-tutoring programs where L1 Spanish-speaking peers tutor -- in real time, face-to-face -- their second language (L2) learning peers.

Purpose of the Study

This apparent gap in the literature led the researcher to wonder what the pedagogical and cultural benefits would be of using L1 Spanish speaking high school students to tutor their L2 Spanish peers. On a practical level, I wondered whether such a program would be feasible and how researchers would go about setting it up.

To address these questions, I designed and piloted a Spanish peer-tutoring program. The program was patterned in part on the conversation lab format used at Brigham Young University in the Department of Spanish and Portuguese. In these conversation labs, L1 Spanish-speaking students are hired to speak with L2 Spanish students using the vocabulary and grammar structures that the L2 learners recently learned. Other features of the program I created were gleaned from the literature on peer tutoring, specifically the best practices of successful peer-tutoring programs in all fields.

In designing this peer-tutoring pilot program, a mixed methods form of evaluation was chosen because the researcher's goals were twofold. First as an academician, the researcher was interested in the expansion of knowledge about the effectiveness of a peer-tutoring Spanish language program in a high school setting. Second, as a language teacher, the researcher's goals were also evaluative and pragmatic in nature. The researcher was interested in creating a pilot program that could possibly serve as a model of a peer-tutoring program for how other public schools might institute in their schools. Chatterji (2004) described the two-fold nature of such education related research in the following way:

> While the same researchers may conduct both types of work [academic and evaluative], and research questions and methods may overlap, academic research is first and foremost, "conclusion-oriented," while evaluation research tends to lean purposefully first towards [pragmatic recommendations]. And, while the former may occur in tightly controlled laboratory settings where a researcher has the authority to institute controls at will; the latter must occur in real-time environments where the object of study may be a demonstration or pilot program. (p. 6)

Chatterji posits that "without systematic study of… qualitative differences in context, cause-effect questions are difficult, if not impossible, to answer" (p. 6). Because of the researcher's twofold role as an academician and language teacher, the researcher chose to use a mixed methods design, using both a quantitative assessment of the matched group comparison and also a qualitative assessment of the experimental group's feelings and attitudes about the pilot program that was created.

Overview

This paper first reviews the literature on peer tutoring, a proven method to enhance cognitive, motivational, intercultural, and social gains, including increased friendship among peers. Following the literature review, five best practices found in successful peer-tutoring programs are presented. The research context and experimental design of my study are presented next, including a description of data sources and analytical methods. Following a brief description of the pilot program that was implemented, the paper presents and discusses key findings from the study and concludes with a description of limitations, a summary of pedagogical implications, and finally, suggestions for further research.

Chapter 2

Review of Literature

Peer-tutoring programs, sometimes referred to as peer-assisted learning programs, have been studied and evaluated over the last decades and shown to be highly effective educational tools when implemented well (Dekhinet, Topping, Duran, & Blanch, 2008; Kunsch et al., 2007; Topping, 2005). Topping (2005) defines peer tutoring as involving "people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by so doing" (p. 631). Brufee (1995) posits that peer tutoring has been happening implicitly for almost as long as people have existed and that its power lies in its appeal to people's innate social draw to one another. He states:

> Peer tutoring provides a social context in which students can experience and practice the kinds of conversation that academics most value. The kind of conversation peer tutors engage in with their tutees can be emotionally involved, intellectually and substantively focused, and personally disinterested [unprejudiced]. (p. 91)

The social context of peer tutoring would intuitively lead one to believe that an ideal setting for peer tutoring would be the language classroom, where social context is embedded in the subject matter. Indeed, much research has been done on language peer tutoring, especially in elementary schools (chiefly immersion programs) and universities. Oddly, however, research on language peer-tutoring programs in secondary schools is meager.

Recent research on face-to-face language peer tutoring has focused primarily on English language learners (ELLs). Also, current research on language peer tutoring in general, especially Spanish peer tutoring in recent years, has focused mainly on online interactions (Dekhinet et al., 2008; Thurston et al., 2009; Tolosa et al., 2015; Topping, 2005).

Research on face-to-face Spanish peer tutoring or conversation labs (emphasizing tutoring L2 Spanish learners) in the secondary schools is limited. In this study, little research was found about this seemingly obvious pedagogical pairing, considering that many U.S. secondary schools have considerable populations of students who speak Spanish fluently. This population of L1 Spanish speakers seems to be a largely untapped resource in the pedagogy of Spanish in U.S. public schools.

Benefits of Peer Tutoring

When peer-tutor programs are well designed and well executed, the benefits are numerous (Fantuzzo, et al., 1989; Ginsberg-Block, Rohrbeck & Fantuzzo, 2006; Xu, Gelfer & Perkins, 2005). Some benefits include enhanced language acquisition, increased motivation to speak in the L2, and enhancement of friendship and intercultural appreciation. The effectiveness of peer tutoring in helping the tutee acquire greater language skill has been proven repeatedly (Johnson, 1983; Mynard & Almarzouqi, 2006; Sari, Çeliköz & Ünal, 2007; Serrano, 1987; Wong-Fillmore,1976). Marked intellectual and acquisitional gains have been shown to be made through the peer-tutor methods (Keer, 2004; Kunsch, Jitendra, & Sood (2007). These gains are seen on various levels and have been shown to be more or less effective in differing circumstances.

Enhancement of language proficiency. Increased second language ability in L2 students who engaged in language peer tutoring can be seen at the university level, among young learners and among early adolescents. Sari et al.'s (2007) study of 800 Turkish university ELL students found higher scores on the ALCPT (American Language Course Placement Test) among low-level L2 English learners when they received peer tutoring from higher-level English students as compared to the control group which followed their traditional English lessons. The

most significant increases in scores were among students who initially scored very low on the ALCPT. Mynard and Almarzouqi (2006) reported similar language gains in their qualitative study of ELLs at a women's university in the United Arab Emirates. This was a small-scale study which evaluated the ELL program at a university where learning English was imperative to the success of the students. Students were required to a reach a certain English standard before they were permitted to register for their degree courses. Since this was a qualitative study, the authors were dependent on the tutors' and tutees' reported perception of their increased language aptitude through the peer-tutoring program to evaluate the program. Both tutors and tutees responded to a questionnaire at the end of the peer-tutoring program. Of the 30 respondents (17 tutors and 13 tutees), 25 reported a perceived increase in their English language ability through their participation in the peer-tutoring program.

The majority of the studies I found citing the language proficiency gains of peer tutoring were studies of young children and almost all of them involved ELLs. In a study done in a multi-ethnic immersion elementary school among first to fourth graders (August, 1987), limited English speakers were paired with limited Spanish speakers and given tasks to teach each other in their weak language. After a six-week treatment, which consisted of sessions designed to provide a structured setting for natural language practice, the number of English utterances by the limited English speakers had almost doubled those of the control group. In addition, their Peabody Picture Vocabulary Test and the Language Assessment Scales scores increased significantly. The number of Spanish utterances by the limited Spanish speakers did not have as dramatic an increase. The author attributes this to the prestige of English on the playground. Similar language gains were seen in peer-tutoring studies by Wong-Fillmore (1976), Johnson (1983), Serrano (1987), all involving very young children who were ELLs.

In a more recent study, Perdomo-Rivera (2002) conducted a class wide peer-tutoring experiment comparing a peer-tutored group to a teacher-led instruction group. In the experimental group (the peer-tutored group), fourth and fifth grade L1 English speakers were paired with ELLs. Perdomo-Rivera measured students' oral language engagement (initiating and responding aloud) in terms of length of time. She compared the length of time of oral engagement of the peer-tutored ELLs to the length of time of oral engagement of ELLs in the teacher-led instruction group (the control group). She found that the ELLs in the peer-tutored group engaged in English oral language engagement on average 22 minutes more than the teacher-led group. In terms of grade level in reading comprehension, five of the eight participants gained at least one grade level. In terms of language dominance, by the end of the study, all eight of the ELL students were categorized as either bilingual or predominantly English speaking. The four who started out as predominantly English remained the same and the four who tested as predominantly Spanish post tested as bilingual (Perdomo-Rivera, 2002).

In a study conducted by Thurston, et al. (2009) among 9- to 12-year-old students in Catalonia and Scotland, increased proficiency results were shown in several areas, including language acquisition. After an eight-week treatment where students conversed online for four hours per week, sending text to one another to be read and be corrected, significant improvement was noted in reading and writing ability. In the area of reading and writing ability, the Scottish group showed significant gains on post-tests. The Catalan group also experienced gains, however not as great as those of the Scottish group. Thurston et al. (2009) comment that further research needs to be done to determine the reason for this discrepancy.

Pyron (2007) describes a peer-tutoring experiment among 11th graders. In her study, Pyron set up a peer-tutoring program in a Houston high school specifically designed to help ten

limited English proficient (LEP) learners prepare for the high stakes test, Texas Assessment of Knowledge and Skills (TAKS) at the end of the year. In her study, she created a writing/language lab where the 10 LEP students worked with seven L1 English-speaking peer tutors. The tutors were trained on how to tutor language learning based on research by Cummins (1997). The ten LEP students were pulled out of their regular English class and spent a class period each day being tutored by peers who were honors and AP students. The results of this study are mixed with only two of the ten passing the TAKS. Pyron states:

> My time at [this high school] was not a positive experience… But, despite its problems, the ESL tutorial program… was successful on several levels. First, we did help the tutees with language acquisition. The student tutees we were working with were not of below-average intelligence. They were not, for the most part, discipline problems in the classroom. They were, however, a special population of students without special help for their needs. Although I was a bit unrealistic about this tutoring program at first, I know now that high school writing centers are not general fixit centers. They cannot solve all problems, especially in the face of high stakes tests and general accountability, because there are too many variables to consider. But now I know that we did help our LEP student tutees with language acquisition, partially because they were more engaged in their learning. (pp. 125-126)

This one study that I found that studied peer tutoring in high school was elucidating. Though it appears that the peer-tutoring program did indeed help with second language gains, the age of the students presented a difficulty for learning. I will address this age challenge later in this paper.

These studies, illustrating the enhancement of L2 acquisition in peer tutoring in various age groupings, demonstrate the effectiveness of language peer tutoring. Yet these studies also

underscore the fact that most research about language peer tutoring has been done about ELLs, university students, elementary school immersion students, and most recently, online interactions. There is very little written about language peer tutoring conducted in secondary schools. This paper will attempt to address the large gap in the literature on the interesting pedagogical device of organizing and training L1 Spanish-speaking students to tutor their English-speaking peers in Spanish in secondary schools.

Enhancement of motivation. In a peer-tutoring study done of 100 university engineering and pharmaceutical students at La Universidad de Granada, Arco-Tirado, Fernández-Martín and Fernández-Balboa (2011) were interested in knowing if a peer-tutoring experience would enhance the "metacognitive strategy" skills of the experimental group as measured by and inventory of study habits. Results of the pre- and post-testing showed a statistically significant increase in the experimental group's pre-test and post-test scores on the scale ''study planning'' ($t = -2.33$, $p=.05$) showing a statistically significant increase over the control group. "Metacognitive skills" -- or the ability to think about one's thinking -- and "study planning" seem closely related to motivation to learn.

Also closely related to the construct of motivation is students' "self-concept" as they see themselves being able to succeed in a certain subject matter. In two of the studies presented in the literature review of this paper, the authors noted the added benefit of an improved self-concept through the process of peer tutoring. Alrajhi and Aldhafri (2015) investigated the influence of a peer-tutoring program implemented at Sultan Qaboos University on students' English self-concept. They claim that English self-concept is one of the major factors in predicting how well a student will gain proficiency in the L2. Forming a positive self-concept can have a positive effect on the students' learning and motivation. Alrajhi and Aldhafri cite

Burns (1982) in their definition of self-concept: "self-concept can be described as beliefs and evaluations people make about themselves. These beliefs and evaluations indicate what they think about themselves, as well as what they think they can become in the future" (p. 184). The authors then show how self-concept can be linked to subject matter. They claim that "it is clear that measurements of self-concept can be associated with a particular subject matter such as mathematics, science, or language" (p. 184).

Alrajhi and Aldhafri (2015) attempt to show how peer-tutoring affects this crucial language self-concept as associated with the acquisition of English. A sample of 125 Sultan Qaboos University students were administered a Student English Self-Concept Scale (SESCS) that measured their English self-concept. At the end of the peer-tutoring sessions, the authors administered the SESCS and found that all 13 items from the English Self-Concept Scale showed positive changes. The authors admitted that this was not a rigorous study because they did not set up a control and experimental group. However, the finding that all of the students who received the peer tutoring experienced an increased English self-concept seems worthy of further investigation.

Ginsburg et al.'s (2006) meta-analysis of entries relevant to Peer-Assisted Learning (PAL) from 1966 to 2000 also analyzed how peer tutoring could affect self-concept. PAL is a class wide peer-tutoring program where teachers carefully partner a student with a classmate. The pair works on various activities that address the academic needs of both students. Ginsburg et al. (2006) attempted to answer the question, "To what degree do PAL interventions promote social, self-concept, and behavioral outcomes for elementary students?" (p. 733). Their study examined the relationships between social, self-concept, and behavioral variables and academic achievement outcomes for students involved in PAL intervention. After processing this large

database, they found significant positive correlations between PAL interventions and social,

academic outcomes. They also found correlation between increased academic outcomes and

positive self-concept.

The findings of Ginsburg et al. (2006) that in PAL interventions, self-concept can be

positively correlated with academic outcomes, pairs with Alrajhi and Aldhafri's (2015) findings

that peer tutoring enhances language self-concept. From these two studies, it can be inferred that

since peer tutoring can enhance self-concept, and self-concept is positively correlated with

academic outcomes, language peer tutoring can enhance language academic performance.

In language peer tutoring, there is research that also suggests that peer tutoring might be a

factor in increasing motivation to communicate in the second language (L2). This enhanced

motivation seems to be more marked when the peer tutor is a L1 speaker of the language being

learned. As stated previously, Thurston et al. (2009), in their study of 9- to 12-year olds who peer

tutored each other virtually via email communication, found significant gains in the proficiency

of students through the use of online peer-tutoring. Yet even more marked was the increase in

motivation of the students when presented with the opportunity to communicate with a L1

speaker of the L2. This increase in motivation was observed by teachers, but also measured in a

pre- and post-treatment test of attitude change. Both treatment groups experienced significant

positive attitude change toward the L2. Thurston et al. (2009) were not surprised by increases in

L2 proficiency via online peer tutoring as such increases were explained by existing theoretical

models. The mere practice of the language would increase the ability of the L2 learner. However,

the surprising finding from this study of online peer tutoring was the benefit of self-regulation of

learning, i.e., an increase in the peer learners' self-motivation. Motivation can play an important

role in predicting the success of L2 acquisition. This study found that willingness to

communicate in a second language was significantly increased if the communication was with speaking peers.

Tolosa et al. (2015) conducted a similar study to Thurston et al. (2009). The authors used online peer tutoring between a group of 11-year-old Spanish learners in New Zealand and a comparable group of peers learning English as a foreign language in a private school in Bogotá. This was a qualitative study, using the comments of the students as the indicators of motivation. The researchers saw a marked increase in enthusiasm from the students desiring to communicate with their foreign peers. Tolosa et al. (2009) explained:

> The peers were a real audience for each other and their short messages were read with genuine interest, despite coming from beginners. The peers' reciprocal corrections reduced the usually vertical power structure that correction by "experts" usually produces. The "experts" assessed their novice peers' messages knowing they would be in a similar position when their messages in the foreign language were assessed in turn. (p. 80)

The similar studies by Thurston et al. (2009) and Tolosa et al. (2015), which showed marked enhancement in the motivation of the L2 learners (both English and Spanish) to communicate with their L1 counterparts, give credence to the idea that L2 learners are more motivated to learn if they have the opportunity to learn from their L1 speaking peers.

It is interesting to note that in both the Catalan/Scottish pairings and the New Zealand/Colombian pairings, both happened to be online peer-tutoring experiences and also were designed to be reciprocal peer-tutoring studies. In reciprocal peer tutoring, both dyads have the opportunity to work as both tutor and tutee. Language peer tutoring seems to be an ideal platform for reciprocal peer tutoring. If students are paired in dyads where each student takes a turn

teaching his or her first language, then takes a turn learning the L2, there is a sense of

egalitarianism about the grouping that creates enthusiasm for learning. Dekhinet et al. (2008),

who reported on the same Catalan/Scottish peer-tutoring project in a different article, provided

several revealing quotes from students and teachers of the study:

> As one Scottish student put it, "We are teaching them how to speak English and they are
>
> teaching us how to speak Spanish." This user-friendly way of offering and receiving
>
> feedback was perceived in a very positive way, as reported by the Scottish teacher:
>
> "Children felt very proud to help their peers when correcting their English." (p. 6)

Dekhinet et al. (2008) go on to say even more explicitly how the peer tutoring increased

motivation:

> Students were… motivated to learn in a structured environment that promoted high levels
>
> of engagement. The Scottish teacher, in this regard, said 'I think it has been very good for
>
> their Spanish. They become more motivated. They note that they have to use it in their
>
> next message activity, so they have no time to mess about.' (p. 6)

Enhancement of intercultural sensitivity in peer tutoring. Reciprocal language peer

tutoring, where each member of the dyad functions as both a tutor in the L1 and tutee in the L2,

appears to be a setting where the contact between the pair is a fertile ground for enhancing

intercultural sensitivity. The intercultural contact in language peer tutoring appears to be a

perfect laboratory for testing Allport's (1954) seminal "contact hypothesis" (p. 281). The

premise of that hypothesis is that under appropriate conditions, interpersonal contact is one of the

most effective ways to "[reduce] prejudice… between majority and minority group members" (p.

281). Allport posited:

Prejudice (unless deeply rooted in the character structure of the individual) may be

reduced by equal status contact between majority and minority groups in pursuit of

common goals. The effect is greatly enhanced if this contact is sanctioned by institutional

supports (i.e., by law, custom or local atmosphere), and provided it is of a sort that leads

to the perception of common interests and common humanity between members of the

two groups. (p. 281)

In summary of Allport's ground-breaking hypothesis, the following four conditions should be

present to create the appropriate conditions to reduce prejudice: equal status, common goals,

support of an authority and intergroup cooperation. Allport's hypothesis is an important one to

consider as I study the field of language peer tutoring (a very direct form of contact) between

students of different cultures.

Allport's description of the four conditions that must be present to bring about a

reduction in prejudice indicates that the setting for optimal "contact" must be carefully prepared

in order to bring about positive intercultural sensitivity. First, I would like to explore a situation

where the setting for intercultural contact was not carefully prepared with the four conditions

which Allport described and hence the contact did not bring about the social benefits that Allport

predicted. Allport's Contact Hypothesis, including his description of the four appropriate

conditions that must exist, in order for contact to reduce prejudice, sheds light on an analysis of a

study done by Csizér and Kormos (2008). In this study, the authors examined data from a

national survey done in Hungary of 1,777 13- to 14-year-old learners of English and German

who were L1 speakers of Hungarian. The researchers selected 237 of the respondents to study.

These 237 students were learning English with the highest level of intercultural contact

(intercultural contact was defined as a mixture of direct spoken contact, written contact, indirect

contact such as media contact and milieu of various other kinds of contact). When the

researchers analyzed the data of those 237 students with very high intercultural contact (meaning

students who were in the top 20% of the group who reported encounters with speakers of English

and English-language media products), they found that the intercultural attitudes of those 237

were influenced less by their direct contact and much more by the students' "milieu" and

"indirect contact," which was mainly their contact with foreign media. The Csizér and Kormos

study suggests that mere personal contact with people from a different culture is not enough to

create positive intercultural sensitivity.

In contrast to the Csizér and Kormos (2008) study, where the environment for personal

contact was not shaped in any way, a study by Xu, Gelfer and Perkins (2005), showed how an

environment (which was primed to include all of Allport's prescribed conditions for direct

interpersonal and interethnic contact) could influence the participants in their behaviors in a

positive way. Allport's hypothesis seemed to be played out in the Xu, et al. (2005) study in

which a second-grade class was observed as they incorporated Classwide Peer Tutoring (CWPT)

in the format of instruction. CWPT is a specific form of reciprocal peer tutoring that encourages

children to learn from each other, with facilitation and support from the teacher. According to Xu

et al. (2005), "CWPT was originally developed to improve the academic performance of children

from low socioeconomic, culturally diverse backgrounds" (p. 86), but the researchers then

became interested in studying "the relationship between CWPT and social interactions among

primary-grade children whose first language is not English" (p. 86). In this year-long study,

seven fluent English speakers were paired with seven ELLs to create the study group. Peer

tutoring was used every other week, alternating with teacher-led instruction for a week. The

researchers tallied positive and negative social interactions between ELLs and L1 English

speakers during the treatment weeks (CWPT) and the teacher-led weeks. At the end of the study, findings suggested that CWPT was effective in shaping positive social interactions for both English language learners and the L1 English speakers.

Xu et al. (2005) described an emphasis on creating an "appropriate" environment for social contact, where both the more socially vulnerable ELLs and the L1 English speakers could flourish. The researchers described the instruction period of the CWPT week in the following way:

> Students were encouraged to sit wherever they chose, and the students, rather than the teacher, were in control of the learning and teaching procedure. Every student had the opportunity to be the tutor and tutee during this process. This two-dimensional, child-initiated interaction during CWPT prepared children to be more interactive during the free play time that immediately followed. (p. 98)

The CWPT seemed to teach the students how to interact socially, with fairness and how to play cooperatively. The researchers described free play period in the following way:

> Children initiated activities related to math, spelling, and reading. They were free to select their favorite activities among the four or five choices that the teacher had planned… Students also selected their own playmates for the activity. Sometimes they had to negotiate… The teacher served as a facilitator by preparing the materials and offering the choices of activities. (p. 91)

After this CWPT training, where students learned to interact equally in their tutor/tutee reciprocal dyads, researchers noted a dominance of cooperative play, whereas on the weeks where the instruction was teacher led, students reverted back to parallel, not cooperative play during free time. Xu et al. observed that the appropriate conditions for social contact were

instrumental in allowing the vulnerable population to feel empowered. Furthermore, they indicated that the finding from the tallies of positive social initiations,

> shows that positive social interaction behaviors were more obvious for the English
>
> language learners than for the L1 English speakers during CWPT intervention. The
>
> greater effectiveness of the intervention for English language learners implies that they
>
> are more willing to interact with their peers when the environment is appropriately
>
> prepared for them. (p. 99)

It is interesting to compare Xu et al.'s (2005) experiment where all four of Allport's (1954) conditions for social contact between intercultural groups (equal status, common goals, support of an authority, intergroup cooperation) were so carefully prepared for them, to the study done in Hungary of 14- and 15-year old English and German students where conditions for social contact were not prepared or tailored in any way. In Xu et al.'s experiment, the pairs enjoyed equal status (each took turns teaching the other), common goals (the math, spelling, or reading activities provided by the teacher), support of an authority (the guidance of the teacher) and intergroup cooperation (all pairs were operating within the cooperative context of the classroom). In this environment, the researchers reported that there was a positive correlation between the intercultural contact and intercultural social behavior. In Csizér and Kormos (2008), the authors were simply analyzing data from a survey in which the students reported the amount of direct intercultural contact they had. In this situation, there did not seem to be a positive correlation between direct intercultural contact and positive intercultural attitude.

As demonstrated in Xu et al.'s experiment, peer tutoring seems to be a fertile ground for putting Allport's four conditions of his contact hypothesis into place. In the previously cited Catalan/Scottish online peer-tutoring program reported by both Dekhinet et al. (2008) and

Thurston et al. (2009), where adolescent youth were paired together to read and correct one another's' L2 writing, Allston's four conditions for interpersonal contact were all met by the apt design of the program: equal status, (equal dyads) common goals (creating a well written narrative in the L2), support of an authority (encouraging teachers) and intergroup cooperation (class-wide participation). Dekhinet et al. (2008) described the carefully prepared conditions of the Catalan/Scottish reciprocal peer online experiment in the following way:

> Reciprocal peer tutoring via corrections and other feedback gave the children the opportunity to develop their knowledge and become aware of learning from others, both in their own language when they corrected messages and in the second language when they received corrections. These learning opportunities allowed effective ties to develop with their partners… Although culture was not an emphasis in this project, the students did find additional learning opportunities in the exchange of cultural knowledge, which students felt they also gained from their conversations with their partners and in the development of friendships between partners. (p. 4)

The Xu et al. (2005) Classwide Peer Tutoring and the Dekhinet et al. (2008) online peer tutoring, both forms of reciprocal peer tutoring, appear to be excellent models for designing a peer-tutoring program that supports Allport's (1954) appropriate conditions for social contact and hence, creating the ideal conditions for intercultural sensitivity to emerge.

Enhancement of intercultural friendship in peer tutoring. In the previously mentioned study by August (1987), the author took care to set up an experiment to help the young students with low English-speaking skills gain the confidence they needed to initiate communication with students with high English-speaking skills and vice versa. The researcher

also took care to help the young students with low Spanish-speaking-skills gain the confidence they needed to initiate communication with students with high Spanish-speaking skills.

The young students were given training on how to explain the rules of a game in their weaker language. For example, the L1 English-speaking children were given training on how to explain the rules of a game in Spanish. They were to be tutors to a child with strong Spanish skills. During playtime, those same children were able to choose a child with strong Spanish skills among their peers to whom they were going to explain the game and then play the game together. The same training was given to the students who were L1 Spanish speakers with weak English skills. The L1 Spanish-speaking children were given training on how to explain the rules of a game in English. They were to teach the rules to a child with strong English skills. During playtime, those same children were able to choose a child with strong English skills among their peers to whom they were going to explain the game and then play the game together.

Thirteen weeks after the six-week training programs were implemented, the playground was observed and it was determined that the pairings had been highly successful. Play increased among the pairs of students with strong and weak language skills. The students with weak English skills were speaking much more in English and the students with weak Spanish skills were interacting much more with strong Spanish speakers. However, even though the students with weak Spanish skills were interacting more with strong Spanish speakers, they were not communicating in Spanish but rather they all were communicating in English. August (1987) explained this phenomenon by saying that since English was the language of prestige, reverting back to English in free play was natural. He concluded that even though the peer-tutor pairings did not have a long-term effect on the increased use of Spanish for weak Spanish speakers, the peer tutoring was extremely effective in increasing the use of English for weak English speakers

and in developing friendships between children who were weak in English with those who were strong in English.

Another study that showed a correlation between putting young interculturally diverse students in peer-tutoring dyads and seeing an increase in intercultural friendships is the previously cited study by Tolosa et al. (2015) where Colombian and New Zealander students did online language peer tutoring. Tolosa et al. (2015) found that, in addition to the marked increase in motivation the students gained to write in their weak language, there also appeared a distinct desire to form friendships with their peer-tutoring counterparts. The following are quotes from the comments that study participants shared with each other:

- "Excellent! I like talking to you." (Colombian student with good English)

- "I like talking to you too." (New Zealander)

- "I'm good, I'm in 7 grade!! Your school sounds very cool. Do you Facebook?" (p. 83)

Comments from the New Zealand tutors often included praise for what their tutees wrote and personal information in response to the content. All these comments indicated an authentic interest in the peer mentors and a desire to strike up friendships. In the Dekhinet et al. (2008) reporting of the aforementioned Scottish/Catalan virtual peer tutoring, researchers reported that friendships flourished to the point where some students said they might visit one another. One Catalan student commented, "I'd love to carry on because you make a friend" (p. 6). One Scottish student commented, "It is just learning more Spanish and making a friend, [and] maybe [I could] go and see him one day" (p. 6). Peer tutoring, which seems to mimic child's play in an educational setting, appears to be an effective instrument to facilitate intercultural friendships.

I would add that all of these language pairings where both motivation to communicate and friendships flourished and where intercultural sensitivity increased were reciprocal peer-tutoring experiments. Reciprocal peer tutoring seems to correlate highly with improved social benefits.

Much research has been done on the benefits of reciprocal peer tutoring. Benware and Deci (1984), in their study of 43 first-year students from the University of Rochester's introductory psychology course, found that students who learned material in order to teach it to a peer received higher conceptual learning scores, were more naturally motivated to learn, and perceived themselves to be more actively engaged with the environment than students who studied alone and did so only to be able to regurgitate information on an exam. They found that in addition to those cognitive and motivational benefits, an added benefit of reciprocal peer tutoring was the reduction of stress that naturally accompanies a reciprocal social support system.

Fantuzzo, Riggio, Connelly and Dimeff (1989) found similarly positive results when they studied 100 psychology students who studied at Cal State University at Fullerton. In the reciprocal peer-tutoring experimental group, students were paired randomly with a partner for the entire semester. Before every class exam, each partner created 10 multiple choice questions from the readings and material for that chapter. The students were told to schedule a time when they could meet in person to administer their test to one another. Then, they switched tests and scored their partner's exam. The reciprocal peer-tutoring pairs outperformed the other groupings on the final exam resulting in statistically significant differences in their scores. The reciprocal tutoring pairs also scored far lower on scales that assessed depression, social anxiety, and fear of a negative score.

These examples of beneficial reciprocal peer-tutoring studies were conducted on psychology students studying psychology textbooks. If such clear benefits could be seen in such an academic field as psychology, one would infer that in the intrinsically social and interculturally rich subject of language acquisition, reciprocal peer tutoring could potentially be extremely effective.

Best Practices in Peer Tutoring

Although the literature is full of praise for peer tutoring and the many benefits that it can provide in the educational setting, several studies warn that without careful design of the peer-tutoring process, benefits are weakened or eliminated. These studies underscore the importance of setting up the peer-tutoring structure in a way that makes the peer tutoring effective, and giving adequate time for the peer-tutor treatment to take effect. After a careful review of the literature, I gleaned five characteristics that are present in effective peer tutoring programs.

First, extensive training of the peer tutors is important. In a study of 454 Belgian students, Keer (2004) examined the effects of training students in explicit reading strategies, then having them act as tutors to other students. The greatest gains were achieved by fifth grade tutors paired with second grade tutees. Keer attributed this success to the fact that the fifth graders were given extensive training in how to teach explicit reading strategies. Such training was provided not only at the outset, but every week. Additionally, the fifth graders were given an opportunity to reflect with the teachers during a half-hour debrief. Surprisingly, although both the second and fifth graders experienced significant gains in reading comprehension, the fifth graders' gains were significantly higher even though the fifth graders were using texts that were far below their reading level. The fifth graders' training appeared to be the factor that enhanced not only their

ability to teach the explicit reading strategy, but also their reading comprehension after the experiment had finished. Training appears to be an essential factor in effective peer tutoring.

Second, in addition to giving adequate training to the peer tutors, it is important to make sure there is significant intervention and vigilance by the teacher to facilitate effective peer tutoring. Chesterfield and Chesterfield's (1985) study examined peer teaching in bilingual settings in two first grade classrooms that included bilingual children in Los Angeles and in Texas. After seeing much smaller improvement in proficiency in both classrooms than they had anticipated seeing, Chesterfield and Chesterfield warned teachers of bilingual classes of this age group to not rely on peers to mentor in the target language without extensive intervention from the teacher. Although first graders seemed ideally suited for peer mentoring, this study suggests that, especially when modelling the language with less prestige (Spanish in this case), the teacher could not rely on students to peer tutor without significant intervention.

Thirdly, the vigilance that the teachers give to the peer tutors must include being purposeful in giving credibility to the peer tutors. Colvin's (2007) 18-month qualitative study at the University of Utah found unexpectedly negative results in a carefully implemented peer-tutoring program. After reviewing her large body of field notes, Colvin posed several questions, including, "How are power and resistance constituted, perceived, and comprehended in classrooms that include peer tutors?" (p. 170). Her response was as follows:

> The collected data showed that most students at least initially assigned power to anyone occupying the role of tutor, but others did not grant that power, regardless of role, unless credibility was established. That credibility needed to come from the instructors and often it was not given. Also, from the comments from tutors and instructors, it was clear that the successful implementation of a good tutoring program requires that the instructors

give the tutors adequate training and few of the instructors actually took the time to train

the tutors well. (p. 178)

Colvin concluded that although peer tutoring is becoming more common and is seen by many as

a uniformly positive method, administrators cannot assume that tutors will be an asset to the

classroom. Instructors, tutors, and students all need to find a common ground about what it

means to be, or use, a tutor in a particular classroom. Also, tutors must continually manage the

way they are viewed by others and establish their credibility and usefulness to students. Finally,

tutors cannot count on being given automatic credibility or power. They must be aware of and

understand the reciprocity of the relationship. This research indicates that peer tutoring cannot be

grafted onto a standard classroom with automatic success. The full pedagogical system must be

designed specifically with peer tutors in mind.

Fourth, administering peer tutoring over an extended period of time is important. Tolosa

et al. (2015) lamented that their study of New Zealander and Colombian 11-year-olds

participating in online peer tutoring was implemented for only eight weeks. They claimed that

the eight-week period was not enough time for significant impact on L2 acquisition. They

recommended implementing the same conditions for a longer period of time in order to study the

true effect of the peer tutoring. This study suggests that peer tutoring needs to be implemented

for a longer duration than just eight weeks to show its effectiveness.

Finally, reciprocal peer tutoring is the optimal design. As discussed in the benefits to

peer-tutoring section, (Benware & Deci, 1984; Dekhinet et al., 2008; Tolosa et al., 2015; Xu et

al., 2005), many studies have shown increased social and cognitive benefits when the peer

tutoring was set up as reciprocal dyads where each student takes a turn being both the tutor and

tutee.

Conclusion

In conclusion, peer tutoring offers multiple benefits in many settings. Peer tutoring can enhance language acquisition, motivation to speak in the L2, friendship and intercultural appreciation. Despite these benefits, however, educators need to exercise care in how they design peer-tutoring structures. Educators must provide thorough training to tutors before and during their tutoring. Furthermore, teachers need to be highly involved in the process and not leave the tutors on their own to sink or swim. Related to teacher involvement is the importance of establishing the prestige and power of the tutor. Ample time must be allowed for the peer tutoring to be implemented in order for the peer tutoring to have an effect in helping the tutees. Finally, in a best practices peer-tutoring situation, the optimal design is a reciprocal peer-tutoring design with equal dyads.

As seen in the peer-tutoring literature, there are many studies of high school peer tutors of special needs students (Ferguson, 1999; Roach, Paulucci-Whitcomb, Meyers & Duncan, 1983; Scheeler, Macluckie & Albright, 2010; Tournaki & Criscitiello, 2003). There is also ample literature about elementary school peer tutors studied in language immersion programs. There are also many varied studies of university students receiving face-to-face and virtual peer tutoring, especially in ESL programs, yet, as I showed, there seems to be little published material about high school language labs or peer-tutoring programs using the rich resource of Hispanic students to teach their L2 Spanish learning peers. Of all the peer-tutoring studies I cited, only one study involved high school language students and that study was a small case study of ELL students learning to write in English. The researcher was unable to find a single study of a high school program where L1 Spanish-speaking students tutored L2 Spanish learners.

This apparent gap in the peer-tutoring literature is surprising considering the large population of Hispanic students in the U.S., many of whom are bilingual. In high schools across the country, Spanish L2 students are rubbing shoulders in the hallways with peers who often have higher Spanish language proficiency than their college trained high school Spanish teachers. Why are high school Spanish teachers not taking advantage of their proximity to such a rich language resource? Pairing L1 Spanish speakers with L2 Spanish learners could provide benefits to both the tutor and the tutee as has been documented in this literature review. Those benefits could be even more pronounced if a reciprocal peer-tutoring program were established. This interesting area of study seems to be an area where research would be welcome to fill this gap in the literature.

In designing a high school conversation lab or peer-tutoring program, the best practices observed in elementary school and university peer-tutoring programs should be considered. A well-designed high school conversation lab or peer-tutoring program should include the following characteristics:

1. High-quality training for tutors.

2. Frequent intervention by and presence of the teacher in the tutoring sessions.

3. Validation by the teacher and other factors that would lend prestige and power to the tutors.

4. Adequate time for the peer-tutoring program to make a difference.

5. Reciprocal peer-tutoring design

Research Questions

After surveying the literature written about peer tutoring, the researcher was led to the following research questions to address the gap in the literature about high school Spanish language peer tutoring:

1. For high school students in a second-year Spanish class, what are the oral proficiency gains for L2 learners who have teacher-led instruction plus L1 Spanish speaking peer tutors versus students who only have teacher-led instruction?

2. For high school students in a second-year Spanish class, what are the effects on motivation to learn Spanish for L2 learners who have teacher-led instruction plus L1 Spanish speaking peer tutors versus students who only have teacher-led instruction?

3. For high school students in a second-year Spanish class, what are the effects on cross-cultural sensitivity for L2 learners who have teacher-led instruction plus L1 Spanish speaking peer tutors versus students who only have teacher-led instruction?

4. For high school students in a second-year Spanish class, what are the effects on the number of Spanish speaking friends for L2 learners who have teacher-led instruction plus L1 Spanish speaking peer tutors versus students who only have teacher-led instruction?

Chapter 3

Research Design and Methods

This mixed methods study was designed as a quantitative experiment, comparing pre- and post-assessment scores of both control and treatment classes. This study also utilized qualitative elements, drawing upon reflections written by the subjects of the treatment group. The study compared second year Spanish students[1] who received a treatment of peer tutoring with L1 Spanish speakers to an equivalent (control) group of second year Spanish students who only received traditional classroom instruction over the same period of time.

The independent variable that was introduced as the "treatment" to the experimental group was a 20-minute peer-tutoring session with L1 Spanish speaking peers at the end of each class period. The control group received no "treatment." They simply spent the last 20 minutes of each class period receiving instruction from their instructor.

Procedures

This study took place during the fall of 2018 at Timpview High School for a 16-week period. Two Spanish teachers, Mr. Reynolds (who taught four equivalent Spanish 2 classes) and Ms. Holbrook (who taught two L1/heritage classes) expressed willingness to team with the researcher as the researcher realized the implementation of the peer-tutoring program that the researcher had designed.

---

[1] It should be noted that in this study, both the experimental group and the control group are referred to as "second year Spanish students" or "Spanish 2" students to give an accurate description of their proficiency. However, the official name that was given to the class at Timpview High School was "Pre-AP 1 Spanish." The researcher opined that "Pre-AP 1 Spanish" was a misleading description of the class, since it was simply a Spanish 2 class and the students in the class were not approaching AP proficiency. In appendices A and B, the reader will note that the permission forms refer to the students in "Pre-AP 1 Spanish classes."

Figure 4.1 shows a visual of how the study was organized. A detailed description of the

organization and design of the study will follow Figure 3.1.

Figure 3.1

Organization of the experiment:
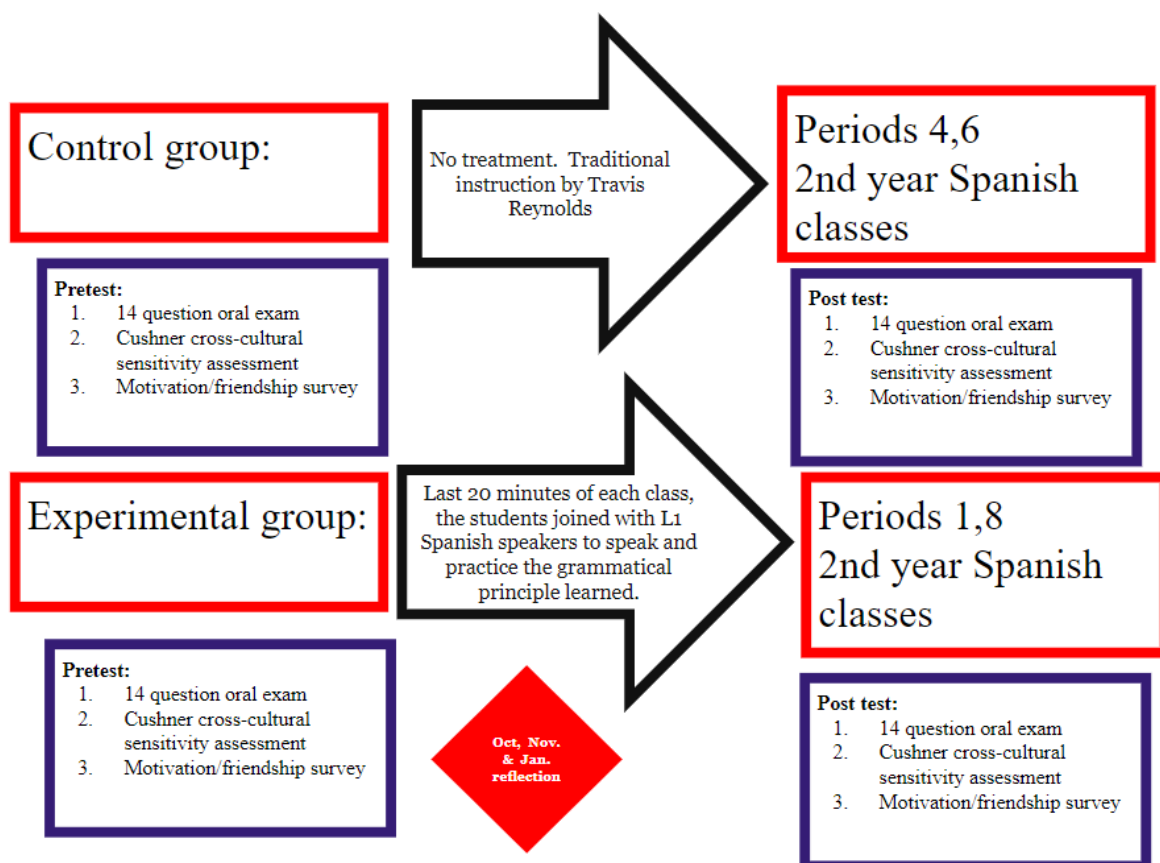
Over the summer of 2018, the study was designed carefully to implement the five best

practices in peer tutoring that had been gleaned from compiling the literature review. The

following is a description of how those best practices were implemented in the study.

First, I went into both Ms. Holbrook's L1/heritage classrooms (first and eighth periods)

and Mr. Reynolds's second year Spanish classes (first and eighth periods – which would become

the experimental group) to explain the program and hand out student assent and parent consent

forms. I explained that all students would participate in the program, but only those who gave

permission would take the assessments (see Appendices A and B for consent and assent forms).

Second, I went into Mr. Reynolds's second year Spanish classes (periods four and six -- which

would become the control group) to explain the program and hand out student assent and parent

consent forms. I explained that only those who gave permission would take the assessments.

During the time that the researcher waiting for permission forms to come back, I went

into Ms. Holbrook's L1/heritage classrooms at Timpview (periods one and eight) to give them

training on how to be effective peer tutors. Materials for this training were developed from

literature on effective peer-tutoring programs (see Appendix C). I also went into Mr. Reynold's

L2 classrooms (periods one and eight) to give the L2 learners training on how to be effective

peer tutees (see Appendix C).

At each of these training sessions, I also laid out the schedule and format for the study as

follows:

- At the beginning of the program, all consenting students took pre-assessments and at the
  end of the program, all consenting students took post-assessments.

- Three monthly reflection surveys were given to periods one and eight (the experimental
  group) at the end of October, November and January to ask participants how they were
  feeling about peer-tutoring and Spanish learning.

After the initial testing, peer tutoring began. Mr. Reynolds provided the researcher with the

vocabulary and grammar he was going to teach and I created materials for the peer-tutors to use

to practice the concepts he had taught. I sent those materials to Mr. Reynolds the night before

and he printed them out and gave them to the peer tutors and peer tutees to use to practice the

materials (see Appendix D).

During the last 20 minutes of each class, half of Ms. Holbrook's L1/heritage class went to Mr. Reynolds's class and half of Mr. Reynolds's class went to Ms. Holbrook's L1/heritage class. The L1 speakers used the materials to converse with the L2 learners. I, the researcher, was present at most of the peer tutoring sessions to answer questions and monitor how things were going during the entire study which lasted for 16 weeks. Halfway through the peer-tutoring program, I provided another in-service training for the students and offered them an opportunity to ask questions and express concerns (see Appendix E).

For the matched group comparison study, the control group consisted of two Spanish 2 classes taught by Mr. Reynolds. These two classes (periods four and six) were pre- and post-tested, but received no treatment. They simply had a typical experience as second-year Spanish students in Mr. Reynolds's class. The experimental group consisted of two Spanish 2 classes taught by Mr. Reynolds. These two classes (periods one and eight) were pre- and post-tested. They also were administered monthly reflection surveys in which they wrote about their feelings about the treatment (peer tutoring) and their feelings about the Hispanic language and cultures. The treatment was a 20-minute peer-tutoring session at the end of each class period in which the L2 students conversed with L1 speaking students from Ms. Holbrook's L1/heritage classes, practicing vocabulary and grammar principles they had learned in the first hour of class with Mr. Reynolds.

Participants

The population for this study consisted of 14 to 18-year-old second-year Spanish students. All were enrolled in one of Mr. Reynolds's Spanish 2 classes taught first, fourth, sixth and eighth periods. All members of the first and eighth period classes received the 20-minute peer-tutoring treatment at the end of each class period during a 16-week period during fall

semester of 2018. The students in all four periods who gave assent and whose parents gave

consent were administered pre- and post-assessments and were analyzed as part of the study. The

participants in first and eighth periods were also given reflection surveys in which they were able

to express their feelings about the peer-tutoring program and their feelings about the Spanish

language and cultures and were analyzed as part of the study. Those students who did not wish to

be studied were not administered reflection surveys.

Instruments

      Assessments. Three pre- and post-assessments administered to both control and

experimental groups to show a pre- and post-comparison. First, a modified version of Mr.

Reynold's end of year oral language test (his self-created Spanish language proficiency

assessment for second year Spanish L2 students). This test was a shortened version of Mr.

Reynold's end-of-year oral language test and it consists of 14 questions that elicit a short

response. This assessment tool seemed like a suitable instrument to test the students' speaking

ability at the beginning and the end of the class since it was designed to test Mr. Reynolds's

teaching material. It seemed to be an appropriate pre- and post-assessment since it was in

accordance with a) the material Mr. Reynolds taught from and b) because the tutors would be

supporting Mr. Reynolds's subject matter each week in the peer-tutoring sessions. This

instrument was administered to help answer Research Question 1 (see Appendix F).

      Second, the Cushner Inventory of Cross-Cultural Sensitivity was administered to the

students (Cushner, 1986). This is a 32-question Likert-scale survey and it is a well-established

assessment proven to be an effective instrument to test intercultural sensitivity. Though it was

developed in 1986, it continues to be used and cited today (Baker-Smemoe, Dewey, Bown, &

Martinsen, 2014; Peng, 2006). This instrument was used to help address Research Question 2 (see Appendix G).

Finally, I created a language attitudes and motivation survey (using Qualtrics as the survey platform), basing it on the pre- and post-assessment that BYU administers to those students who participate in the BYU Spanish conversation labs. BYU offers conversation labs to Spanish language students to enhance their language study. These labs are run by L1 speakers who practice grammar and vocabulary that the L2 students are learning in their classrooms. BYU professors have created a pre- and post- evaluation tool to monitor the L2 language students' experience with the conversation labs. The language attitudes and motivation survey that I created used almost identical verbiage to that of the BYU conversation labs evaluation tool. This survey asks questions that elicit responses that reflect motivation to learn Spanish, motivation to learn about Hispanic culture, and motivation to have relationships or friendships with Hispanic people. The survey I created also asks the students to self-report on the quantity of friendships they have with Hispanic peers. This instrument was used to help determine if Research Questions 2, 3 and 4 could be statistically proven. (See Appendix H.)

It should be noted that, in the aforementioned Qualtrics survey, a question was posed in which the students were simply asked to self-report the number of Spanish speaking friends they had both pre- and post-experiment. Since some students wrote inexact quantities like "a lot," "a few," "more than 30," etc., I had to come up with a measurable scale based on the responses and decided on six categories: 0, 1-2, 3-4, 5-7, 8-10, 10+. "A few" was designated as 3-4, "a lot" was designated as 10+, "more than 30" was designated as 10+, etc.

Qualitative responses survey. This study also used a qualitative survey to gather data about the feelings and opinions of the participants of the peer-tutoring program. I administered a

reflection survey through Qualtrics based on some previous surveys used in the Department of

Spanish and Portuguese at BYU. This reflection survey was administered at the end of October,

the end of November and finally in January only to the experimental group. This survey, which

elicited open-ended paragraph responses, provided the researcher with qualitative responses that

helped the researcher understand the students' feelings/motivation about learning in the peer

tutoring setting. The information from the participants provided insights into the quantitative

findings (see Appendix I).

Data Analysis

Quantitative data:

Oral language assessments. Audio recordings of Mr. Reynolds's end of year Spanish

language assessment were coded to anonymize each participant and then shared with two

educated L1 speakers, a master's student from Spain studying Spanish literature and a Peruvian

pre-med student. The L1 speaking raters graded each oral response using the following scale:

- Perfect with no errors=5 pts.

- 1 error=4 pts.

- 2 errors=3 pts.

- 3 or more errors=2 pts.

- Showed understanding, but could not respond in Spanish=1pt.

- Showed no understanding=0 pts.

The raters tallied their scores to each question on a spreadsheet I had sent to them. The

data from both graders were analyzed in SAS, showing interrater reliability in the acceptable

range.

Cushner Inventory of Cross-Cultural Sensitivity. Responses to this 32-question Likert-scale inventory were transferred to a spreadsheet and analyzed to determine if a significant difference in mean scores of gains between the control and experimental groups could be noted. The 5 scales were:

- B scale=behavior scale

- A scale=attitude change scale

- I scale=intellectual scale

- C scale= culture scale

- E scale=empathy scale

Language attitudes and motivation survey. Responses to this 15-question Likert-scale survey were transferred were transferred into SAS and analyzed to determine if there was a significant difference in means between the control and experimental groups.

Qualitative Data. The reflection surveys that were administered only to the experimental group were studied. Answers to the open-ended questions were inserted in a spreadsheet where they could be compared to responses from student-to-student. Patterns and key words appeared repeatedly in the responses. These patterns were able to help make sense of some of the quantitative results. The qualitative responses were also elucidating in helping determine the feelings of the subjects about the design of the peer-tutoring program that was developed. This feedback was valuable in helping the researcher write recommendations for a possible peer-tutoring program that could be operated in other high schools or middle schools in the future.

Chapter 4

Findings and Discussion

In the following sections, I will present my research questions, present the findings of the matched-group comparison study as they relate to each research question, and finally, discuss and interpret the findings, shedding light on possible reasons for the results.

Research Question 1

For high school students in a second-year Spanish class, what are the oral proficiency gains for L2 learners who have teacher-led instruction plus L1 Spanish speaking peer tutors versus students who only have teacher-led instruction?

In order to test this question, a 14-question oral exam was administered to each participating student, both control group and experimental group, before the study began. The students' responses were recorded. Then, after the 16-week treatment, the same oral exam was administered to each student, both control group and experimental group. Their responses were again recorded.

These recordings were given to two L1 speakers of Spanish, one from Spain and one from Peru. The raters were asked to grade each response on a scale of 0-5. A "0" represented a response where a student could not understand or respond to the question. A "5" represented a response where the student showed perfect understanding and used appropriate grammatical structure and used appropriate vocabulary. The total points possible were 70. The questions ranged in difficulty from "¿Cómo estás?" to "¿Por qué estudias el español?" The two raters' scores were shown to have an interrater reliability of 0.9968. Upon completion of the scoring of all participants, the raters scores were then averaged. Figure 4.1 shows the mean of the pre- and post-scores for both the control and experimental groups.

Figure 4.1

Distribution of Oral Gains
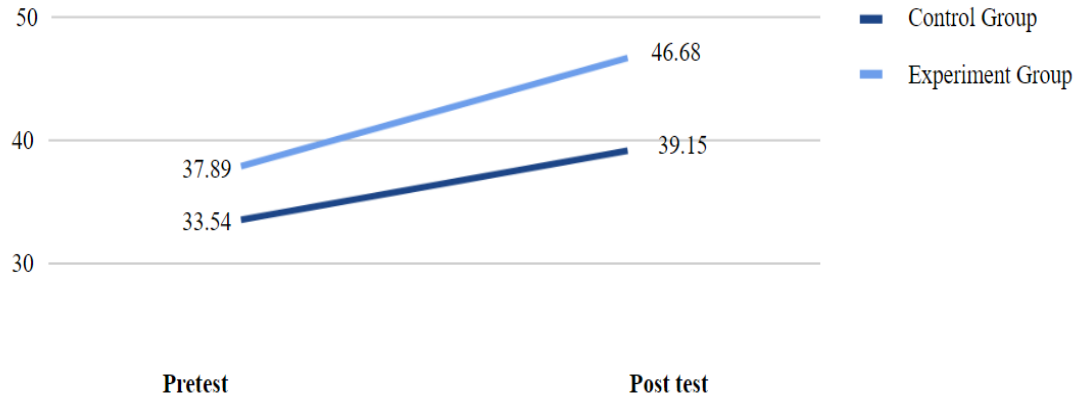
The line graph shows that the control group started out with a lower mean score (33.54) than the experimental group (37.89). Note that the control group post score increased to 39.15 while the experimental group's post score reached 46.68. The noticeable difference in the slope of the two lines shows greater improvement in the experimental group. In Figure 4.2, the average gains in oral exam scores are displayed:

Figure 4.2

Pre/Post Oral Gains
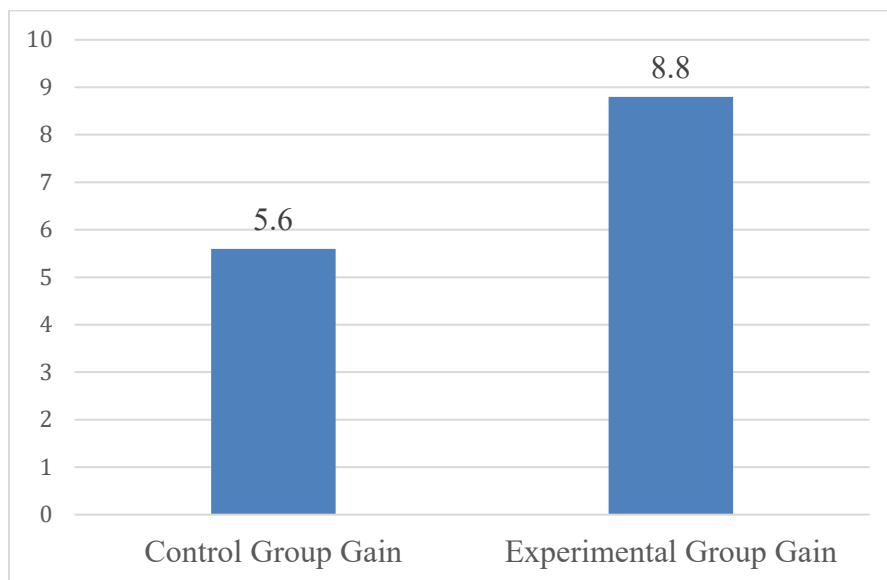
This bar graph shows that the improvement in the scores of the experimental group is 60% higher than the increase in the control group: 5.6 for the control group vs. 8.8 for the experimental group. These data points suggest that the treatment is likely to have had an influence on the experimental group's oral proficiency. The difference between the two groups did not result in statistical significance with $p = 0.1191$. There are various reasons that the data may not be statistically significant. One reason may be that the sample size was too small. There might not have been enough subjects to detect the difference between the teaching methods (traditional teaching [control group n=41] vs. traditional teaching enhanced by peer tutoring [experimental group n=32]). Possibly because the subject-to-subject variability was high, a larger sample size was needed.

Another reason could be that there was no difference between the teaching methods. However, the difference of more than 3.2 points in gain between the experimental and control group when the mean final score of the oral proficiency exam was 42.5 (total points possible was 70) suggests that perhaps the peer-tutoring treatment could have been a pedagogical aid in helping the L2 learners gain greater proficiency.

Research Question 2

For high school students in a second-year Spanish classes, what are the effects on motivation to learn Spanish for L2 learners who have teacher-led instruction plus L1 Spanish-speaking peer tutors versus students who only have teacher-led instruction?

In a survey (see Appendix G) that was given to all four of the classes studied (the two control classes and the two experiment classes), Question 9 on the survey was: "I am highly motivated to learn Spanish." The students could respond on a Likert scale consisting of seven responses: strongly disagree, disagree, somewhat disagree, neither agree nor disagree, somewhat

disagree, agree, and strongly disagree. It was surprising to see that both groups went down in

motivation to learn Spanish and even more surprised to see that the peer-tutoring experimental

group went down more than the control group, showing statistical significance with $p = 0.027$.

The larger decline in motivation for the experimental group as compared to the control group,

can be seen in Figure 4.3.

Figure 4.3

Distribution of Motivation Loss (line graph)
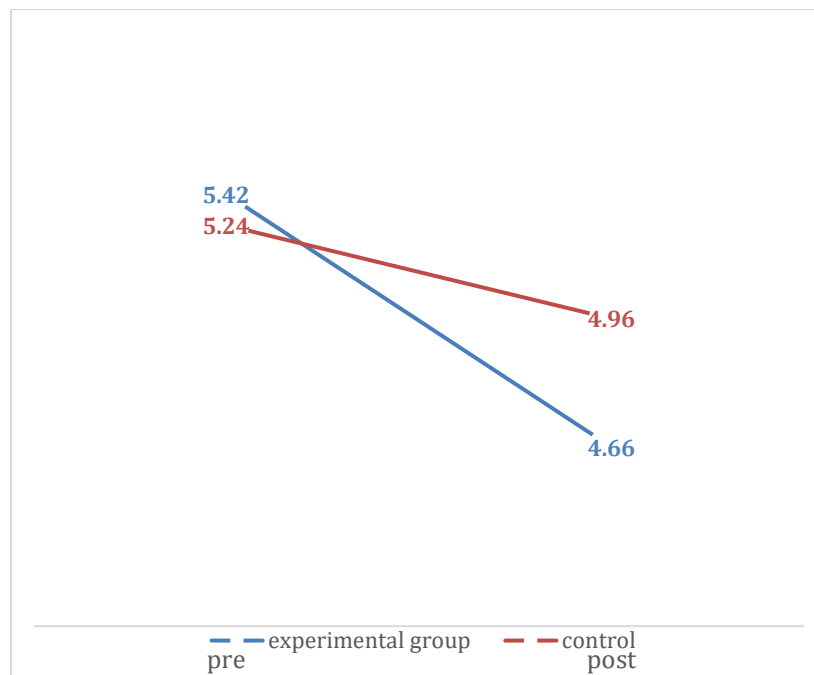
Figure 4.4 shows the same results, but also includes the 95% confidence intervals:

Figure 4.4

Distribution of Motivation Loss (bar graph)
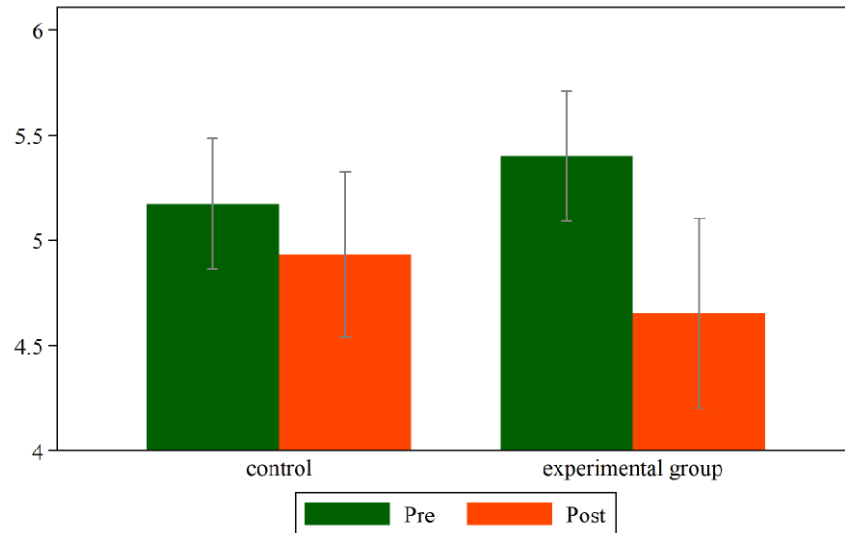
As shown in Figures 4.3 and 4.4, the motivation to learn Spanish score decreased in both

the control and experimental groups. In the control group, it decreased by 7% (.28 points) from

the beginning of the semester to the end. The experimental group decreased by 14% (.76 points)

in the same time frame. Considering the fact that both groups were pretested at the beginning of

the year in September when students are beginning a new year, excited to learn, then

subsequently were post tested at the beginning of January when students had just gotten back

from Christmas break and were headed into their last week of the second semester, facing finals

and the stress of grades being posted, one might expect a drop in motivation. However, it was

surprising that the experimental group experienced even greater loss in motivation than the

control group. The hypothesis had been that the motivation to learn Spanish of the L2

experimental group would increase because of their opportunity to be tutored by L1 or near L1

speaking tutors.

Another surprising result was the experimental group's response to the question, "If you had the chance to participate in peer tutoring in class again, would you want to do it?" In the post treatment survey (see appendix G), by a two-to-one ratio, the experimental group responded "no" to that question.

Despite the marked drop in motivation seen in the quantitative data, the qualitative data, drawn from the comments written in the long answer reflection surveys (which was administered to the experimental group in October and November and January), had less negative results than the quantitative data. Of the 55 students who responded to the question "Overall, how would you rate your experience in peer tutoring?" 22 indicated having a positive experience, 8 said that it was neither positive nor negative, and 17 indicated that it had been a negative experience.

The following are representative positive comments, indicating an increase in motivation through the experience:

- #16061: I feel like I got to know the culture a little better after spending so much time with the tutors. I also picked up on some of the language after speaking with them and when they corrected me.

- #20626: I have a greater desire to understand different traditions in Hispanic culture.

- #22611: I feel a lot more confident speaking the language now. I also see what I need to work on for myself so I can speak better.

- #26009: [Peer tutoring] made it seem much more real instead of something we just learned on a whiteboard in class.

- #26173: I . . . am gaining confidence in speaking Spanish. . . . We learned a lot

  because before this I hadn't really had to converse with different people from

  different Hispanic cultures.

- #36465: I . . . like talking to people who fluently speak Spanish. I like to explore

  cultures other than my own. Peer tutoring was good in this way.

- #56271: I want to improve on my pronunciation and ability to speak smoother.

The following are representative negative comments, indicating a lack of motivation:

- #18189: It's boring.

- #22912: It was a little hard to understand them. I sometimes did not have any

  desire to learn Spanish.

- #23528: I found it useless.

- #19847: I never really learned anything because it isn't really helpful in a learning

  sense. We aren't going over why something is the way it is and just talking to

  somebody makes us nervous and uncomfortable because we feel like we know

  nothing.

- #39852: I feel like I am learning more in class than in peer tutoring.

Both instructors in this study commented that their students seemed more excited to get

together in the peer-tutoring dyads by the end of the experiment than at the beginning which

would seem to indicate that some students were feeling more motivated to learn. Yet the

quantitative data that showed a statistically significant drop in motivation overshadowed the

qualitative data that indicated some increased motivation.

The mixed results: significant loss of motivation shown by the quantitative data and a

range of changes in motivation suggested by the qualitative data underscores the fact that

motivation is a very difficult construct to measure (Fullmer & Frijters, 2009). Topping (2005),

when chronicling the benefits of utilizing peer tutoring in the classroom, admitted that it is

difficult to measure motivation:

> PT [peer tutoring] can simultaneously yield gains in transferable social and
>
> communication skills and in affective functioning (improvements in self-esteem, liking
>
> for partner or subject area [motivation] . . . , although these are more elusive to measure
>
> and are not found as reliably as academic gains, they represent considerable added value
>
> for no more input. (p. 635)

Since the most surprising and pronounced results from my study were seen in the data that

showed a negative correlation between the treatment and motivation to learn, I will focus my

discussion on those findings.

Motivation to learn seemed to be one of the main gains of Spanish peer tutoring in

previous studies. In studies conducted by Thurston et al. (2009) among 9- to 12-year-old students

in Catalonia and Scotland, and in a similar study by Tolosa et al. (2015) among 11-year-olds in

Bogota, Colombia and New Zealanders, students expressed an increased desire to make

utterances in the L2 after their peer-tutoring experience. Because of the results of these two

studies, the researcher was expecting to see marked increases in motivation to learn Spanish in

the L2 learners through their interaction with L1 speaking peers. However, there were significant

differences between the experiences of students in these two studies vs. the experience of the L2

learners in my study. Based on the literature, I will present four possible reasons why prior

studies (Thurston, et al. 2009; Tolosa et al. 2015) showed increased motivation and my study did

not. I then offer my informed observation regarding the decrease in learner motivation in my

study.

1. Nonreciprocal peer tutors. The difference that was most noticeable between the Scottish/Catalonia and New Zealand/Colombia experiments and this experiment was the fact that the peer tutors and peer learners in this experiment were not placed in equal pairs. In the Scottish/Catalonia and New Zealand/Colombia experiments, each student had an opportunity to work as a learner AND an expert, so they were in an equal power relationship. Each student submitted a narrative in his/her L2 and got feedback from his or her L1 expert peers. Each student also had the opportunity to be the L1 expert and give feedback to their L2 peer learners. It appears that there was no distinction of status between the Scottish and Catalonia dyads. The fact that the pairs were on equal footing could have influenced the motivation of the learners.

In contrast, the students in this study did seem to be influenced by the "vertical power structure that correction by 'experts' usually produces" (Tolosa et al., 2009, p. 80). The L2 students in this experiment did not have the opportunity to operate as experts in any way, so the unequal power structure may have gotten in the way of their motivation to learn. In the monthly reflections, of the 55 students who wrote comments, 20 of them used the word "awkward" or "uncomfortable" to describe their experience with peer tutoring. The following are some of the comments that expressed distress at their humble position in the dyads.

- #26009 "I felt dumb when I wasn't able to recognize what they were saying."
- #20273 "It felt like they were judging me."
- #20126 "When we . . . ask them to slow down, it's even more awkward because it makes us look dumb or bad at Spanish."

On the other hand, the Hispanic students who operated as tutors were overwhelmingly positive about their interaction with the L2 learners. Almost 100% of their descriptions of their peer-tutoring experiences were positive. Even though the tutors, on the surface, did not really

have anything to gain by the experience, they were highly motivated to operate as tutors. Some

comments from the tutors included:

- #55400 I get to talk to them about what I like, what I want to be and other things. Also, I
  get to ask them about that kind of thing.

- #21784 I liked meeting new people and getting to know new people.

- #20626 Me gusta hablar con mis hermanos. It is great, they are fantastic. It helps me to
  speak more formal Spanish.

2. Romanticism of faraway tutors vs. mundane everyday interactions. In both the

Scottish/Catalonia experiment and the New Zealand/Colombia experiment, the students were

writing drafts of narratives that they sent to their counterparts on the other side of the world.

These interactions carried a certain amount of curiosity about life on the alluring, romantic,

faraway other side of the world.

In contrast, the L2 students in this study were sitting across the table from L1 speakers

from Mexico and various other Latin American countries. These were students whom the L2

students saw in the hallways, and were commonplace in their experience. Perhaps this proximity

and banality of the students' experience in this study decreased the L2 learners' interest in

learning from their expert counterparts. In the comments in the reflections, some of the L2

learners used stereotyping language to describe their tutors. One student mentioned seeing the

peer tutors in the halls: #25962 "They are stubborn and rude in the halls." Others commented,

- #52176 They're kinda cliquey.

- #26004 They are edgy kids.

- #20273 The tutors mainly talked amongst themselves.

Such negatively perceived pieces of information would not be available to the Catalan students who were interacting online with their Scottish counterparts. Perhaps that information got in the way of motivation to learn.

        3. Online written interactions vs. real life oral interactions. In both the Scottish/Catalonia experiment and the New Zealand/Colombia experiments, the interactions between the tutors and tutees were conducted online. The responses that the L1 speakers gave to the L2 learners were not colored by any kind of body language or facial expression. The L2 learners simply received pointed feedback on their written narratives. The L2 learners could not detect any kind of dismissiveness or disinterest or criticism in the L1 experts, unless a student took the time to write a dismissive comment in writing. In contrast, the L2 students in this study noticed body language and facial expressions of the L1 speakers who were correcting them. Several of the L2 learners expressed dissatisfaction with the way the L1 speakers' tutors taught them, saying things like

- #22628 They seemed reluctant to talk to us or they were nervous.

- #20273 The tutors mainly talked amongst themselves

- #26009 They didn't really want to talk to us.

- #20273 They would talk too fast and I couldn't understand or catch what they said, so I'd have to ask them to repeat it and it felt like they were annoyed whenever I asked them to so then I pretended that I understood them so I wouldn't look or feel stupid.

These negative interpretations by the L2 learners could have caused some students to lose motivation.

        4. Length of study. As mentioned in the "Best Practices" portion of this paper, in the study by Tolosa et al. (2015), the researchers lamented that their study of New Zealander and

Colombian 11-year-olds was implemented for only eight weeks. Tolosa et al. claimed that the eight-week period was not enough time for significant impact on L2 acquisition. They recommended implementing the same conditions for a longer period of time in order to study the true effect of the peer tutoring. Because of this recommendation, I went to great lengths to create a study where the peer-tutoring experiment straddled a 16-week period and that in every class period, the peer tutors and tutees had the opportunity to interact with each other for 20 minutes. The data suggest that that longer period of exposure possibly could have allowed the learners to make language acquisition gains. However, perhaps these gains came at the expense of student fatigue. One might wonder if motivation to learn Spanish waned as students tired of the experiment.

While the preceding four factors may explain part of the failure to find increased motivation, I believe that the biggest factor that contributed to the lowered motivation score was that the L2 students in my study had very limited Spanish skills and so were not ready to speak effectively with L1 speaking students. The following is my discussion of what I think was the biggest factor contributing to a loss in motivation in the L2 learners.

Elementary language level of the L2 learners. The four classes that participated in my study were all technically second year Spanish classes. However, because the Spanish 1 teacher had been diagnosed with cancer the previous year, and hence, had been absent most of the year, most of the students in the Spanish 2 classes were almost beginning Spanish students. Very few of them were prepared to be able to converse effectively with a L1 Spanish speaker. In the monthly reflections that the L2 learners filled out where they expressed their feelings about the peer-tutoring experience, many students expressed their distress at being at a beginning level trying to converse with L1 speakers.

- #20273 They would talk too fast and I couldn't understand or catch what they said, so I'd have to ask them to repeat it and it felt like they were annoyed whenever I asked them to so then I pretended that I understood them so I wouldn't look or feel stupid.

- #16737 We never understand what the peer tutors are saying because any time they want to tell us about something they want to that would be interesting they have to say[it] in English cause we don't understand because we're essentially toddlers.

- #20126 [It's] hard to understand because I don't have enough vocabulary for the topics given… It's kinda uncomfortable because they speak very fast and I am not able to keep up. I have learned how to say mas despacio however. When we do ask them to slow down however it's even more awkward because it makes us look dumb or bad at Spanish.

- #39852 It was weird because sometimes I couldn't tell what they were saying and it continually becomes more and more uncomfortable.

The teacher of the tutors' L1 Spanish-speaking class, commented, "This peer tutoring would work much better for my AP Spanish class where the students are already at a higher level of Spanish and already have demonstrated motivation to learn Spanish. My AP students would love this." The comments of the students and teacher all suggested that one hindrance to achieving higher motivation to learn might have been the fact that the L2 second-year Spanish learners were simply not proficient enough to be able to enjoy the experience of conversing with L1 speakers.

Research Question 3:

For high school students in a second-year Spanish class, what are the effects on cross-cultural sensitivity for L2 learners who have teacher-led instruction plus L1 Spanish-speaking peer tutors versus students who only have teacher-led instruction?

Cross cultural sensitivity in this study may have been influenced by the political climate of the United States at the time of the study. While this study was being conducted, newspapers and Twitter and other news outlets were flooded with news of the president's push to build "The Wall" and with negative statements by politicians about illegal immigration and Central American asylum seekers entering the country in unprecedented numbers. There was a climate of uncertainty about how the U.S. was going to deal with these large numbers of Central American immigrants. Interestingly, after living through this divisive political climate, the control group actually declined in their cross-cultural sensitivity, while the experimental group seemed to stay fairly unchanged or increased in their cross-cultural sensitivity over the 16-week peer-tutor experiment.

Before the peer tutoring began, all the classes were pretested, both control and experimental, with the validated Cushner Inventory of Cross Cultural Sensitivity (Cushner, 1986). After the 16-week experiment, all the classes were post tested, both control and experimental with the same inventory. Cushner (1986), the author of the survey, described the interpretation of the survey in the following manner:

> The ICCS (Inventory of Cross Cultural Sensitivity) is a 32 item instrument that provides dimensional scores for individuals on each of five subscales on issues and experiences related to cross-cultural or intercultural interaction (the higher the score, the more sensitive an individual is presumed to be). It can identify relative strengths and weaknesses that may lead to more focused orientation and planning. While the ICCS should not be used in a predictive manner, results can be used to raise people's awareness of some of the issues to consider prior to intercultural interaction. (p. 4)

This survey tests students on a number of cross-cultural subscales:

- The B scale: Behavioral scale. This scale assesses the degree to which an individual has adopted behavior that is new or has a degree of comfort when interacting with others.

- The A scale: Attitude toward others scale. This scale assesses the degree of openness toward others.

- The I scale: Intellectual Interaction scale. This scale assesses the degree to which an individual seeks out knowledge of other cultural orientations.

- The C scale: Cultural integration scale. This scale assesses the degree to which an individual integrates elements from cultures other than their own into their daily activities.

- The E scale: Empathy toward others scale. This scale assesses the degree to which an individual identifies with the feelings of others. (Cushner, 1986, p. 4)

The following table summarizes the difference in mean scores pre- and post-treatment on the Cushner Inventory of Cross Cultural Sensitivity, administered pre- and post-treatment. The results are listed by each scale and by the total.

Table 4.1

Cushner Inventory of Cross-Cultural Sensitivity Mean Gains/Losses

Cushner Inventory of Cross-Cultural Sensitivity Mean Gains/Losses			
Cushner Scale	**Mean gain (loss) of control group[1]**	**Mean gain (loss) of experimental group[2]**	**_p_ value of the difference between experimental and control groups**
B scale (Behavioral)	-2.0	+0.21	0.03
A scale (Attitude)	-2.03	-0.06	0.07
I scale (Intellectual)	-1.10	+0.77	0.16
C scale (Cultural)	-0.66	-1.27	0.74
E scale (Empathy)	-1.08	-0.21	0.50
Total Cushner Inventory	**-6.87**	**-0.58**	**0.18**

[1]Control group: pre-test n=50 post-test n=54   [2]Experimental group: pre-test n=50 post-test n=48

The following discussion shows the difference in mean scores between the experimental group (which received the peer tutoring) compared to the mean scores of the control group (which did not receive peer tutoring) in the Cushner Inventory.

On the B scale, the behavioral scale, the experimental group had a higher score than the control group by a large enough difference to show statistical significance (p=0.03). This scale assesses the degree to which an individual has adopted behavior that is new or has a degree of comfort when interacting with others. Sample questions are: Q2 "The way people express themselves is very interesting to me." Q25 "Moving into another country would be easy." (reversed). As the researcher read through the three monthly reflections that the students wrote at

the end of October, November, and January, the researcher noted some change in behavioral attitudes that the students described in themselves. In October, student 33554 wrote "No positive experience. Feels very forced." In November, the same student wrote "Making better friends with the Hispanic people. I feel more connected." Then, in January, the same student wrote, "The Spanish people I interact with have awesome personalities."

The A scale, the attitude toward others scale, included several political questions that seemed closely linked to the heightened political atmosphere in the U.S. referred to above during my study. Sample statements in the A scale included: "Q27 "There should be tighter controls on the number of immigrants allowed into my country." (reversed) Q4 "Foreign influence in our country threatens our national identity." (reversed) Given the heightened political climate, filled with incendiary descriptions of Mexican and Central American immigrants, it seems quite remarkable that the mean score of the Attitude scale of the experiment dipped only slightly (-0.06) while the control group mean dipped more than 2 points (-2.03). The difference approached statistical significance with $p=0.0732$, as shown in the table.

On the I scale, the Intellectual interaction scale, the experimental group score rose slightly (+0.77) while the control group score fell slightly (-1.10). This scale measures a person's curiosity about other cultures. Some sample questions are: Q14 "I enjoy studying about people from other cultures" and, Q6 "I like to discuss issues with people from other cultures." The difference in scores was not statistically significant $p=0.158$.

The C scale, the cultural integration scale, which measures how a person integrates cultural elements into his or her daily life seemed to be the scale that measured somewhat superficial aspects of cross cultural sensitivity with statements such as, Q32 "I eat ethnic food at least twice a week." Q18 "I decorate my home with artifacts from other countries." On this scale,

the experimental group scored almost identically to the control group, showing very little change

between pre- and post-test. I saw close to a zero effect in the data. Both the control group and

experimental groups dropped (control: -0.66, experimental: -1.27). The results were not

statistically significant ($p=0.74$).

In the E scale, the empathy scale, which measures how much a person identifies with the

feelings of others in general (not related to culture), the experimental group dipped slightly

(-0.21) while the control group dropped more (-1.08). Again, the results were not statistically

significant ($p=0.50$). Sample statements include Q10 "I think people are basically alike," or the

negative of Q28 "The more I know about people, the more I dislike them" (reversed).

The results of the total Cushner Cross-Cultural Sensitivity Inventory scale were not

statistically significant, but interesting nonetheless. The total Cushner experimental group dipped

only slightly (-0.58), while the total Cushner control group dropped more than 6 points (-6.87)

with a p value of 0.18. Though the total Cushner score is not statistically significant, it is

interesting to note that the behavioral scale (the scale that shows an adopted behavior that shows

a new level of comfort when interacting with individuals from another culture) data showed a

statistically significant effect ($p=0.03$) and the attitude scale (which assesses the level of

openness towards those of a different culture) data indicated a very close to statistically

significant effect ($p=0.07$). These data indicate that perhaps the peer tutoring improved the level

of sensitivity toward peoples of other cultures in the experimental group.

Research Question 4

For high school students in a second-year Spanish classes, what are the effects on the

number of Spanish-speaking friends for L2 learners who have teacher-led instruction plus L1

Spanish-speaking peer tutors versus students who only have teacher-led instruction?

The researcher fully expected, in this study, to see a greater increase in self-reported friendships with Spanish-speaking classmates in the experimental group than in the control group. Indications from results of the study of first to fourth grade Mexican American immersion learners by August (1987) and the results of research of virtual peer-tutoring dyads between New Zealander and Colombian 11-year-olds done by Tolosa et al. (2015) both showed a correlation between increased intercultural friendship and intercultural peer tutoring. However, in this study, there appeared to be no apparent difference between the mean number of self-reported friendships of the experimental group versus the control group in post experience survey.

One explanation would be that the age of the students was a factor in inhibiting the formation of friendships between peer-tutoring dyads. In both the August (1987) and Tolosa et al. (2015) studies, the students were 11 years old or younger. Though the students in the current study did not reveal their ages, the majority of students in the control and experimental groups were sophomores or juniors (15-17-year-olds). Perhaps older students are less malleable in their ability to overlook class distinctions as they form friends.

Related to the age component might be cultural or social strata differences that could have impeded friendships from forming in this setting. Some of the Latino tutors expressed that they perceived a feeling of disinterest from the L2 learners. This feeling of disinterest they perceived as a lack of warmth or interest in the tutors. Midway through the study, the researcher went into both the L2 classrooms and the L1 speaker classroom to ask how the students were feeling about the peer tutoring. The field notes from the conversation with the tutors read,

> The thing that seems to bother the tutors the most is that the L2 Spanish students don't
> seem to care about learning Spanish or getting to know them. Several of them said that
> there are a few students who want to learn, but more than half of them don't want to

learn. One student, (she's from Uruguay) said that at the beginning of the study, she

would greet the students "así: 'Hola, ¿cómo estás?' Con una sonrisa y con ojos abiertos.

Pero ellos siempre me respondían así 'Hola, ¿cómo estás?' muy secos, con ojos abajo, sin

sonrisa. Así que ahora, les hablo en una manera muy seca como ellos."

It appears that there may have been some cultural and/or social barriers that may have impeded

friendships in this situation.

Another possible inhibitor of the formation of friendships could have been the fact that

the students were not participating in reciprocal peer tutoring. In both the August 1987 study and

the Tolosa et al. 2015 study, the students each had an opportunity to function as the tutor and the

tutee. It is not unreasonable to believe that in this study, a "vertical power structure that

correction by 'experts' usually produces," (Tolosa et al., 2009, p.80) was created as a result of

the non-reciprocal pairing. Hispanic tutors being solely tutors and not learners and the L2

learners not having an opportunity to tutor created a hierarchical structure that might have

discouraged lateral friendships.

The study was designed in a way that the students in the experimental group were

required to participate in peer tutoring as a part of their curriculum in class. The students were

not required to participate in the assessments or evaluations, but they were required to participate

in the peer tutoring. That feeling of coercion seemed to be a negative factor to some students and

could have gotten in the way of feeling free to form friendships. This feeling of coercion was

reflected in several of the comments in the experimental groups' reflection comments:

- #20273 [To make peer tutoring work better,] "I would say we'd need to become friends

  with the peer tutors, but that's near impossible to force two groups to become friends

when neither party don't really want to be a part of an activity they both don't want to do."

- #33554 [peer tutoring] "feels very forced."
- #26449 "I want more freedom over what we can talk about other than the designated conversation."

Despite the aforementioned negative comments, the experimental group students voluntarily offered many comments about friendships that developed through this experience. Of the 55 students who made comments in the monthly reflection surveys in the experimental group, 14 (25.45%) of those students voluntarily commented about making friends with the peer tutors. There were no questions in the reflection survey that specifically asked about whether the L2 learners were making friends with the tutors. These responses simply came from general questions like: "In a paragraph, describe what you learned about the Spanish language and Hispanic culture(s) this last month" or "Please describe any positive experiences or difficulties you had this last month in peer tutoring." Some of the comments about developing friendships were:

- #22912 "I have made a lot of friends from this. I have gotten a lot better at Spanish. I have grown to like the Spanish culture more."
- #30268 "We got to know people we wouldn't otherwise have gotten to know."
- #56184 "I made new friends and was able to get more comfortable talking with Spanish speakers. I think it is cool how even though our cultures are so different, we can get along well."
- #47001 "I have some friends I like talking to in peer tutoring [My favorite activity from peer tutoring was] talking to my friend."

- #56271 "I have been able to become friends with my peer tutor and have learned a lot

  more about how to speak grammatically correct [sic]."

These voluntary comments were some indication that the peer-tutoring experience might

have indeed broken down some barriers to friendship between the two groups. As the peer-

tutoring experiment evolved over the four months, it was noted that the students in the peer-

tutoring pairings started to seem to feel more comfortable with one another. On the last day of

the peer-tutoring study, the teacher of the L1 Spanish-speaking class recommended that all the

L2 participants in the experimental group combine in her classroom with the L1 Spanish-

speaking tutors to take the assessments together. As had been done with all the other

assessments, the students were provided with pizza after the students had taken their last oral

exam and Cushner survey and Qualtrics survey. They were served pizza and allowed to sit

wherever they wanted. They naturally sat in an interspersed way and talked with one another.

Chapter 5

Conclusions

In one of her reflection statements about the peer-tutoring experience, one student commented that talking with her L1 Spanish-speaking peer tutor "made it seem much more real, instead of something we just learned on a whiteboard in class." Her statement evokes the twofold nature of this study. It was both a study and a pilot program at the same time. I, as a researcher, was searching for knowledge, and at the same time, trying to figure out how this new knowledge could be made "real."

Just as Pyron (2007) admitted in her qualitative study in which she set up peer-tutoring pairings in an attempt to help ten ELL students in Texas pass the high stakes test, TAKS, the experience of realizing this study was at times difficult and discouraging. In Pyron's study, only 2 of the 10 students went on to pass the TAKS test. In my study, the researcher was truly surprised that the findings were not more conclusive.

Comments in the reflections ranged from "I love peer tutoring;" and, the peer tutors "are fantastic;" to "It was just really boring and awkward to talk to the peer tutors." Some students felt like 20 minutes was not long enough: "It was hard to finish in the short time." Some students thought it was too long: "Make it 10 minutes instead of 20 minutes." Some students loved it and some students hated it.

With the first research question, I examined whether or not the peer-tutoring experience would increase language proficiency. Even though my means comparison was not statistically significant, with $p = 0.119$, it is more likely than not that the treatment of peer tutoring did have an effect on the higher mean gain of the experimental group over the control group.

In my second research question, I explored whether peer tutoring would increase motivation to learn Spanish. Results of the survey Likert scale statement, "I am highly motivated to study Spanish," suggested that the motivation of the experimental group dropped statistically significantly as compared to the control group. I believe that the reason for the drop in motivation is due to the fact that the peer tutoring was not designed to be reciprocal peer tutoring. In abundant literature on peer tutoring, reciprocal peer tutoring has been proven to increase motivation to learn (Benware & Deci, 1984; Fantuzzo et al., 1989; Tolosa et al., 2009; Xu et al., 2005). I also believe that the low ability level of the tutees was a distinct factor in the low motivation scores. If, as their instructor commented, I had been doing the experiment with her AP Spanish class, I believe the peer tutoring would have been highly motivational to them. I will discuss both these factors in pedagogical implications.

Data concerning my third research question, in which I explored whether participants in the peer-tutoring program would increase in intercultural sensitivity, were again surprising to me. On the B scale, or "the scale that assesses the degree to which an individual has adopted behavior that is new or has a degree of comfort when interacting with others" (Cushner, 1986, p. 4), the experimental group did indeed show a statistically significantly higher score than the control group ($p = 0.03$). The significance came because the control group's B scale score dropped more than two points while the experimental group dropped only .2 points. In the A scale that assesses the degree of openness toward others, the experimental group approached statistical significance with $p = .07$. This difference came because the control group's A scale score again dropped more than 2 points while the experimental group essentially stayed even.

I believe that the statistically significant difference in scores between the control and experimental groups on the B scale and the nearly statistically significant difference between the

control and experiment scores on the A scale hint at the possibilities that a truly reciprocal L1 Spanish peer-tutoring program could have a positive influence on increasing intercultural sensitivity on the Spanish learners.

Data regarding my fourth research question, exploring whether the peer-tutoring treatment would encourage friendship and hence, the experimental group would report a higher number of friends, again surprised me. It was unexpected to find that the experimental group's mean number of Spanish-speaking friends remained nearly identical to the control group. It was encouraging, however, that the qualitative data indicated that at the end of the six-month treatment, 25% of the experimental group reported making new Spanish-speaking friends voluntarily without being asked. The qualitative data again hint at the possibility for an increase in intercultural friendship that a truly reciprocal L1 Spanish peer-tutoring program could have on the Spanish learners and the L1 Spanish speakers.

Limitations of the Study

Real-world experiments are subject to various limitations because real life rarely offers ideal empirical conditions. The present study suffered from two such limitations: the lack of access to higher-level language learners as experimental subjects, and the inability to allow students to opt in to the study.

First, Spanish 2 classes (which were not highly proficient in Spanish) were the only option for creating control and experimental groups. The experimental group's limited level meant that the students had difficulty understanding their tutors, compromising the value of the peer tutoring. The ideal high school setting would likely be among AP language students who would be better prepared to converse and form friendships with L1 speakers of Spanish.

Second, the school district specified that peer tutoring be offered either to all students in the experimental groups or to none. This prevented voluntary participation in the study, which could explain the feeling of coercion noted in the study results. Of course, having students opt in to a study would have brought problems of selection bias.

Despite these limitations, the study's uniqueness is one of its strengths. As noted earlier in this manuscript, a thorough review of the literature failed to uncover a single controlled experiment employing peer tutors in a high school language-learning setting. As I learned, such an experiment faces formidable obstacles, including IRB approval from the school district, willing participation by high school administrators and faculty, sufficient numbers of language learners, compatible scheduling of language classes, and parental permission for both tutors and learners. My ability to overcome these obstacles yielded a study that, while not empirically flawless, is nonetheless without precedent in language-acquisition research.

Pedagogical Implications

This unique study offers three empirically derived pedagogical implications. First, the study suggests that high school language teachers could expect gains in students' L2 proficiency by implementing a similar peer-tutoring program. I recommend using more advanced L2 learners, however, than the quasi-beginners in my study. In a pedagogical context, where teachers are not subject to research design considerations, a language teacher could pair an AP language class with peer tutors from a L1 Spanish-speaking class and hope to observe gains in language acquisition, fluency, accent, motivation to speak, intercultural sensitivity, and friendship ties.

Second, this research indicates that positive results could possibly be seen if the design of the peer-tutoring program were reciprocal. For example, in a scenario like the above-mentioned

AP class/L1 Spanish-speaking class peer-tutoring program, I recommend that the design of the peer tutoring be reciprocal. L1 Spanish-speaking students peer tutor AP language students in exchange for peer tutoring in various subjects (e.g. math, science, English) from the L2 AP students. Another possible reciprocal tutoring scenario would be an after school or lunch-time study buddy homework program (Bryan & Sullivan-Burstein, 1997).

Finally, positive results would be more likely to be achieved if students were given choice over their participation in peer tutoring. Since high school teachers do not have to worry about selection bias, they can make peer tutoring an option. This would eliminate the element of coercion that was salient in my study. For example, each Friday, a Spanish AP class pairs with a L1 Spanish-speaking class for a certain amount of time. Both the L1 Spanish-speaking students and the AP students could choose whether they wanted to participate in the peer tutoring. Certain tasks could be assigned (e.g. interviewing a L1 Spanish-speaking student -- finding out certain information about that student, researching on the internet in the L2, reading an authentic text and responding to questions, etc.) The AP students could choose to work at whichever task they wanted, working either on their own or with a tutor.

In future research, I recommend that researchers study reciprocal dyads with L2 Spanish learners that have a higher proficiency in Spanish. Additionally, I propose that researchers use a more sophisticated instrument to measure for the complex constructs of motivation and friendship. More than one item should be used to measure motivation and increased friendship. Finally, in measuring intercultural sensitivity, I recommend that researchers use a more modern instrument.

In conclusion, peer tutoring, the pedagogical tool of organizing students to teach one another, has far reaching benefits that have been proven in many educational arenas, most

commonly among special needs, ELL students, immersion classes, in university English language programs, and most recently as an effective form of language communication between L1 Spanish-speaking peers in different countries communicating online. The language acquisition gains, motivational gains, intercultural sensitivity gains, and increased friendships in these programs have been noteworthy. Yet also noteworthy is the seeming absence of research of peer tutoring done in high schools using the rich resource of L1 Spanish-speaking students to be employed as the peer tutors. My current empirical study of L1 Spanish-speaking peer tutoring in a high school attempts to fill this gap in knowledge. My study provided some evidence that Spanish peer tutoring with L1 Spanish-speaking tutors could lead to increased language acquisition gains and increased levels of intercultural sensitivity. Though my study showed a seeming decline in motivation to learn and inconclusive results about increased intercultural friendship through the peer-tutoring experience, it is reasonable to believe, because of the review of the literature and some of the qualitative findings in my study, that positive social outcomes could be seen if reciprocal peer tutoring were employed using higher proficiency students as the learners. These findings show that L1 Spanish-speaker peer-tutoring programs could be created in high schools in the U.S. wherever there is a population of L1 Spanish speakers and have positive benefits.

By organizing school language peer-tutoring programs to include the underappreciated resource of L1 Spanish speakers as tutors, schools will be 1) preparing L2 students for using the target language in a real world context, 2) strengthening foreign language programs 3) helping student populations integrate with one another and 4) validating the bilingual abilities of the at-risk Hispanic population.

References

Allport, G. W. (1954). *The nature of prejudice*. Cambridge, MA: Perseus Books.

Alrajhi, M. N., & Aldhafri, S. S. (2015). Peer tutoring effects on Omani students' English self-

concept. *International Education Studies*, *8*(6), 184-193.

https://doi.org/10.5539/ies.v8n6p184

Arco-Tirado, J. L., Fernández-Martín, F. D., & Fernández-Balboa, J. M. (2011). The impact of a

peer-tutoring program on quality standards in higher education. *Higher Education*, *62*(6),

773-788.

August, D. L. (1987). Effects of peer tutoring on the second language acquisition of Mexican

American children in elementary school. *TESOL Quarterly*, *21*(4), 717-736.

https://doi.org/10.2307/3586991

Baker-Smemoe, W., Dewey, D.P., Bown, J., & Martinsen, R. A. (2014). Variables affecting L2

gains during study abroad. *Foreign Language Annals*, *47*(3), 464-486.

Bennett, M. J. (1998). *Developmental model of intercultural sensitivity*. Hoboken, New Jersey:

John Wiley & Sons.

Benware, C. A., & Deci, E. L. (1984). Quality of learning with an active versus passive

motivational set. *American Educational Research Journal*, *21*(4), 755-765.

Bruffee, K. A. (1995). Peer tutoring and the "conversation of mankind." In C. Murphy & J. Jaw

(Eds.), *Landmark Essays on Writing Centers*, *9* (pp. 87-98). Davis, CA: Hermagoras

Press. https://doi.org/10.2307/376924

Bryan, T., & Sullivan-Burstein, K. (1997). Homework how-to's. *Teaching Exceptional Children*,

29(6), 32.

66

Chatterji, M. (2004). Evidence on "what works": An argument for extended-term mixed-method

 (ETMM) evaluation designs. *Educational Researcher*, *33*(9), 3-13.

Chesterfield, R. A., & Chesterfield, K. B. (1985). "Hoja's with the H": Spontaneous peer

 teaching in bilingual classrooms. *Bilingual Review/La Revista Bilingüe*, *12*(3), 198-208.

Colvin, J. W. (2007). Peer tutoring and social dynamics in higher education. *Mentoring &*

 Tutoring, *15*(2), 165-181. https://doi.org/10.1080/13611260601086345

Cushner, K. (1986) Inventory of cross cultural sensitivity. Retrieved from

 https://www.coursehero.com/tutors-problems/Writing/9435607-fillied-this-please-and-

 answer-For-education-major/

Csizér, K., & Kormos, J. (2008). Modelling the role of inter-cultural contact in the motivation of

 learning English as a foreign language. *Applied Linguistics*, *30*(2), 166-185.

Dekhinet, R., Topping, K., Duran, D., & Blanch, S. (2008). Let me learn with my peers online!:

 Foreign language learning through reciprocal peer tutoring. *Innovate: Journal of Online*

 Education, *4*(3), 1-6.

Fantuzzo, J. W., Riggio, R. E., Connelly, S., & Dimeff, L. A. (1989). Effects of reciprocal peer

 tutoring on academic achievement and psychological adjustment: A component analysis.

 Journal of Educational Psychology, *81*(2), 173-177.

Ferguson, J. M. (1999). High school students' attitudes toward inclusion of handicapped students

 in the regular education classroom. *The Educational Forum, 63*(2), 173-179.

Fulmer, S. M., & Frijters, J. C. (2009). A review of self-report and alternative approaches in the

 measurement of student motivation. *Educational Psychology Review*, *21*(3), 219-246.

Ginsburg-Block, M. D., Rohrbeck, C. A., & Fantuzzo, J. W. (2006). A meta-analytic review of social, self-concept, and behavioral outcomes of peer-assisted learning. *Journal of Educational Psychology*, *98*(4), 732-749. https://doi.org/10.1037/0022-0663.98.4.732

Kamps, D. M., Greenwood, C., Arreaga-Mayer, C., Veerkamp, M. B., Utley, C., Tapia, Y., & Bannister, H. (2008). The efficacy of classwide peer tutoring in middle schools. *Education and Treatment of Children*, *31*(2), 119-152.

Keer, H. (2004). Fostering reading comprehension in fifth grade by explicit instruction in reading strategies and peer tutoring. *British Journal of Educational Psychology*, *74*(1), 37-70.

Kunsch, C., Jitendra, A., & Sood, S. (2007). The effects of peer-mediated instruction in mathematics for students with learning problems: A research synthesis. *Learning Disabilities Research & Practice*, *22*(1), 1-12.

Kurtz, D. L., & Luna, A. M. (1983). Utilizing community resources: The conversation lab. *Foreign Language Annals*, *16*(6), 433-436.

Mynard, J. & Almarzouqi, I. (2006). Investigating peer tutoring. *ELT Journal, 60*(1), 13–22. https://doi.org/10.1093/elt/cci077

Peng, S. Y. (2006). A comparative perspective of intercultural sensitivity between college students and multinational employees in China. *Multicultural Perspectives*, *8*(3), 38-45.

Perdomo-Rivera, C. (2002). *The effects of classwide peer tutoring on the literacy achievement and language production of English language learners in an elementary school setting* [Unpublished doctoral dissertation]. University of Kansas.

Pyron, M. (2007*). "I hear you, but I don't understand you": The effects of peer tutoring for helping secondary ESL students achieve academic success* [Unpublished doctoral dissertation]. Louisiana State University.

Rea, P. J., McLaughlin, V. L., & Walther-Thomas, C. (2002). Outcomes for students with

     learning disabilities in inclusive and pullout programs. *Exceptional Children*, *68*(2), 203-

     222.

Roach, J. C., Paulucci-Whitcomb, P., Meyers, H. W., & Duncan, D. A. (1983). The comparative

     effects of peer tutoring in math by and for secondary special needs students. *Pointer*,

     27(4), 20-24.

Sari, İ., Çeliköz, N., & Ünal, S. (2017). The effect of peer support on university level students'

     English language achievements. *JEP*, *8*(1), 76-81.

Scheeler, M. C., Macluckie, M., & Albright, K. (2010). Effects of immediate feedback delivered

     by peer tutors on the oral presentation skills of adolescents with learning disabilities.

     Remedial and Special Education, 31(2), 77-88.

Thurston, A., Duran, D., Cunningham, E., Blanch, S., & Topping, K. (2009). International on-

     line reciprocal peer tutoring to promote modern language development in primary

     schools. *Computers & Education*, *53*(2), 462-472.

     https://doi.org/10.1016/j.compedu.2009.03.005

Tolosa, C., Ordóñez, C. L., & Alfonso, T. (2015). Online peer feedback between Colombian and

     New Zealand FL beginners: A comparison and lessons learned. *Profile Issues in

     Teachers Professional Development*, *17*(1), 73-86.

     http://dx.doi.org/10.15446/profile.v17n1.41858

Topping, K. J. (2005). Trends in peer learning. *Educational Psychology*, *25*(6), 631-645.

     https://dx.doi.org/10.1080/01443410500345172

Tournaki, N., & Criscitiello, E. (2003). Using peer tutoring as a successful part of behavior

     management. *Teaching Exceptional Children*, *36*(2), 21-25.

Wong-Fillmore, L. (1976). *The second time around: Cognitive and social strategies in second language acquisition.* [Unpublished doctoral dissertation]. Stanford University.

Xu, Y., Gelfer, J., & Perkins, P. (2005). Using peer tutoring to increase social interactions in early schooling. *TESOL Quarterly*, *39*(1), 83-106.

Appendix A

Parental Permission for a Minor

Introduction

This research study is being conducted by Dr. Greg Thompson, Carrie Sandholtz, and Rachel Eaton from Brigham Young University to determine the effectiveness of Spanish peer tutoring in high schools. Dr. Greg Thompson, PhD is a professor in the Spanish and Portuguese Department at BYU and is the faculty mentor to Sandholtz and Eaton (graduate students at BYU). We are inviting your child to take part in the research because (he/she) is enrolled in Mr. Reynolds's Pre-AP 1 class.

Procedures

If you agree to let your child participate in this research study, the following will occur:

- Your child will take a 10 minute language assessment at the beginning and end of the project to see what his or her Spanish language ability is.
- Your child will take a 5 minute intercultural sensitivity survey at the beginning and end.
- Your child will take a 5 minute motivation Qualtrics survey at the beginning and end.
- Your child will take a 10 min. reflection survey each month of the 4 month project.
- Total time for the project is 80 minutes but this is spread over the 16 week project. **None of these assessments will affect your child's grade.**
- Each time your child takes a short assessment or survey, she or he will get pizza or donuts.
- The assessments will be done in your child's Spanish classroom. They won't take time outside of your child's classroom.

Risks and Discomforts

Your child will spend 80 minutes of classroom time taking these assessments and surveys which Mr. Reynolds has incorporated into the curriculum. As stated previously, this will be spread over a 16 week semester. The researchers will try to make this more comfortable for your child by bringing in pizza on the days of the assessments and surveys!

There is a slight risk of loss of privacy, which the researcher will reduce by not using any real names or other identifiers in the written report. The researchers will also keep all written data on a password protected computer. Your child will be recorded at the beginning and the end of the study to assess their language improvement. The researchers will record them with a recording app on their phones. But once the students have been recorded, any audio recording data will be transferred directly to the researchers' password protected computers and deleted from their phones. Any hard paper copies will be kept in a locked office. Only the researchers will have access to the data. At the end of the study, the names and any identifying information of the participants will be discarded.

Confidentiality

The research data will be kept on a password protected computer and only the researchers will have access to the data. At the conclusion of the study, all identifying information will be removed. When the researchers present their findings, only pseudonyms will be used. The data will be destroyed after the research project.

Benefits

There will be no direct benefits to your child. It is hoped, however, that through your child's participation, researchers may learn about the benefits of interaction with peers using their second language and the benefits of using technology to learn a second language.

Compensation

Participants will receive 50 extra credit points for taking the pre and post assessments and surveys. The participants will also get pizza the days of the assessments and surveys. Students who don't wish to participate in the research can get 50 extra credit points by reading an article in Spanish and writing a report on it.

Questions about the Research

Please direct any further questions about the study to Carrie Sandholtz at 801-602-8797 and at carriedaltonsandholtz@gmail.com. You may also contact Dr. Greg Thompson at 802-422-2282 and at gregory_thompson@byu.edu.

Questions about your child's rights as a study participant or to submit comment or complaints about the study should be directed to the IRB Administrator, Brigham Young University, A-285 ASB, Provo, UT 84602. Call (801) 422-1461 or send emails to irb@byu.edu.

You have been given a copy of this consent form to keep.

Participation

Participation in this research study is voluntary. You are free to decline to have your child participate in this research study. You have the right to withdraw your child at any time or refuse to allow him or her to participate entirely without jeopardizing your child's class status, grade, or standing with Timpview.

You may withdraw your child's participation at any point without.

If you want your child to be in this study, please check the box that you agree to have your child's voice recorded and then sign and print your name below.

Yes, I give my permission for my child's voice to be recorded.

No, I do not give permission for my child's voice to be recorded.

Statement of Consent

I have read, understood, and received a copy of the above consent and desire of my own free will to allow my child to participate in this study.

Child's Name:_____

Parent's Name:_____

Parent's Signature:_____ Date:_____

Appendix B

Youth Assent

What is this Study About?

This research study is being conducted by Dr. Greg Thompson, Carrie Sandholtz, and Rachel Eaton from Brigham Young University to determine the effectiveness of Spanish peer tutoring in high schools. Dr. Greg Thompson, PhD is a professor in the Spanish and Portuguese Department at BYU and is the faculty mentor to Sandholtz and Eaton (graduate students at BYU). You were invited to participate because you are in Mr. Reynold's pre-AP1 class.

What Am I Being Asked to Do?

If you agree to participate in this research study, the following will occur:

- You take 10 minute language assessment at the beginning and end of the project to see what your Spanish language ability is.
- You will take a 5 minute inter-cultural sensitivity survey at the beginning and end.
- You will take a 5 minute motivation Qualtrics survey at the beginning and end.
- Total time for the project is 40 minutes but this is spread over the 16 week project. **None of these assessments will affect your grade.**
- Each time you take a short assessment or survey, you will get pizza or donuts!
- The assessments will be done in your Spanish classroom. They won't take time outside of your classroom.

What are the benefits to me for taking part in this study?

There are not direct benefits to participating in this study, but it might help us learn how to help teachers and students to improve how students learn Spanish. If you take part, you may become aware of how you could learn Spanish more quickly and effectively.

Can anything bad happen if I am in this study?

You will spend just 20 minutes on the first day and 20 minutes on the last day of class taking short assessments. And then one day each month you'll fill out a 10 minute reflection survey. (That's 80 minutes over the whole 16 week semester) Mr. Reynolds has planned this in your normal class-time. We will try to make it easier to take the short assessments by providing pizza and donuts :)

Who will know that I am in the study?

We won't tell anybody that you are in this study and everything you tell us and do will be private. When we tell other people or write articles about what we learned in the study, we won't include your name or that of anyone else who took part in the study. Your voice will be recorded at the beginning and the end of the study to assess your language improvement. The researchers will record you with a recording app on their phones. But once you have been recorded, the recording data will be transferred directly to the researchers' password protected computers and deleted from their phones. The research data will be kept on a password protected computer and only the researchers will have access to the data.

<u>Do I have to be in the study?</u>

No, you don't. The choice is up to you. No one will be angry or upset if you choose not to participate. You can change your mind anytime if you decide you don't want to be in the study anymore.

<u>What if I have questions?</u>

If you have questions at any time, you can ask us and you can talk to your parents about the study. We will give you a copy of this form to keep. If you want to ask us questions regarding this study, you may contact Carrie Sandholtz at 801-602-8797 or cdsandholtz@gmail.com for further information.

You will receive extra credit, pizza and donuts for being in this research study:)

Before you say yes to being in this study what questions do you have about the study?

If you want to be in this study, please check the box that you agree to have your voice recorded and sign and print your name below.

☐ Yes, I give my permission to have my voice recorded.

 No, I do not give my permission to have my voice recorded.

Statement of Consent

I have read, understood, and received a copy of the above consent and desire of my own free will to participate in this study.

Name (printed)_____ Signature _____ Date _____

Appendix C

Peer-Tutor Training
Agenda:

1. **Go through sample day**
2. **Go over general guidelines**
3. **How to give correct mistakes in the moment**
4. **How to give end of session feedback (3)**
5. **Explain prompts and how they will work**
   a. **Go over additional questions/follow up questions to the list we give**
6. **Explain we will have 'cheat sheet' for PreAP1… they can write down new words for the PreAp1 if they'd like**
7. **Role Play bad way… ask 'how could we have handled this better'**
   a. **What was good about this? What was bad?**

Un Día Típico:
1. Entrar en la clase y conocer a los estudiantes
2. Un tutor por cada 2-3 estudiantes
3. Tener conversaciones usando las preguntas sugeridas como una base
   a. Apoyar las conversaciones con preguntas adicionales
4. Durante los últimos 3 minutos ustedes deben dar una sugerencia a cada estudiante de cosas que pueden mejorar.

Pautas generales sobre cómo ser un buen tutor
1. Siempre alentar a los alumnos y evitar las críticas y el sarcasmo.
2. Hablar claramente para que los alumnos puedan notar su acento y puedan entender.
3. Prestar atención a la forma de hablar de los alumnos para que puedan corregir a los alumnos (amablemente) y puedan ofrecer sugerencias.
4. Utilizar palabras como, "por qué," "cómo," dónde," "cuándo," "qué" para ayudar a los alumnos a alargar sus respuestas.
5. Comportarse con la confianza de un experto y la amabilidad de un compañero.

Cómo corregir a los alumnos cuando se equivocan
1. Es importante corregir a los alumnos cuando se equivocan.
2. Pero, cuando los corrigen, esperen hasta que hayan cumplido las oraciones.
3. Escojan solo uno o dos cosas para corregir.
4. Después de corregirlos, pidan a los alumnos a que repitan la oración correctamente.

Cómo dar sugerencias al final de una sesión.
1. Durante la sesión deben enfocar en lo que dicen los estudiantes y en cómo hablan.
2. Al final de la sesión deben dar a cada persona una cosa que pueden mejorar.
   a. Por ejemplo,
      i. Vocales puras. Avoid the schwa
      ii. Verbos AR en presente
      iii. Usar una vocal en vez de "um"

       iv.   No decir 'like'

Preguntas sugeridas:
Las Presentaciones y preferencias
1. Hola ¿cómo te llamas?
   a. ¿De dónde eres?
   b. ¿Dónde viven tus primos y primas?
   c. ¿Cuántas personas hay en tu familia?
   d. ¿Tienes hermanos? ¿Cuántos?
   e. ¿Tienes alguna mascota (pet)?
2. ¿Cómo se llaman todos los miembros de tu familia?
3. ¿Cómo está tu madre, tu padre, tu abuela, tu abuelo? ¿Tienen buena salud?
4. ¿Cuando ves a tus compañeros de clase en los pasillos, ¿qué dices/haces para saludarlos? ¿qué dices/haces para despedirlos?
5. ¿Cuando ves a tus parientes, ¿qué dices/haces para saludarlos?
6. ¿Cuando ves a tus padres/hermanos, después de la escuela o del trabajo, ¿qué dices/haces para saludarlos?
7. ¿Qué te gusta hacer los fines de semana?
8. ¿Cuál es tu comida favorita?
9. ¿Cuál es tu restaurante favorito?
10. ¿Cuál es tu color favorito? ¿Por qué?
11. ¿Cuál es mes helado favorito?
12. ¿Cuál es tu libro favorito? ¿Por qué?
13. ¿Cuál es tu película favorita? ¿Por qué?
14. ¿Cuál es tu deporte favorito?
15. ¿Cuál es tu tipo de música favorito? ¿Por qué?
16. ¿Cuál es tu actor favorito? ¿Por qué?
17. ¿Cuál es tu actriz favorita? ¿Por qué?
18. ¿Cuál es tu pais favorito? ¿Por qué?
19. ¿Cuál es tu ciudad favorita? ¿Por qué?
20. Pregúntame a mi todas estas preguntas.

Cómo decir la hora
21. ¿A qué hora come la cena, el desayuno, el almuerzo su familia?
   a. ¿Por qué comen tan tarde/temprano?
   b. ¿Saben a qué hora comen las comidas en México?
   c. ¿Cuál es tu comida favorita? ¿Por qué?
   d. ¿Dónde comen?
   e. Pregúntame a mí todas estas preguntas.
22. ¿A qué hora se acuestan, se levantan tu familia?
   a. ¿Por qué se acuestan/ se levantan a esta hora?
   b. ¿Se levantan/se acuestan todos los miembros de la familia a la misma hora? ¿Por qué? ¿Por qué no?
   c. ¿A qué hora se acuestan, se levantan su familia los sábados, los domingos?
   d. Pregúntame a mí todas estas preguntas.

23. ¿Dónde estás a las tres de la tarde, a las diez de la noche, a las diez de la mañana etc.?
    a. Cuéntame de tu horario.
    b. Cuéntame el horario de tu madre, tu padre, hermano, hermana etc.
    c. Pregúntame a mí todas estas preguntas.
24. ¿Cómo te sientes a las tres de la tarde, a las diez de la noche, a las diez de la mañana etc.?
25. ¿Cuál es tu hora del día favorito/menos favorito? ¿Por qué?
26. ¿Prefieres estar dormido o estar con tus amigos a las once de la noche?

Los días de la semana
27. ¿Cuál es tu día de la semana favorito? ¿Por qué?
28. ¿En qué día puedes levantarte tarde? ¿Prefieres levantarte tarde o madrugar?
29. ¿Cuáles son los días en que asistes clases en la escuela?
30. ¿Qué haces los sábados?
31. ¿Qué haces los domingos?
32. ¿Cuál es tu día de la semana menos favorito? ¿Por qué?

El Clima
33. ¿Qué tiempo hace en enero, febrero, marzo etc.
34. ¿Qué te gusta hacer cuando hace buen tiempo?
    a. Cuéntame más
    b. ¿Por qué haces tales cosas?
35. ¿Qué haces cuando nieva? ¿Cómo te sientes cuando nieva? ¿A dónde vas cuando nieva?
36. ¿Qué haces cuando hace calor? ¿Cómo te sientes cuando hace calor? ¿A dónde vas cuando hace calor?
37. ¿Qué haces cuando llueve? ¿Cómo te sientes cuando llueve? ¿A dónde vas cuando llueve?
38. ¿Qué te gusta hacer cuando hace mal tiempo?

Los meses del año
39. ¿Cuál es tu mes favorito? ¿Por qué?
40. ¿Cuándo es tu cumpleaños?
    a. ¿Qué haces para celebrar?
    b. ¿Qué hacen los abuelos, los tíos, los amigos para celebrar?
41. ¿En qué mes cae la navidad? ¿Qué haces para celebrar?
42. ¿En qué mes cae Halloween? ¿Qué haces para celebrar?
43. ¿En qué mes cae la pascua? ¿Qué haces para celebrar?
44. ¿En qué mes cae el día de los padres? ¿Qué haces para celebrar?
45. ¿En qué mes cae el día de las madres? ¿Qué haces para celebrar?
46. ¿En qué mes cae el día el año nuevo? ¿Qué haces para celebrar?

Maneras de apoyar una conversación:
1. ¿Estás de acuerdo?
2. ¿Qué piensas tú sobre [X]?
3. Háblame/Cuéntame más de [X]
4. ¿Estás de acuerdo en que…?
5. Eso me recuerda…

6. Hablando de eso…
7. Por otra parte…
8. Estoy cambiando de tema, pero…
9. Me preguntaba…
10. ¡Por supuesto! o ¡Claro que sí!
11. ¡No me digas!
12. ¡Vale! O ¡Dale!
13. ¿Sabes?
14. Una pregunta…

Appendix D

Examples of some materials given to tutors to enable conversations with L2 learners:
Ask these questions to one another. If you finish early, choose an earlier sheet of questions to ask each other. Be sure to use a form of the verb hablar or vivir in most responses.

Hablar

Yo hablo	Nosotros hablamos
Tú hablas	
Él habla Ella habla Usted habla	Ellos hablan Ellas hablan Ustedes hablan

1. ¿En qué idioma hablas en tu clase de español?	
2. ¿Cuál es tu idioma favorito? ¿Por qué?	Mi idioma favorito es _____ porque_____
3. ¿En qué idioma habla el profesor en tu clase de español?	
4. ¿En qué idioma hablan los otros alumnos en tu clase de español?	
5. ¿Prefieres hablar en inglés o en español? ¿Por qué?	Prefiero hablar en _____porque_____.
6. ¿En tu casa, quién habla más que todos? ¿Por qué?	In your house, who talks the most?
7. ¿Qué idioma hablan tus padres?	
8. ¿Qué idioma hablan tus abuelos?	
9. ¿Qué idioma hablan tus primos?	
10. ¿En tu casa, cuándo hablan tus padres en voz alta?	In your house, when do your parents speak in a loud voice?
11. ¿En tu casa, cuándo hablan tus padres en voz baja?	In your house, when do your parents speak in a soft voice?
12. ¿Eres muy conversador/a o callado/a?	Are you very talkative or quiet? Soy muy _____

13. ¿Cuándo te sientes conversador/a? ¿Por qué?	When do you feel talkative? Why? Me siento conversadora cuando _____ porque_____..
14. ¿Cuándo te sientes callado/a? ¿Por qué?	When do you feel quiet? Why? Me siento quiet cuando _____porque_____..
15. ¿En tu casa, a tu familia le gusta hablar de la política?¿Por qué?	In your family do you like to talk about politics? Why? En mi familia, sí/no nos gusta hablar de la política porque …
16. ¿En tu casa, a tu familia le gusta hablar de la religión? ¿Por qué?	In your family do you like to talk about religion? Why? En mi familia, sí/no nos gusta hablar de la religión porque …
17. ¿En tu casa, a tu familia le gusta hablar de la comida? ¿Por qué?	In your family do you like to talk about food? Why? En mi familia, sí/no nos gusta hablar de la comida porque …
18. ¿De qué les gusta hablar, tú y tus amigos/as?	What do you and your friends like to talk about? Nos gusta hablar de_____
19. ¿Te gusta hablar en español? ¿Por qué?	
20. ¿Con qué persona te gusta hablar más que nadie? ¿Por qué?	Who do you like to talk to the most?

Vivir

Yo vivo	Nosotros vivimos
Tú vives	
Él vive Ella vive Usted vive	Ellos viven Ellas viven Ustedes viven

1. ¿Dónde viven tú y tu familia?	Nosotros vivimos _____
2. ¿Quieres vivir en otro país algún día? ¿Por qué? ¿qué país?	Do you want to live in another country someday? Why? What country?
3. ¿Dónde viven tus abuelos?	
4. ¿Dónde vive tu mejor amiga?	
5. ¿Qué tipo de animales viven aquí en Utah?	What types of animals live here in Utah?

6. Describe la casa perfecta donde quieres vivir.	Describe the perfect house you'd like to live in. La casa perfecta tiene cuatro dormitorios, una sala muy grande, una cocina grande, cinco baños etc….
7. ¿Quieres vivir cerca de tu familia en el futuro? ¿Por qué?	
8. ¿Quieres vivir cerca de tus amigos/as en el futuro? ¿Por qué?	
9. ¿Dónde vive tu cantante favorito/a?	Where does your favorite singer live?
10. ¿Aquí en Utah, vivimos cerca o lejos de las montañas?	Here in Utah, do we live near or far from the mountains
11. ¿Te gusta vivir cerca de las montañas?	
12. ¿Te gusta vivir en Utah?	
13. ¿A tus padres les gusta vivir en Utah?	
14. ¿Aquí en Provo, vivimos cerca o lejos de una ciudad grande?	Here in Provo, do we live near or far from a big city?
15. ¿Prefieres vivir en una ciudad grande o en una ciudad pequeña? ¿Por qué?	Do you prefer to live in a big city or a small city? Why?
16. ¿Prefieres vivir en la ciudad o en el campo? ¿Por qué?	Do you prefer to live in the city or in the countryside? Why?
17. ¿Prefieres vivir en Utah o en otro estado? ¿Por qué?	
18. ¿Viven, tú y tu familia cerca o lejos del trabajo de tus padres? ¿a qué distancia vives de su trabajo?	Do you live near or far from your parents' work? How far do you live from their work?
19. ¿A que distancia vives de Timpview?	How far do you live from Timpview?
20. Describe la ciudad perfecta donde quieres vivir.	Describe the perfect city where you want to live.
21. ¿Viven, tú y tu familia cerca o lejos de un supermercado? ¿a qué distancia vives de un supermercado?	Do you live near or far from the supermarket? How far do you live from the supermarket?
22. ¿Viven, tú y tu familia cerca o lejos de la carretera? ¿a qué distancia vives de la carretera?	Do you live near or far from the highwayk? How far do you live from the highway?
23. ¿Viven, tú y tu familia cerca o lejos de tus abuelos? ¿a qué distancia vives de los abuelos?	Do you live near or far from your grandparents? How far do you live from your grandparents?
24. ¿Viven, tú y tu familia cerca o lejos de la biblioteca? ¿a qué distancia vives de la biblioteca?	Do you live near or far from the library? How far do you live from the library?

¡Bingo!

Un juego para conocerse :)

Instructions: Walk around the room, finding people who fit the description in each box. Use the question in the box to find out who fits that description. Have that person sign the box if he/she fits that description. Be sure to try to use the verb correctly:) I gave you hints on how to ask the questions in some boxes. But some you will have to figure out for yourself. Look for verb conjugations on the back.

If you don't know how to ask the question, ask one of the tutors :)

For every 5 in a row you get, you receive a little candy bar :)

Busca a una persona que . . . (Search for a person who …..)

Tiene un gato rayado. (cat with stripes) (¿Tienes un _____?)	Es de otro país. (¿De dónde _____)	Le gusta esquiar. (¿Te gusta _____?)	Le gustan las matemáticas. (¿Te gustan _____?)	Tiene miedo de las arañas (is afraid of spiders.) (¿_____mied o de _____?)
Le gusta caminar en las montañas.	Es zurdo/a. (is left-handed)	Le gusta hacer "bungee jumping". (¿Te gusta _____?)	Tiene un pez mascota. (pet fish) (¿Tienes un _____?)	Tiene un autógrafo de celebridad. (has an autograph from a celebrity) (¿Tienes un _____?)
Le gusta la comida muy picante. (really spicy food)	Es vegetariano.	Ronca. (snores)	Resopla cuando se ríe. (snorts when he/she laughs) (¿Resoplas cuando te ríes?)	Puede hacer pasteles. (can bake cakes) (¿Puedes _____?)
Usa calcetines para la cama. (wears socks to bed)	Le gusta la nieve.	Le gustan las películas de chicas (chick flicks)	Puede bailar la salsa.	Tiene un libro escrito por "Dr. Seuss."
No le gusta el helado. (Doesn't like ice cream)	Usa palabras grandes (big words) con frecuencia.	Tiene un "yoga mat."	Puede montar un caballo. (can ride a horse.)	Le gusta mirar "The Office."

Ser→ to be "¿Eres vegetariano/a?" (Are you vegetarian?)

Yo soy	Nosotros somos
Tú eres	
Él es	Ellos son

Poder→ can "¿Puedes bailar?"(Can you dance?)

Yo puedo	Nosotros podemos
Tú puedes	
Él puede	Ellos pueden

Tener → to have "¿Tienes miedo?" (Do you have fear?)

Yo tengo	Nosotros tenemos
Tú tienes	
Él tiene	Ellos tienen

Gustar → to be pleasing singular
"¿Te gusta el helado?" (Is ice cream pleasing to you?)

Me gusta	Nos gusta
Te gusta	
Le gusta	Les gusta

Gustar → to be pleasing plural
"¿Te gustan los gatos?" (Are cats pleasing to you?)

Me gustan	Nos gustan
Te gustan	
Le gustan	Les gustan

Usar → to use "¿Usas maquillaje?" (Do you use make-up?)

Me gustan	Nos gustan
Te gustan	
Le gustan	Les gustan

Example of an activity created that utilized a suggestion from Ms. Holbrook to allow the students to use their phones with the peer tutors as they practiced using reflexive verbs.

despertarse   levantarse   ducharse   bañarse   peinarse   maquillarse   afeitarse   vestirse   acostarse

desayunar   almorzar   cenar
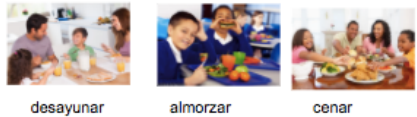
Daily routine conversations
In groups of 2 or 3
Talk about your daily routines
Use the following questions as a jumping off point.
Start off with friend questions :) For example:
"Hola, ¿Cómo estás? ¿Estás cansado/a hoy o tienes mucha energía? ¿Qué vas a hacer después de la escuela hoy?¿Qué vas a hacer este fin de semana?"

1. ¿Te duchas por la mañana o por la noche?
    Ex: Yo me ducho por la mañana.
2. ¿Quién se levanta temprano en tu familia?
3. ¿Te vistes antes o después de desayunar?
4. ¿Te vistes en ropa elegante o informal para ir a clase? ¿A la discoteca? ¿A la iglesia?
5. ¿A qué hora te acuestas durante la semana? ¿los sábados? ¿los domingos?
6. ¿A qué hora te levantas durante la semana? ¿los sábados? ¿los domingos?
7. ¿A qué hora cena tu familia? ¿Cenan juntos?

LUCES CÁMARA ACCIÓN

Let's make a movie!
Each group of 3 will make a movie.
1. Person #1 will be the cameraman, filming with his/her phone.
2. Person #2 will act out (pantomime) the list of 12 daily activities above. (ex. If the word is ducharse, act like you're washing yourself off in the shower.)
3. Person #3 will narrate what person #2 is doing. (ex. Jacob se ducha. Está muy feliz. Le gusta ducharse)
4. Act out your movie in any order you want.
5. Before filming, practice what you're going to do. Tutors should make sure the language learners are saying the daily routines right.
6. After filming, email your movie to Mr. Reynolds and Mrs Holbrook. (travisr@provo.edu, kristenh@provo.edu.)

We will watch the movies next peer tutoring session! Good luck!

An example of an activity created to practice using reflexive verbs. The researcher created this activity in response to a student's request to play a "strategy game" with the peer tutors:

Clue: "¿Quién se acuesta en el dormitorio?"
How to Play:

1. Your group should have 18 cards containing 6 cards of suspects (sospechos), 6 rooms (cuartos), and 6 verbs (verbos), a tally card for each member and an envelope.

2.   Without looking, one person removes a suspect, a verb, and a room card and places it in the envelope.
            (This tells who did it, and where)

3.   Dealer shuffles in all the rest of the cards and passes them out as evenly as possible to the group members.

4.   Each group member looks at their cards and checks off the suspects, the verbs, and locations they have on their tally sheets since these are not a possibility.

5.   Then, one group member says to another player, for example, "Yo creo que el primo se ducha en el baño." or sometimes you say ridiculous things like: "Yo creo que el abuelo se levanta (gets up in the morning) en la cocina."

6.   The student asked has to confirm ONLY ONE of these and can keep the others a secret. He says out loud, for example, "Yo tengo el primo." or "Yo tengo ducharse." Everyone crosses off either the suspect, verb, or location that was cleared from the list by the student.

7.   Take turns like this until someone can guess who did it and where to win the game. (*If someone makes a wrong guess you can tell because someone in the group will have the card in their hand.)

Los Sospechosos

El abuelo	La abuela	La hermana
El tío	El primo	La madre
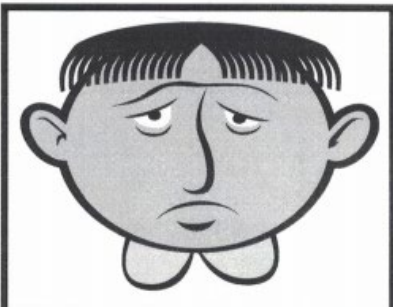
Los Verbos
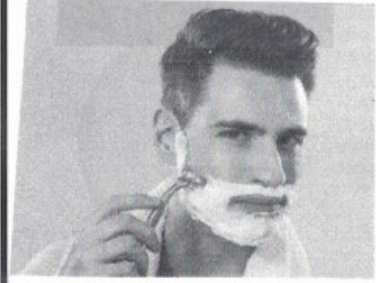
Desayunar	Ducharse	Afeitarse
Acostarse	Cocinar	Levantarse
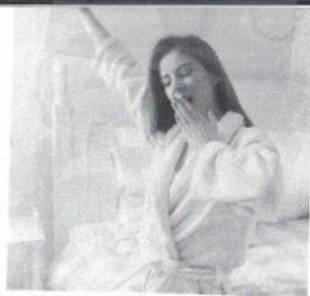
Los Cuartos

La cocina	El dormitorio	La sala
El garaje	El comedor	El baño

Los Sospechosos					
El abuelo					
La abuela					
La hermana					
El primo					
El tío					
La madre					

Los Verbos					
Desayunar					
Ducharse					
Acostarse					
Cocinar					
Afeitarse					
Levantarse					

Los Cuartos					
La cocina					
El dormitorio					
La sala					
El garaje					
El comedor					
El baño					

Los Sospechosos					
El abuelo					
La abuela					
La hermana					
El primo					
El tío					
La madre					

Los Verbos					
Desayunar					
Ducharse					
Acostarse					
Cocinar					
Afeitarse					
Levantarse					

Los Cuartos					
La cocina					
El dormitorio					
La sala					
El garaje					
El comedor					
El baño					

Los Sospechosos					
El abuelo					
La abuela					
La hermana					
El primo					
El tío					
La madre					

Los Verbos					
Desayunar					
Ducharse					
Acostarse					
Cocinar					
Afeitarse					
Levantarse					

Los Cuartos					
La cocina					
El dormitorio					
La sala					
El garaje					
El comedor					
El baño					

Appendix E

In-service for Training Tutors

1. Provide popcorn for each table of students.

2. Begin by thanking the tutors for being willing to help their fellow students to learn Spanish.

3. Ask, how they're feeling about doing tutoring. What have been some positive experiences? What have been some negative experiences? What things have worked well? The questions, the games, having a variety of things to choose from vs. just one etc.
¿Cómo va la tutoría, la enseñanza? ¿Cuáles han sido algunas experiencias positivas? ¿Cuáles han sido algunas experiencias negativas? ¿De las preguntas y actividades que les hemos dado, ¿cuáles han funcionado bien? ¿cuáles no han funcionado bien?

4. Share some things that some of the Spanish learners have said.
    a. They really want to get to know the tutors, so they want a way to talk about meaningful things with them. "Experiencias significativas." This can be kind of a challenge, since they still are very beginner Spanish speakers.
    ¡Quieren conocerlos a ustedes! Quieren hablar de experiencias significativas con ustedes. Pero, esto es difícil porque son hablantes principiantes. Pero, si descubren una manera de hablar de cosas reales y significativas, aprovechense de esta oportunidad. ¿Han tenido una experiencia así con los aprendices?
    b. They really want to practice figuring things out for themselves. They don't want us to just translate everything into English and conjugate all the verbs for them.
    (Quieren descubrir cómo decir las cosas por sí mismos. No quieren que nosotras traduzcan cada palabra y conjuguemos cada verbo. Traten de apoyarles hacer esto. ¡No es facil!)

5. Share some things we've observed that have worked well:
    a. We've noticed that the tutoring (la tutoría) seems to be most effective (eficaz) when the students are in pairs -- one tutor and one Spanish learner (un tutor y un aprendiz), or groups of 3 -- one tutor and 2 Spanish learners.
    Hemos notado que la tutoría parece funcionar eficazmente cuando los estudiantes participan como compañeros o en grupos de 3 con un tutor y 2 aprendices.
    b. We've also noticed that tutoring works especially well when the tutors are speaking carefully, slowly, and making good eye contact with the Spanish learners (haciendo contacto visual).
    También hemos notado que la tutoría parece funcionar eficazmente cuando los tutores hablan despacio, claramente, y cuando hacen contacto visual.
    c. We've also noticed that the tutoring is most effective when the tutor first talks for a few minutes as a friend, and then gives the learner some choice in what you learn. A good way to begin is to say, "¿Cómo estás hoy? ¿Te sientes bien? ¿Tuviste un buen día ayer?¿Dónde quieres empezar hoy? ¿Quieres empezar con la primera pregunta o la última?"
    También hemos notado que la tutoría parece funcionar eficazmente cuando el tutor primero habla como amigo, saludándolo al aprendiz y preguntándole de su salud y de su vida y después, el tutor permite al aprendiz que elija donde empezar y que aprender.

d. If the learners make mistakes, correct them gently. Show them very clearly how to say things correctly.

Si el aprendiz se equivoca, pueden corregirlos suavemente pero claramente.

In-service for Training Tutees

2. Provide popcorn for each table of students.
3. Begin by thanking them for being willing to participate.
4. Ask, how they're feeling about doing tutoring. What have been some positive experiences? What have been some negative experiences? What things have worked well? The questions, the games, having a variety of things to choose from vs. just one etc.
5. We've noticed that the tutoring seems to be most effective when the students are in pairs -- one tutor and one Spanish learner, or groups of 3 -- one tutor and 2 Spanish learners.
6. If both the tutors and the tutees really try to understand each other, you will learn! Ask your tutor to say things "más despacio por favor." Listen carefully to the way your tutor pronounces.

Appendix F

Spanish Language Assessment

Pre and post Oral Exam
1. ¿Cómo estás? _____
2. ¿Cómo se llama tu mejor amigo o amiga? _____
3. ¿De dónde eres? _____
4. ¿Cómo eres tú? _____
5. ¿Cuántos años tienes?_____
6. ¿Qué tiempo hace durante el invierno? _____
7. ¿Qué te gusta hacer en tu tiempo libre? _____
8. ¿Cuál es tu comida favorita? _____
9. ¿Dónde está México?_____
10. ¿A qué hora te levantas durante la semana? _____
11. ¿Qué ropa te pones cada día? _____
12. ¿Cuántas personas hay en tu familia? _____
13. ¿Qué vas a hacer este fin de semana? _____
14. ¿Por qué estudias el español?_____

Appendix G

Cushner Cross-Cultural Index Survey
(distributed in Qualtrics survey format)

The researcher distributed this survey pre and post to both the control and experimental groups. The students took the survey on chrome books.

Q1 On the next page, click on the response that shows your level of agreement with each item.

	strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
I speak only one language. (1)	○	○	○	○	○	○	○
The way other people express themselves is very interesting to me. (2)	○	○	○	○	○	○	○
I enjoy being with people from other cultures. (3)	○	○	○	○	○	○	○
Foreign influence in our country threatens our national identity. (4)	○	○	○	○	○	○	○
Others' feelings rarely influence decisions I make. (5)	○	○	○	○	○	○	○
I did not read this question. (6)	○	○	○	○	○	○	○
I avoid people who are different from me. (7)	○	○	○	○	○	○	○

It is better that people from other cultures avoid one another. (8)	○	○	○	○	○	○	○
Culturally mixed marriages are wrong. (9)	○	○	○	○	○	○	○
I think people are basically alike. (10)	○	○	○	○	○	○	○
I have never lived outside my own culture for any great length of time. (11)	○	○	○	○	○	○	○
I have people from different countries over to my home on a regular basis. (12)	○	○	○	○	○	○	○
It makes me nervous to talk about people who are different than me. (13)	○	○	○	○	○	○	○
I enjoy studying about people from other cultures. (14)	○	○	○	○	○	○	○

People from other cultures do things differently because they do not know any other way. (15)	○	○	○	○	○	○	○
There is usually more than one good way to get things done. (16)	○	○	○	○	○	○	○
I listen to music from another culture on a regular basis. (17)	○	○	○	○	○	○	○
I decorate my home or room with artifacts from other countries. (18)	○	○	○	○	○	○	○
I feel uncomfortable when in a crowd of people. (19)	○	○	○	○	○	○	○
The very existence of humanity depends upon our knowledge about other people. (20)	○	○	○	○	○	○	○

Residential neighbors should be culturally separated. (21)	○	○	○	○	○	○	○
I have many friends. (22)	○	○	○	○	○	○	○
I dislike eating foods from other cultures (23)	○	○	○	○	○	○	○
I think about living within another culture in the future. (24)	○	○	○	○	○	○	○
Moving into another culture would be easy. (25)	○	○	○	○	○	○	○
I like to discuss issues with people from other cultures. (26)	○	○	○	○	○	○	○
There should be tighter controls on the number of immigrants allowed into my country. (27)	○	○	○	○	○	○	○
The more I know about people, the more I dislike them. (28)	○	○	○	○	○	○	○

I read more national news than international news in the daily newspaper. (29)	○	○	○	○	○	○	○
Crowds of foreigners frighten me. (30)	○	○	○	○	○	○	○
When something newsworthy happens I seek out someone from that part of the world to discuss the issue with. (31)	○	○	○	○	○	○	○
I eat ethnic food at least twice a week (32)	○	○	○	○	○	○	○

Q2 My Timpview I.D. number is:

_____

Appendix H

Language attitudes and motivation Survey

This is the survey that was administered pre and post to both experimental and control groups. This survey was based on a survey given by the BYU conversation labs.

Q1
Your Timpview ID number:

_____

Q2 Gender:

○ Male (1)

○ Female (2)

Q3 In which classroom did you receive peer tutoring?

○ In Mrs. Holbrook's room (1)

○ In Mr. Reynolds's room (2)

Q4 How many years have you studied Spanish?

○ less than one year (1)

○ one year (2)

○ two years (3)

Q5 Please rate your skill in spoken Spanish using the scale below:

	I can only say a few phrases in Spanish (1)	I know enough so I can make myself understood. (2)	I enjoy speaking and am gaining confidence in speaking Spanish (3)	I can converse confidently in Spanish (4)	Native like ability (5)
This is how I would rate my Spanish: (1)	○	○	○	○	○

Q6 Have you had any significant experience or contact with Spanish outside of class (family, service, babysitter, lived abroad, etc.)? Please describe below.

_____

Q7 Do you speak any other languages?

○ Yes (1)

○ No (2)

Q8 If "yes," please list the language(s) and briefly explain how you learned it (them).

_____

Q9 How true is this statement for you?

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
I am highly motivated to learn Spanish. (1)	○	○	○	○	○	○	○

Q10 How true is this statement for you?

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
I put forth a lot of effort to learn Spanish. (1)	○	○	○	○	○	○	○

Q11 How true is this statement for you?

	strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
Learning another language is extremely important for me. (1)	○	○	○	○	○	○	○

Q12 How true is this statement for you?

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
If a native speaker were to sit next to me at school or at a sports event or at church, I would probably speak to him/her in Spanish. (1)	○	○	○	○	○	○	○

Q13 How true is this statement for you?

	strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
I will take another Spanish class after the one I am currently enrolled in. (1)	○	○	○	○	○	○	○

Q14 How true is this statement for you?

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
If a native Spanish speaker struggled to ask me a question in English in a store, I would try to help them in Spanish. (1)	○	○	○	○	○	○	○

Q15 How true is this statement for you?

	strongly disagree (1)	Agree (2)	Somewhat agree (3)	Neither agree nor disagree (4)	Somewhat disagree (5)	Disagree (6)	Strongly disagree (7)
I would like to be friends with people from a variety of Spanish speaking countries. (1)	○	○	○	○	○	○	○

Q18 How many friends would you say you have that are from a variety of Spanish-speaking countries?

_____

Q19 Overall, how would you rate your experience with peer tutoring this semester

○ Very positive (1)

○ positive (2)

○ slightly positive (3)

○ neither positive nor negative (4)

○ slightly negative (5)

○ negative (6)

○ very negative (7)

Q20 In a paragraph, describe how you feel about the Spanish language and Hispanic culture(s) after this experience.

_____

_____

_____

_____

_____

Q21 If you had the chance to participate in peer tutoring in class again, would you want to do it?

○ yes (1)

○ no (4)

Q22 When would you be most likely to participate in peer tutoring?

    ○ After school (on a voluntary basis) (1)

    ○ During lunch (on a voluntary basis) (2)

    ○ During class (like we did this semester) (3)

Appendix I

The monthly peer-tutor reflection only administered to the experimental group (Peer-tutoring group). This reflection survey elicited long answers to help the students describe their experience.

Q1 Please write your ID# without the leading zero:

_____

Q2 Choose the month for which you are reporting:

○ October 2018 (1)

○ November 2018 (2)

○ December 2018 (3)

Q4 Overall, how true is this statement for you:

	Extremely comfortable (1)	Moderately comfortable (2)	Slightly comfortable (3)	Neither comfortable nor uncomfortable (4)	Slightly uncomfortable (5)
I felt comfortable speaking with my peer tutor(s) last week. (1)	○	○	○	○	○

Q5 In a paragraph, talk about your conversation with your peer tutors last week.

_____

_____

_____

_____

_____

Q6 In a paragraph, describe what you learned about the Spanish language and Hispanic culture(s) this last month:

_____

_____

_____

_____

_____

Q7 Please describe any positive experiences you had this last month in peer tutoring.

_____

_____

_____

_____

_____

Q8 Please describe any difficulties you had in peer tutoring this last month.

_____

_____

_____

_____

_____

Q9 What was your favorite thing you talked about or did in peer tutoring?

_____

Q10 What was your least favorite thing you talked about or did in peer tutoring?

_____

Q11 Based on your most recent peer tutoring, what would you like to improve on?

_____

Q12 What types of questions would you like to see in the future?

_____

_____

_____

_____

_____

Q13 What can we do to make peer tutoring work well?

_____