The Effect of the Lack of Resources in Spanish for Students in Dual Language Bilingual Education Programs.

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Abstract
The goal of this study is to demonstrate the effect that a lack of appropriate Spanish learning resources has on the consistent gap between Spanish-speaking students and English-speaking
Language programs. Data collected come from surveys given to 16 teachers in two Dual Language programs in two elementary schools in Rochester, NY. The data in the study confirms that Spanish-speaking students in both programs are at a disadvantage over their English-speaking peers when it comes to Spanish resources. Additionally, this lack of adequate and appropriate materials impairs English-speaking students’ ability to learn Spanish as a second language. Without these materials, it is difficult for these students to advance in their second language skills. Further analysis of the consistently growing achievement gap between these two groups of students has affected students’ test preparation and performance, in addition to their in-class and out-of-class practice. In order to assist these students in becoming academically successful in both English and Spanish, it is critical that these Spanish-speaking students, in particular, have materials readily available in their native language. In order to do this the researcher filled out a grant application that will serve as her means for purchasing the necessary Spanish materials to close the achievement gap within her own classroom.

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