

# **Teaching Construction Spanish in the Context of Construction Rather Than in the Context of a Foreign Language**

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## **Abstract**

The Hispanic portion of America's population has grown by 26% from 1990 to 2010 and is projected to increase to 29% of the total U.S. population by 2050<sup>5</sup>. In 2003, Hispanics became the largest minority population in the U.S. and construction and its related supply and support industries is a major employer of Hispanics<sup>8</sup>. It has and will continue to be more and more relevant in the construction industry to be able to communicate with the Hispanic population in their native Spanish language. This is especially relevant if not profound in consideration of the Hispanic immigrant populations in the U.S. from Central and South America who principally work in the construction and service industries in America. In the fall of 2010, an email inquiry was sent to all construction management students at Pittsburg State University (PSU) to determine student interest in a Spanish for Construction course. The inquiry produced a majority of positive responses from students and resulted in the development of a Spanish for Construction course offered for the first time in the spring of 2010 in the College of Technology at PSU. The course has been offered every semester since its inception and has moved from an elective to a required course for all students majoring in construction management. Feedback provided by a pre-test/post-test language proficiency survey indicates that the course provides students with statistically significant learning gains in Spanish in the areas of listening, reading, writing, presenting, and one-on-one and group communication.

## **Introduction**

As early as 2005, the Leadership Council for the Pittsburg State University (PSU) Department of Construction Management and Construction Engineering Technology (CMCET) made the recommendation to the department to develop and begin teaching a contextual Spanish for construction course to its students. The Council is comprised of local, regional, and national construction businesses, department faculty, and construction industry representatives. Many of the council's members were the eventual employers of PSU's construction management (CM) graduates and their request was a response to the increasing need for CM graduates to have a basic knowledge of Spanish communication. This area of specialization, not related to actual construction techniques, methods, or materials has evolved over several years in the construction industry as a reality related to worker health and safety as well as productivity. Perhaps Lopez del Puerto and Slattery (2007) stated it best in predicating the approach and mindset of the Leadership Council:

"Four-year construction programs typically do not include foreign language training, and industry surveys historically have not given priority to foreign language skills as a desirable program outcome for undergraduates. However, the growing Hispanic population and recruitment of Hispanic workers by the construction trades will increase the need for construction management personnel

to have a working knowledge of the Spanish language in the context of construction jobsite situations, especially safety (p. 5).

Based on the recommendations of the leadership council and the results of a student interest survey conducted in the fall of 2010, the department was able to pay a current faculty member in the College of Technology a stipend to develop a Spanish for Construction course. It was first taught in the spring of 2010 and has been taught each semester since that time. In 2011, the Kansas State Legislature and PSU jointly funded the School of Construction (formerly the CMCET department) and the Center for Construction Advancement which included monies for the full-time staffing and development of a Technical Construction Spanish for the Jobsite Supervisor course. In the fall of 2014 it became a required course for all students majoring in construction management in the School of Construction at PSU and the course offering has expanded to two sections each semester. The remainder of this paper will discuss the course objectives and methods of delivery as well as the successful learning gains reported by students using a pre-test/post-test language survey.

### **Unique Resources**

Typically, a baccalaureate degree seeking college student in the U.S. will likely encounter a foreign language as either a requirement for a degree or as an elective. The courses are usually found in the cultural studies area of universities housed in departments of modern languages or as part of a larger academic unit. Some universities and colleges also require some type of foreign language in order to be admitted into their degree programs. This makes the necessity of learning, or at least getting academic credit for a foreign language, a requirement for many high school students as well. So, in the broader context of education, it seems that it is a social norm to engage in some level and at some point with a foreign language other than English. As the reader may or may not concur from personal experience, facing a foreign language at the secondary or postsecondary level is an experience that many would rather forget or have strong adversarial feelings against. It is from this perspective that the CMCET 410 Technical Construction Spanish for the Jobsite Supervisor was developed and delivered. The course strives to help students alleviate previous bad or confusing encounters with a foreign language and make the course as contextually specific to actual construction activities, methods, and materials as possible.

The effort to provide students enrolled in the CMCET 410 course with a new and fresh perspective to learning Spanish is accomplished in several ways but there are three basic factors that make this course approach unique. First, the course is located within the curriculum and courses located in the School of Construction rather than what might normally be found in most colleges and universities in a modern languages department or in a college of arts and sciences. This provides access to the learning environment and laboratories of the School of Construction so that Spanish can be taught in context with how it will be used in the field. Secondly, the instructor for the course is not a native speaker but has learned Spanish over many years of both formal schooling as well as a greater number of years interacting in the workplace and socially with native and immigrant Spanish speaking people. This has provided the instructor with knowledge of Hispanic culture, traditions, slang, the workplace dialect including curse words and their meaning, as well as the perspective on what parts of the formal grammatical Spanish

language actually fits into the everyday Spanish which native speakers routinely use. The instructor not being a native speaker also serves to avoid overwhelming the students in that speaking a foreign language as a second language takes special planning and learning strategies not generally needed when a person's first language is acquired. Additionally, the instructor understands the challenges that students face in learning a foreign language as the instructor has been in the same or similar position. As a result the course is structured to be empathetic to the student's level of anxiety and possible learning barriers to acquiring a basic conversational level of Spanish. Lastly, the instructor has many years of vocational specific work experience prior to teaching at PSU which provides the realistic approach to teaching Spanish with regard to accomplishing productive work in the settings in which they actually occur including the right tools, the right materials, the proper methods, realistic standards of performance, timeframes, etc.

### **Course Objectives**

The main objectives of the course was to train and acclimate CMCET students with the skills and abilities to engage native Spanish speakers in the construction context at a conversational level which incorporates basic Spanish literacy integrated with English clarification. The course is designed to expose students to the Spanish language equivalencies for the tools, tasks, and processes used in the construction trades and how to check for understanding of both of what is said and what the supervisor expects to be done. The principles of handling and understanding interpersonal relationships associated with the Hispanic culture is also covered including the Spanish slang for tools and tasks, swear words and their appropriate time and place for use, as well as how to use English and Spanglish to communicate meanings and to check for understanding. Students learn reciprocal Spanish/English teaching and learning skills to be able to assist workers who speak English as a second language to become more acquainted and more proficient in their attempts to communicate in English.

The course does not intend to teach Spanish language proficiency. Rather, it aims to empower students to engage in a conversation with Spanish speaking workers where both parties can use their knowledge of both English and Spanish to communicate more effectively in order to become more productive, establish sound working and perhaps personal relationships, ensure worker safety, and to accomplish what needs to be done on the construction work site. The content of the message that is delivered or sent is much more important than the quality of the delivery. The course stresses throughout the semester that communicating the message is much more important and essential than the grammatical correctness or use of an accent when speaking. A classic example of the difference between instruction in this course and other more traditional approaches to teaching Spanish would be the "rolling" of the double "rr" in Spanish which requires a lot of practice and talented tongue placement. The CMCET course teaches the student to speak the words as close as possible to their actual pronunciation but to strive to use the right verbs and nouns in the right combination. It is the meaning and message that is stressed, not the clarity and composition of the speaker. The following question is posed in the syllabus for all students to consider:

Am I willing to take the risk that my effort to communicate to a Spanish speaking person or worker will be awkward and partially incorrect **BUT** the importance of the message will outweigh my own reservations or fears of making some mistakes and their appreciation of my effort will be my reward for doing my best to

communicate to them in Spanish? Am I also willing to take the time to listen and teach English to a Hispanic worker who takes the risk to communicate in English even though it is partially incorrect? Then, will I tactfully correct their mistakes in English so that they will feel comfortable in correcting my mistakes in Spanish?

The course strives to build the confidence of non-Spanish speakers to engage in a two way relationship based on the basic communication tools and languages of both speakers to establish trust and cooperation which leads to greater productivity and a safer workplace.

### **Course Delivery**

The course uses Spanish for the Construction Trade by Harvey<sup>2</sup> which was found to be the most usable and contextually accurate for the tools and building activities related to residential construction but also very relevant and adaptable to commercial and industrial building principles. The course is aligned with the content presented in the book covering the Spanish alphabet, pronouns, numbers, colors, weather, measurement, and vowel pronunciation during the first 3 weeks of the course. Once basic verb conjugation is learned and limited to only 16 verbs, the course is formatted to cover the vocabulary for grading, foundation and concrete; structural work including welding and metal fabrication; framing; roofing; mechanical systems including drain, waste, and vent, electrical and plumbing; exterior work and landscaping; interior work including drywall, insulation, painting, and trim; and finally employment and accident and injury vocabulary. About one week is spent discussing the vocabulary for each subject area.

After the core grammatical information has been presented in weeks 1-3, students will begin to practice speaking and using the Spanish vocabulary learned each week in one of the topic areas by explaining simple construction related tasks assigned by the instructor. They are evaluated in 4 major areas which must be included in their task descriptions. They must include: 1) an appropriate greeting; 2) an understandable description of the assigned task including the steps needed to accomplish the task, the tools needed, the level of expected performance (how good, quality, etc.), the allotted time to complete the task (how fast it needs to be done), and the location of needed materials, tools, helpers, equipment etc.; 3) any and all safety requirements or recommendations needed, and; 4) some method to check for understanding or to answer questions that a Spanish speaking worker might have. The last step is an important one in that non-English speakers often nod yes or show that they understand what was said even though they do not fully grasp or comprehend what needs to occur<sup>4</sup>.

The instructor also relies heavily and continuously reinforces the use of cognates in instruction. For example, "pinzas" in Spanish literally means "tweezers" but in the colloquial workplace environment the term is often used for "pliers." The term "pinzas" or "pinchers" is easy to remember as that is what pliers do. This is in contrast to the literal term for pliers or "pinchers" in Spanish which is "alicates." Although the term is correct, it is less intuitive, does not link well with known English cognate words nor does it imply a pliers' function. So, while a English-Spanish dictionary would provide a user with the correct term of "alicates" for pliers, learning the word "pinzas" may prevent the same person from having to look the word up a second time because of it is easier to commit to memory. The term "habilidad" means ability in Spanish and

could be used to ask a potential Hispanic applicant about their skills. The term "talento", "vocacion", or "ocupacion" could also be used in this instance. All of these words are specifically chosen by the instructor to help students remember the Spanish terms because of their connection to what is already known or their similarity to their English translations. There are many Spanish-English cognates which can help students remember important construction vocabulary used in the CMCET course. This type of instruction relies on the audiolingual approach based on the theory that language is learned through habit and by using everyday language rather than direct reading, translating and/or forming correct or dictionary-based grammatical sentences<sup>5</sup>.

Other resources that are used in the course are the DeWalt Spanish/English Construction Dictionary (Illustrated Ed.)<sup>6</sup>, Spark Charts<sup>7</sup>, Construction Spanish dictionary by the Construction Communication Corp.<sup>1</sup>, Workplace Spanish for Commercial Construction<sup>10</sup>, and Perfect Phrases in Spanish for Construction<sup>11</sup>. There are also several other supplemental publications made available to students to help them in their weekly translation and presentation tasks.

Another unique evaluation tool used to promote student engagement with the Spanish language is the Word of the Day quiz. During the first class meeting for each week, every student is responsible for coming to the class meeting with one Spanish word and its translated English equivalent. They are directed to select words from the current topic area which is being discussed (i.e. – foundation, concrete, mechanical, etc.). All the words are discussed at the beginning of the class including vocabulary from the chapter or topic area that the instructor feels is relevant. A quiz of 10 words is chosen by the instructor to be given during the next class meeting. Students take the quiz individually and then get into groups formed at the beginning of the semester to work on the same quiz as a team. Teams are formed by the instructor and remain the same throughout the course. This gives each student the opportunity to learn the correct translations from team members but does not dismiss their responsibility for being individually prepared. Both the individual and team score is reported and contributes to their final grade. The saying that 2 heads are better than one is generally true and students must practice being good team members as a good team score will reflect good contributing members while a poor team score only reflects upon unprepared team members.

A mid-term, final exam and weekly homework assignments, as well as the use of iPads as a translation, quiz, and testing tool, compliment the required student language practice and evaluation components already described.

## **Findings**

A pre-test/post-test 50 question language self-assessment survey was given to the students in the Spanish for construction course during the spring 2010, fall 2010, and spring 2011 semesters. The survey instrument was developed cooperatively between the instructor for the CMCET Spanish course and an instructor from the Modern Languages and Literatures department at PSU. There are two categories, novice/low and novice/mid, within 5 areas of language communication (listening, reading, person to person communication, presenting information, and written). Mean scores for the pre-test and post-test are provided in Tables 1-3 in Appendix 1 for the spring and fall 2010 and the spring 2011 semesters along with the indication if there was a significant difference in student self-assessment between the pre-test and the post-test by each area (mean

differences for student responses to questions were summarized by the area and category,  $p < .05$ ). The pre-test was given in the second week of instruction and the post-test was given in the week prior to finals week.

Students were also given the opportunity to provide open-ended responses at the end of the survey for both the pre-test and post-test. The following is a sample of some of the more meaningful comments provided by students in each semester.

Spring 2010 (post-test only):

-I have learned a lot from not having any experience to having what I have now in a short amount of time. I plan on continuing practicing my Spanish and improving in all areas.

-Esta clase me ayudo a ampliar mi lista de palabras que yo habia olvidado y aprendi mucha palabras que no conocio tambien. (This class has helped me to increase my list of words that I have forgotten and I have learned many words that I did not know well).

This comment was provided by a native speaker of Spanish where English is their second language.

Fall 2010 (post-test only):

Although I already knew Spanish, the class helped learn more vocabulary words and taught me to slow down when I speak in Spanish.

Spring 2011:

(pre-test)

Don't know much Spanish but planning on learning some.

I was in two Spanish courses in high school but will need a refresher. Also, sister speaks fluent Spanish.

Most of my Spanish was presented 3-4 years ago, so most is forgotten. I assume that I will pick up quickly.

(post-test)

I feel that my Spanish vocabulary has greatly increased.

This class gave me a way better understanding of Spanish on the work site.

Very fun course.

Learned a lot, wish it was a longer class.

Upon review of the data in appendix 1, responses provided by the students for the spring 2010 semester (Table 1) showed a statistically significant increase in language skills between the pre and post-tests in the categories of Listening (novice-low), Reading (novice-low and mid), Person-to-Person Communication (novice-low and mid), Presenting Information (novice-mid) and Written (Novice-low and mid). The two categories of Listening (novice-mid) and Presenting Information (novice-low) show distinct mathematical differences in the individual items as well as the category summaries, but the t-test does not show a statistically significant difference in the pre and post-test scores. Tables 2 and 3 for the fall 2010 and spring 2011 semesters, respectively, show statistically significant differences between the pre-tests and post-tests for all 5 categories and at both the novice-low and novice-mid levels.

## Conclusions

The results show self-reported learning gains in all but two areas in two categories (Listening (novice-mid) and Presenting Information (novice-low) in spring 2010. However, students did report learning gains in the Listening (novice-low) and Presenting Information (novice-mid). For the fall 2010 and spring 2011 it can be seen that students reported statistically significant increases in language skills between the pre and post-tests in the all of the categories at both the novice-low and novice-mid levels. These findings demonstrate that the CMCET Technical Construction Spanish for the Jobsite Supervisor course was valuable to their Spanish language skills in listening, reading, person to person communication, presenting information, and written Spanish. This is a positive outcome for a new course developed outside the usual or traditional constructs of a modern foreign language course.

It is recognized that student responses to the pre-test might be inflated in that they perceived their skills to be greater than they actually were based on previous Spanish courses taken at the high school or collegiate levels and their responses to the post-test may be slightly deflated in that this course made them realize how much Spanish they really didn't know. However, this limitation would increase the likelihood that pretest scores would be higher than post-test scores and thus show no significant differences but in reality many differences were indeed identified. It is also admitted that respondents to the survey instrument may not have been truly cognizant of their attitudes towards their Spanish language skills and therefore might not have responded accurately. However, this concern is somewhat ameliorated in that students were asked to take the survey one week after the course started for the pre-test and one week before the end of the semester to take the post-test. As such it could be assumed that students were relatively aware of their initial status or attitude toward Spanish after being introduced to the course after the first week of classes and very conscious of their attitude after 14 weeks of instruction.

Feedback provided on the language proficiency survey indicates that the course is well received, appreciated, and useful to students. The purpose of the course is to foster communication at the Spanish, English, and English/Spanish mixture to a form which promotes and establishes understanding and task accomplishment and success for both the supervisor and the worker. It is not intended to achieve any one level of language competency or conversational ability. Although general assumptions can be developed from the findings and conclusions of this study, the results truly only apply to those students who experienced the instruction and filled out the survey instruments. However, the success does give valuable information concerning the unique teaching and learning elements that might be considered concerning the development and delivery of a Spanish for construction course at the postsecondary level. While it is true that other professions have recognized the need for a minimal degree of foreign language competency and the construction industry seems to have arrived later at the same conclusion<sup>4</sup>, perhaps this course will give both the motivation and the template to all those who realize that foreign language skills, and specifically those of Spanish, are a valuable asset to the construction professional.

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### Biographical Information of Author:

Dr. Brian Sandford was born in New Mexico where Spanish, Native American dialects as well as English were spoken regularly. He received his bachelors and master's degrees at New Mexico State University and after several years working in industry he went to Ohio to received his Ph.D. from The Ohio State University. He has worked in the welding and structural steel industry, above ground hard rock mining, natural resource management, the greenhouse and landscape materials industry, and has taught at Oklahoma State University in the Career and Technical Teacher Education area and currently teaches at Pittsburg State University in the School of Construction.



**APPENDIX**

Student Spanish Language Survey Results

**TABLE 1 – Student Learning Gains Spring 2010**

		Pre-test		Post-test		t	Sig.
		M	SD	M	SD		
	<b>INTERPRETIVE: Listening Novice/Low</b>						(.05)
1	I can understand some commonly used words and expressions, such as please and thank you.	4.67	.52	4.83	.41		
2	I can understand basic information such as days of the week, months of the year, numbers, times and dates.	4.00	1.55	4.67	.52		
3	I can understand names of objects in my immediate environment such as words for familiar objects found in classrooms.	3.67	1.21	4.67	.52		
4	I can follow a simple command, especially when people use gestures.	4.33	.52	4.33	.82		
	Summary of Category	<b>4.16</b>	<b>.79</b>	<b>4.63</b>	<b>.47</b>	<b>-2.80</b>	<b>.038</b>

		Pre-test		Post-test		t	Sig.
		M	SD	M	SD		
	<b>INTERPRETIVE: Listening Novice/Mid</b>						(.05)
5	I can understand simple words and phrases about daily activities.	3.67	1.03	4.33	.52		
6	I can understand words and phrases in simple messages and announcements, especially when there are pictures or other clues to help me.	4.0	.63	4.33	.52		
7	I can understand some simple questions, especially when people speak slowly and repeat as needed.	3.83	1.17	4.33	.82		
8	I can follow some simple directions or instructions, especially when people speak slowly and use gestures.	4.17	.75	4.33	.52		
9	I can understand some of what people say in a conversation when they are talking about familiar things.	3.50	1.23	4.17	.41		
	Summary of Category	<b>3.83</b>	<b>.83</b>	<b>4.30</b>	<b>.49</b>	<b>-1.71</b>	<b>.146</b>

		Pre-test		Post-test		t	Sig.
		M	SD	M	SD		
	<b>INTERPRETIVE: Reading Novice/Low</b>						(.05)
10	I can understand the difference between a question and a statement.	4.17	.75	4.50	.55		
11	I can connect some characters or letters to their sounds.	4.17	.75	4.50	.84		
12	I can connect some characters or letters to their meanings.	3.5	.84	4.33	.82		
13	I can recognize words, phrases, and characters with help from pictures.	4.17	.75	4.33	.85		
14	I can follow along on the page when something simple is read out loud.	4.00	1.10	4.67	.82		
15	I can identify some cognates or symbols that help me understand the meaning.	3.5	1.38	4.33	.52		
	Summary of Category	<b>3.92</b>	<b>.75</b>	<b>4.44</b>	<b>.53</b>	<b>-4.05</b>	<b>.006</b>

		Pre-test		Post-test		t	Sig.
		M	SD	M	SD		
	<b>INTERPRETIVE: Reading Novice/Mid</b>						(.05)
16	I can read aloud a simple sentence on a familiar topic.	3.83	1.17	4.33	1.03		
17	I can understand the main idea of short simple descriptions, especially if there are pictures or graphs.	3.67	.82	4.67	.52		
18	I can understand familiar words, phrases, characters, and simple sentences, rereading when I need to.	3.33	1.03	4.33	1.03		
19	I can recognize familiar names, words, characters, and some very basic phrases in common everyday situations.	3.5	1.23	4.67	.52		
20	I can understand the purpose of simple everyday material such as advertisements, brochures, menus, lists, and schedules.	3.5	1.05	4.33	.52		
	Summary of Category	<b>3.57</b>	<b>.97</b>	<b>4.47</b>	<b>.68</b>	<b>-2.73</b>	<b>.041</b>

		Pre-test		Post-test		t	Sig.
		M	SD	M	SD		
	<b>INTERPERSONAL: Person-to-Person Communication Novice/Low</b>						(.05)
21	I can greet people in a polite way.	4.33	.82	4.67	.52		
22	I can introduce myself to someone.	4.83	.41	4.83	.41		
23	I can answer simple questions using a single word.	4.50	.84	4.83	.41		
24	I can respond to questions about my preferences using one or more words.	4.00	.89	4.50	.82		
25	I can express my reaction to a statement using one or more words, such as <i>Great!</i>	4.00	1.68 27	4.5	.82		
	Summary of Category	<b>4.33</b>	<b>.68</b>	<b>4.67</b>	<b>.48</b>	<b>-2.99</b>	<b>.031</b>

		Pre-test		Post-test		t	Sig.
		M	SD	M	SD		
	<b>INTERPERSONAL: Person-to-Person Communication Novice/Mid</b>						(.05)
26	I can introduce myself and others and use basic culturally appropriate greetings.	3.67	1.03	4.33	.82		
27	I can converse with another person using slow, simple, and memorized phrases.	3.67	1.03	4.50	.84		
28	I can ask and answer simple questions on very familiar topics, such as likes and dislikes.	3.67	1.03	4.33	.82		
29	I can describe myself, my family, and familiar things using simple phrases.	3.33	1.37	4.17	.75		
30	I can use numbers in simple situations.	4.33	1.03	4.67	.52		
	Summary of Category	<b>3.73</b>	<b>.92</b>	<b>4.40</b>	<b>.64</b>	<b>-2.77</b>	<b>.039</b>

		Pre-test		Post-test		t	Sig.
		M	SD	M	SD		
	<b>PRESENTATIONAL: Presenting Information Novice/Low</b>						(.05)
31	I can imitate the sounds and words that I hear.	3.83	.98	4.5	.84		
32	I can point to and say the names of familiar people, places, and objects.	3.83	.75	4.33	.82		
33	I can introduce myself.	4.67	.52	4.83	.41		

34	I can say short memorized phrases, parts of poems, rhymes and chains of words.	2.83	1.47	4.33	1.21		
35	I can sing short songs.	2.67	1.51	3.5	1.20		
	Summary of Category	<b>3.56</b>	<b>.83</b>	<b>4.30</b>	<b>.72</b>	<b>-1.96</b>	<b>.108</b>

		Pre-test		Post-test		t	Sig.
<b>PRESENTATIONAL: Presenting Information Novice/Mid</b>		M	SD	M	SD		(.05)
36	I can present personal information about myself and others using words and simple phrases.	3.5	1.05	4.17	1.17		
37	I can describe familiar people, places and things in simple ways.	3.67	1.03	4.17	1.17		
	I can report the time, date, and weather.	3.17	1.60	4.67	.82		
39	I can describe my likes and dislikes.	3.67	1.51	4.17	1.17		
40	I can describe my school or work schedule.	3.00	1.41	4.00	1.10		
	Summary of Category	<b>3.40</b>	<b>1.26</b>	<b>4.23</b>	<b>1.03</b>	<b>-3.08</b>	<b>.027</b>

		Pre-test		Post-test		t	Sig.
<b>PRESENTATIONAL: Written Novice/Low</b>		M	SD	M	SD		(.05)
41	I can write my name.	4.17	1.60	4.83	.41		
42	I can label some familiar things.	3.67	1.51	4.67	.82		
43	I can write the time of day.	4.00	1.55	4.67	.82		
44	I can write some dates.	4.17	.75	4.67	.82		
45	I can copy some words and simple characters that I see on the wall, in a book, on the board, or on the computer.	3.67	1.51	4.67	.82		
	Summary of Category	<b>3.93</b>	<b>1.32</b>	<b>4.7</b>	<b>.73</b>	<b>-2.74</b>	<b>.041</b>

		Pre-test		Post-test		t	Sig.
<b>PRESENTATIONAL: Written Novice/Mid</b>		M	SD	M	SD		(.05)
46	I can fill out a simple form with some basic personal information.	3.50	1.05	4.50	.84		
47	I can write about myself using learned phrases and memorized expressions.	3.17	1.47	4.50	.84		
48	I can create a simple schedule or calendar with days and numbers.	3.17	1.47	4.50	.84		
49	I can create lists that help me in my day-to-day life, such as a shopping list, homework assignments, a to-do list, etc.).	2.83	1.47	4.33	.82		
50	I can rearrange learned phrases and memorized expressions to express new thoughts.	3.00	1.41	4.17	1.17		
	Summary of Category	<b>3.13</b>	<b>1.34</b>	<b>4.40</b>	<b>.86</b>	<b>-3.08</b>	<b>.027</b>

Note: Students were given the following directions and guidance to answer the survey: Circle the score that best represents your skill for each statement. All of the statements describe your present abilities in the SPANISH language, please pause, reflect and respond truthfully about how you relate to each statement **today**.

Rating Scale: 1= never    2=rarely    3=sometimes    4=very often    5=always

**TABLE 2 – Student Learning Gains Fall 2010**

		Pre-test		Post-test		t	Sig.
	<b>INTERPRETIVE: Listening Novice/Low</b>	M	SD	M	SD		(.05)
1	I can understand some commonly used words and expressions, such as please and thank you.	3.90	1.28	4.43	.54		
2	I can understand basic information such as days of the week, months of the year, numbers, times and dates.	2.30	1.25	4.00	.82		
3	I can understand names of objects in my immediate environment such as words for familiar objects found in classrooms.	2.00	.94	3.71	.76		
4	I can follow a simple command, especially when people use gestures.	2.20	1.23	4.00	.58		
	Summary of Category	<b>2.79</b>	<b>1.04</b>	<b>4.04</b>	<b>.55</b>	<b>5.00</b>	<b>.002</b>

		Pre-test		Post-test		t	Sig.
	<b>INTERPRETIVE: Listening Novice/Mid</b>	M	SD	M	SD		(.05)
5	I can understand simple words and phrases about daily activities.	1.90	1.20	4.14	.69		
6	I can understand words and phrases in simple messages and announcements, especially when there are pictures or other clues to help me.	2.40	1.08	4.14	.69		
7	I can understand some simple questions, especially when people speak slowly and repeat as needed.	2.40	1.08	3.71	.76		
8	I can follow some simple directions or instructions, especially when people speak slowly and use gestures.	2.20	1.32	3.71	.75		
9	I can understand some of what people say in a conversation when they are talking about familiar things.	2.10	1.29	3.57	.79		
	Summary of Category	<b>3.83</b>	<b>1.29</b>	<b>3.80</b>	<b>.60</b>	<b>4.49</b>	<b>.004</b>

		Pre-test		Post-test		t	Sig.
	<b>INTERPRETIVE: Reading Novice/Low</b>	M	SD	M	SD		(.05)
10	I can understand the difference between a question and a statement.	2.40	1.43	3.86	.90		
11	I can connect some characters or letters to their sounds.	2.50	1.43	3.86	.90		
12	I can connect some characters or letters to their meanings.	2.10	1.37	4.00	.82		
13	I can recognize words, phrases, and characters with help from pictures.	2.40	1.08	4.00	.58		
14	I can follow along on the page when something simple is read out loud.	2.30	1.42	3.29	1.11		
15	I can identify some cognates or symbols that help me understand the meaning.	1.60	.97	3.71	.76		
	Summary of Category	<b>2.07</b>	<b>1.33</b>	<b>3.77</b>	<b>.58</b>	<b>5.57</b>	<b>.001</b>

		Pre-test		Post-test		t	Sig.
	<b>INTERPRETIVE: Reading Novice/Mid</b>	M	SD	M	SD		(.05)
16	I can read aloud a simple sentence on a familiar topic.	2.20	1.14	4.14	.69		

17	I can understand the main idea of short simple descriptions, especially if there are pictures or graphs.	2.00	1.25	4.29	.49		
18	I can understand familiar words, phrases, characters, and simple sentences, rereading when I need to.	2.10	1.45	4.00	.58		
19	I can recognize familiar names, words, characters, and some very basic phrases in common everyday situations.	2.20	1.32	3.86	.69		
20	I can understand the purpose of simple everyday material such as advertisements, brochures, menus, lists, and schedules.	1.90	.99	3.57	.79		
Summary of Category		<b>2.06</b>	<b>1.29</b>	<b>3.97</b>	<b>.56</b>	<b>6.41</b>	<b>.001</b>

		Pre-test		Post-test		t	Sig.
<b>INTERPERSONAL: Person-to-Person Communication Novice/Low</b>		M	SD	M	SD		(.05)
21	I can greet people in a polite way.	2.90	1.45	4.14	.69		
22	I can introduce myself to someone.	2.70	1.72	4.43	.54		
23	I can answer simple questions using a single word.	2.30	1.25	3.86	.90		
24	I can respond to questions about my preferences using one or more words.	1.90	1.29	3.57	.98		
25	I can express my reaction to a statement using one or more words, such as <i>Great!</i>	1.80	1.23	3.86	.90		
Summary of Category		<b>2.54</b>	<b>1.37</b>	<b>3.97</b>	<b>.67</b>	<b>4.40</b>	<b>.005</b>

		Pre-test		Post-test		t	Sig.
<b>INTERPERSONAL: Person-to-Person Communication Novice/Mid</b>		M	SD	M	SD		(.05)
26	I can introduce myself and others and use basic culturally appropriate greetings.	2.00	1.49	3.57	.98		
27	I can converse with another person using slow, simple, and memorized phrases.	1.90	1.45	3.50	1.05		
28	I can ask and answer simple questions on very familiar topics, such as likes and dislikes.	1.60	1.27	3.14	1.22		
29	I can describe myself, my family, and familiar things using simple phrases.	1.50	1.27	3.29	1.11		
30	I can use numbers in simple situations.	3.00	1.16	4.14	.90		
Summary of Category		<b>2.26</b>	<b>1.43</b>	<b>3.57</b>	<b>.98</b>	<b>3.48</b>	<b>0.13</b>

		Pre-test		Post-test		t	Sig.
<b>PRESENTATIONAL: Presenting Information Novice/Low</b>		M	SD	M	SD		(.05)
31	I can imitate the sounds and words that I hear.	2.90	1.66	3.86	.69		
32	I can point to and say the names of familiar people, places, and objects.	2.10	1.29	3.29	1.11		
33	I can introduce myself.	2.60	1.51	4.29	.76		
34	I can say short memorized phrases, parts of poems, rhymes and chains of words.	2.10	1.29	2.86	1.35		
35	I can sing short songs.	1.90	1.37	2.43	1.27		
Summary of Category		<b>2.37</b>	<b>1.48</b>	<b>3.34</b>	<b>.89</b>	<b>3.30</b>	<b>.016</b>

		Pre-test		Post-test		t	Sig.
	<b>PRESENTATIONAL: Presenting Information Novice/Mid</b>	M	SD	M	SD		(.05)
36	I can present personal information about myself and others using words and simple phrases.	1.80	1.32	3.43	1.51		
37	I can describe familiar people, places and things in simple ways.	1.60	1.27	3.43	1.27		
	I can report the time, date, and weather.	1.70	1.32	3.57	.98		
39	I can describe my likes and dislikes.	1.70	1.37	3.86	.69		
40	I can describe my school or work schedule.	1.50	1.27	3.14	1.35		
	Summary of Category	<b>1.89</b>	<b>1.48</b>	<b>3.49</b>	<b>1.04</b>	<b>4.41</b>	<b>.005</b>

		Pre-test		Post-test		t	Sig.
	<b>PRESENTATIONAL: Written Novice/Low</b>	M	SD	M	SD		(.05)
41	I can write my name.	2.90	2.03	4.86	.38		
42	I can label some familiar things.	2.00	1.41	4.14	.90		
43	I can write the time of day.	1.60	1.35	3.71	1.60		
44	I can write some dates.	1.60	1.35	3.86	1.46		
45	I can copy some words and simple characters that I see on the wall, in a book, on the board, or on the computer.	2.70	1.34	4.29	.76		
	Summary of Category	<b>2.20</b>	<b>1.54</b>	<b>4.17</b>	<b>.91</b>	<b>4.44</b>	<b>.004</b>

		Pre-test		Post-test		t	Sig.
	<b>PRESENTATIONAL: Written Novice/Mid</b>	M	SD	M	SD		(.05)
46	I can fill out a simple form with some basic personal information.	1.70	1.34	3.86	.69		
47	I can write about myself using learned phrases and memorized expressions.	1.60	1.27	3.43	.79		
48	I can create a simple schedule or calendar with days and numbers.	1.80	1.32	2.83	1.17		
49	I can create lists that help me in my day-to-day life, such as a shopping list, homework assignments, a to-do list, etc.).	1.50	1.27	3.29	.95		
50	I can rearrange learned phrases and memorized expressions to express new thoughts.	1.70	1.06	3.43	.98		
	Summary of Category	<b>1.77</b>	<b>1.43</b>	<b>3.38</b>	<b>.79</b>	<b>5.93</b>	<b>.001</b>

Note: The same instructions and rating scales apply

**TABLE 3 – Student Learning Gains Spring 2011**

		Pre-test		Post-test		t	Sig.
		M	SD	M	SD		
	<b>INTERPRETIVE: Listening Novice/Low</b>						(.05)
1	I can understand some commonly used words and expressions, such as please and thank you.	4.06	1.16	4.50	.73		
2	I can understand basic information such as days of the week, months of the year, numbers, times and dates.	2.94	1.06	4.00	.63		
3	I can understand names of objects in my immediate environment such as words for familiar objects found in classrooms.	2.28	.903. .75	.68	.76		
4	I can follow a simple command, especially when people use gestures.	3.00	.91	4.19	.54		
	Summary of Category	<b>2.97</b>	<b>.87</b>	<b>4.11</b>	<b>.50</b>	<b>7.54</b>	<b>.000</b>

		Pre-test		Post-test		t	Sig.
		M	SD	M	SD		
	<b>INTERPRETIVE: Listening Novice/Mid</b>						(.05)
5	I can understand simple words and phrases about daily activities.	2.50	.79	3.75	.45		
6	I can understand words and phrases in simple messages and announcements, especially when there are pictures or other clues to help me.	3.00	.84	4.19	.40		
7	I can understand some simple questions, especially when people speak slowly and repeat as needed.	2.50	.56	4.19	.66		
8	I can follow some simple directions or instructions, especially when people speak slowly and use gestures.	2.72	1.09	4.13	.619		
9	I can understand some of what people say in a conversation when they are talking about familiar things.	2.56	.86	3.69	.79		
	Summary of Category	<b>2.60</b>	<b>.74</b>	<b>3.99</b>	<b>.40</b>	<b>8.37</b>	<b>.000</b>

		Pre-test		Post-test		t	Sig.
		M	SD	M	SD		
	<b>INTERPRETIVE: Reading Novice/Low</b>						(.05)
10	I can understand the difference between a question and a statement.	2.83	1.15	4.06	.77		
11	I can connect some characters or letters to their sounds.	3.06	1.00	4.19	.66		
12	I can connect some characters or letters to their meanings.	2.83	.99	3.75	.78		
13	I can recognize words, phrases, and characters with help from pictures.	3.11	.83	4.31	.60		
14	I can follow along on the page when something simple is read out loud.	2.89	1.23	4.00	.89		
15	I can identify some cognates or symbols that help me understand the meaning.	3.22	2.40	3.56	.81		
	Summary of Category	<b>2.85</b>	<b>.83</b>	<b>3.98</b>	<b>.63</b>	<b>7.07</b>	<b>.000</b>

		Pre-test		Post-test		t	Sig.
		M	SD	M	SD		
	<b>INTERPRETIVE: Reading Novice/Mid</b>						(.05)
16	I can read aloud a simple sentence on a familiar topic.	2.83	.96	4.00	.73		

17	I can understand the main idea of short simple descriptions, especially if there are pictures or graphs.	2.83	.92	4.06	.57		
18	I can understand familiar words, phrases, characters, and simple sentences, rereading when I need to.	2.72	.96	4.00	.52		
19	I can recognize familiar names, words, characters, and some very basic phrases in common everyday situations.	2.78	.81	4.06	.57		
20	I can understand the purpose of simple everyday material such as advertisements, brochures, menus, lists, and schedules.	2.56	.78	3.63	.72		
Summary of Category		<b>2.70</b>	<b>.81</b>	<b>3.95</b>	<b>.46</b>	<b>7.36</b>	<b>.000</b>

		Pre-test		Post-test		t	Sig.
<b>INTERPERSONAL: Person-to-Person Communication Novice/Low</b>		M	SD	M	SD		(.05)
21	I can greet people in a polite way.	3.50	1.04	4.56	.51		
1	I can introduce myself to someone.	3.39	1.09	4.44	.63		
23	I can answer simple questions using a single word.	3.22	.88	4.13	.50		
24	I can respond to questions about my preferences using one or more words.	2.44	.71	4.13	.50		
25	I can express my reaction to a statement using one or more words, such as <i>Great!</i>	3.06	.94	4.06	.57		
Summary of Category		<b>3.04</b>	<b>.84</b>	<b>4.23</b>	<b>.45</b>	<b>6.16</b>	<b>.000</b>

		Pre-test		Post-test		t	Sig.
<b>INTERPERSONAL: Person-to-Person Communication Novice/Mid</b>		M	SD	M	SD		(.05)
26	I can introduce myself and others and use basic culturally appropriate greetings.	2.61	.70	3.75	.68		
27	I can converse with another person using slow, simple, and memorized phrases.	2.44	.71	3.75	.58		
28	I can ask and answer simple questions on very familiar topics, such as likes and dislikes.	2.50	.71	3.88	.72		
29	I can describe myself, my family, and familiar things using simple phrases.	2.17	.62	3.31	.61		
30	I can use numbers in simple situations.	3.22	.88	4.31	.70		
Summary of Category		<b>2.59</b>	<b>.59</b>	<b>3.80</b>	<b>.48</b>	<b>9.74</b>	<b>.000</b>

		Pre-test		Post-test		t	Sig.
<b>PRESENTATIONAL: Presenting Information Novice/Low</b>		M	SD	M	SD		(.05)
31	I can imitate the sounds and words that I hear.	3.28	.67	3.94	.77		
32	I can point to and say the names of familiar people, places, and objects.	2.72	.75	3.81	.66		
33	I can introduce myself.	3.28	1.02	4.50	.63		
34	I can say short memorized phrases, parts of poems, rhymes and chains of words.	2.22	.88	3.81	.91		
35	I can sing short songs.	1.89	1.02	2.06	.93		
Summary of Category		<b>2.63</b>	<b>.67</b>	<b>3.63</b>	<b>.52</b>	<b>6.64</b>	<b>.000</b>



		Pre-test		Post-test		t	Sig.
		M	SD	M	SD		
	<b>PRESENTATIONAL: Presenting Information Novice/Mid</b>						(.05)
36	I can present personal information about myself and others using words and simple phrases.	2.06	.54	3.50. 73	1.51		
37	I can describe familiar people, places and things in simple ways.	2.06	.64	3.38	.62		
	I can report the time, date, and weather.	2.06	.54	3.63	.62		
39	I can describe my likes and dislikes.	2.17	.86	3.38	.72		
40	I can describe my school or work schedule.	1.89	.58	3.31	.79		
	Summary of Category	<b>1.98</b>	<b>.83</b>	<b>3.44</b>	<b>.62</b>	<b>11.77</b>	<b>.000</b>

		Pre-test		Post-test		t	Sig.
		M	SD	M	SD		
	<b>PRESENTATIONAL: Written Novice/Low</b>						(.05)
41	I can write my name.	3.06	1.31	4.81	.40		
42	I can label some familiar things.	2.67	1.09	4.06	.68		
43	I can write the time of day.	2.33	.84	3.88	.72		
44	I can write some dates.	2.22	.81	3.88	.81		
45	I can copy some words and simple characters that I see on the wall, in a book, on the board, or on the computer.	3.00	.97	4.13	.96		
	Summary of Category	<b>2.52</b>	<b>.76</b>	<b>4.15</b>	<b>.57</b>	<b>9.29</b>	<b>.000</b>

		Pre-test		Post-test		t	Sig.
		M	SD	M	SD		
	<b>PRESENTATIONAL: Written Novice/Mid</b>						(.05)
46	I can fill out a simple form with some basic personal information.	2.28	.67	4.00	.63		
47	I can write about myself using learned phrases and memorized expressions.	2.22	.94	3.63	.72		
48	I can create a simple schedule or calendar with days and numbers.	2.33	.77	3.69	.79		
49	I can create lists that help me in my day-to-day life, such as a shopping list, homework assignments, a to-do list, etc.).	2.11	.83	3.44	.81		
50	I can rearrange learned phrases and memorized expressions to express new thoughts.	2.06	.87	3.69	.79		
	Summary of Category	<b>2.11</b>	<b>.62</b>	<b>3.69</b>	<b>.64</b>	<b>9.59</b>	<b>.000</b>

Note: The same instructions and rating scales apply