

A survey to determine Parents', Teachers', Students' attitude towards the teaching of Spanish as a primary subject in the Upper Division of Queen's Square Anglican School.

Submitted to: The Principal, Belize Teachers Training College in partial fulfillment for a Trained Teachers' Certificate.

S. Burgess.
by SHANNON BURGESS
June 5th, 1995

Acknowledgement

The first expression of thanks is given to God for seeing me through. This is a promise He has always made available for His children.

Thanks to all my family and friends who supported me in each and every project that I undertook, especially this research paper.

Finally, thanks to Mr. Leroy Green, my supervisor, who was always willing to check and recheck portions of this paper. Without his guidance, I wouldn't have completed it. God Bless You Richly Sir.

TABLE OF CONTENT

| Chapter | | Page |
|---------|-----------------------------------|-----------------------|
| (I) | <i>Introduction</i> | |
| | Background of the Study | <u>1</u> |
| | Identification of the Problem | <u>5</u> |
| | Purpose of the Study | <u>7</u> |
| | Definition of Terms | <u>8</u> <u>10</u> |
| (II) | Review of Literature | <u>12</u> |
| (III) | Research Design | <u>20</u> |
| | Research Methods | <u>20</u> |
| | Sample | <u>22</u> |
| | Data Collection | <u>29</u> |
| | Instrument Used to Collect Data | <u>23</u> |
| | How the Data Were Analyzed | <u>26</u> |
| (IV) | Presentation and Analysis of Data | <u>30</u> |
| (V) | Conclusions and Recommendations | <u>72</u> |
| | Bibliograph | |
| | Appendix | |

CHAPTER I

A survey to determine Parents', Teachers', Children's attitude towards the teaching of Spanish as a primary subject in the Upper Division of Queen Square Anglican School.

Background of Study

Belize City is the largest urban settlement in the country of Belize. From a national population of about 240,000, it is estimated that approximately 80,000 inhabitants occupy Belize City.

Belize is a multi-racial society. The first inhabitants were the Mayas. Over the years many other groups have since settled and made Belize their permanent homes. Some of these include the Mestizos, Mennonites and Garifuna. They occupy different parts of the country.

More recently however, Belize has experienced the influx of Central American refugees from across its borders. Belize, as we know, is surrounded by Spanish-speaking countries and is the only Central American country that has English as her official language. Belize is bordered in the north by Mexico and southwest by Guatemala. So, whether we like it or not, Belizeans have a lot of Spanish influence.

At the end of June 1993, Belize was already hosting a total of approximately 8,942 refugees from Central America. Of these 69% are Salvadorans; 24% Guatemalans; 3.5% Nicaraguans and 2.5% Hondurans.

The approximate percentage of refugees by district is as follows: 69.3% resided in Cayo, 11.6% in Orange Walk; 10.3% in Belize; 4.2% in Stann Creek; 4.18% in Corozal and 2% in Toledo.

From these figures, one could recognize immediately the importance of the Spanish language to all Belizeans. The ideal first step would therefore be to include Spanish in the Curriculum as a primary subject.

A reader might say that more than half of Belize's population can speak and understand Spanish. Yes, that is true, but are they speaking grammatically correct Spanish? Moreover this portion of the population either has had a Spanish background i.e. hereditary or have lived among the Mestizo group or other groups whose first language is Spanish.

But what of those people living in the urban areas of the country - the majority of whom are not exposed to the Spanish language? Don't they, especially the children, deserve an equal opportunity to acquire this wonderful language?

The importance of the Spanish language has been long recognized by Belizeans. This is the direct result of migration of refugees from Central America into our country. The Spanish language is no longer considered an asset, but a necessity. Bilingual persons are given first preference for jobs where the Spanish language will be required for communication skills. Weekly newspapers, often

carry vacancies and knowledge of the Spanish language is definitely an asset. The job market especially today is a very competitive one and the bilingual person who could effectively communicate with all customers will most naturally be hired.

Queen's Square Anglican school was first opened in 1962. This school is located in the Queen's Square area of Belize City. Presently there are three hundred and eighty seven children enrolled in the Upper division of the school. Of these only nine children at the school speaks and understand the Spanish language.

The research^{er} made an attempt to teach children of this school some basic topics under the subject Spanish. This was done in June 1994, one month prior to the summer vacation, and classes were held three times per week. Children were not only taught words, but also correct pronunciation, which proved a problem for children. All children, save one were from homes where Creole or English was the first language. The child who showed knowledge of the language was Garifuna. Her family speaks nothing else, but their language at home is similar and some words are actually Spanish. Words like school and onion has no Garinagu translation, but the word escuela and cebolla are used. So this child was a few steps ahead of the other because of her background. The children were taught (i) Los Alfabetos (ii) Los numeros (iii) objetos eg. mesa, libros (iv) Partes del Cuerpo eg. mano, dedo, dientes. Children had a lot of problems pronouncing words, However at the end of the month, children were able to respond "brokenly " when asked Como estas?

and Cuantos anos tienes? Ten children from the Std. IV classes took the short course. The children were between the ages of nine through eleven years old.

This experience just goes to show how much can be achieved over a period of time ,when the children are willing to learn and teachers make themselves available. The teaching of Spanish is not a difficult task. Activities for the children were planned each day and each day ended on a positive note.

Children need to be equipped with this language when the geographical location of Belize is considered. People no longer consider owing a car a luxury, but a necessity. The same can be said of learning the Spanish will be an asset to them in the longer run, especially if they are living in an urban area and their knowledge of Spanish is limited.

Statement of Problem

The task of effectively teaching the Spanish language to students from an urban area such as Belize City can prove to be quite an arduous task. But, the researcher is of the belief that nothing is impossible, if one has a positive mind and is willing to work. Children who live in an area that is populated by Spanish speakers will definitely grasp some aspects of the language along the way. Even though these children's home language might be Creole or English, hearing the Spanish being used everyday, some of it will eventually become a part of their vocabulary. In urban areas however, the situation is quite different. Take Belize City, for example. Only a small percentage of the Mestizo group and the Central American refugees reside in the city. Most of Belize City's population are English speaking families. Therefore the children are not exposed to the language - they have no background when they hear Spanish spoken, they can recognize it, yes, but, most of them don't have the slightest idea what the English translation is.

Children at Queen's Square Upper school are currently facing this disadvantage. The Creole dialect is commonly used by all races, when conversating, especially in Belize City. The prevalent in their homes is the Creole dialect; at school they're taught in English and living in the city as they do, they scarcely hear anything of the Spanish language. Besides ~~being~~ ^{being} ~~able to~~ ^{being} translation in English. eg: "Buenos dias" eg. "BOCA", "mano". It must be mentioned, through that only the brighter children know these words

To you, the reader, Spanish is needed by every Belizean citizen. Children should be taught the Spanish language now, so that in their later years, this language will be a natural element of their vocabulary. Considering the direction where Belize is headed, it is safe to say, that knowing the Spanish language, will be of much benefit to the children and to the present and future generations in general.

Purpose of Study

Through the teaching of Spanish as a primary subject in the upper division of Queen's Square Anglican, principals and staff members will realize the advantages of teaching this subject both to them^{selves} and to the children. Consequently, this will enable children and teachers to communicate better in the Spanish language in the transmission of concepts and skills when the situation arises. Furthermore, it will arouse an awareness and concern in parents to encourage the practice of speaking Spanish at home. Eventually, the whole community will place emphasis on the value of speaking Spanish to cope with communication in this modern multi-lingual society.

Significance of Study

Belize has enjoyed cordial relations with her two nearest neighbours Mexico and Guatemala for many many years now. Relations with the latter country have been somewhat strained over the past few years. However, a high level of communication still exists between us.

Children will be the greatest benefactors if the programme is implemented. Every ^{student} has to do at least two years of Spanish in all high schools in the country of Belize. After they have been taught it in the primary school they will be more knowledgeable and informed about the subject area. On entering first form, they will be a lot less ignorant than if they weren't taught anything at all. This means better grades for children.

Teachers will also benefit from the teaching of Spanish. They will no doubt be learning as they are teaching the subject. New words will be added to their vocabulary and their pronunciations of words, due to constant repetition, will be perfected.

At specific times of the month, Belizeans can be seen flocking the borders, waiting in line for their permits or passports to be stamped to enter the countries of Mexico and Guatemala. Belizeans seek cheaper grocery prices and other items in the cities Quintana Roo Chetumal (Mexico) and Melchor Domencus (Guatemala).

While implementing their transaction, Belizeans especially the city dwellers, can be heard "picking" through conversations and utilizing sign language to a great extent rather than anything else, to explain to vendors what they want. If these people were taught the Spanish language from the primary level, even those Belizeans who hadn't reached high school, would have had at least three years of studying the language (Std. IV, V, VI - Upper division of primary school).

Definition of Terms

A. refugee - The Refugee Act 1991 for Belize defines a refugee as the following:-

4 (1)a if owing to well founded fear of persecution for reasons of race, religion, nationality, membership of a particular social or political group, or political opinion; he is outside his country of nationality and is unable or owing to such fear unwilling to avail himself of the protection of that country.

4 (1)c if owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either a part or the whole of his country of origin or nationality; he is compelled to leave his place of habitual residence in order to seek refuge in another place outside his country of origin.

- B. Los Alfabetos - the alphabet
- C. Los numeros - numbers
- D. objetos - objects
- E. mesa - table
- F. libro - book

- G. Partes del Cuerpo - Parts of the body
- H. frente - forehead
- I. dientes - teeth
- J. Como estas? - How are you doing?
- K. Cuantos anos tienes? - How old are you?
Literal translation - How many years do you have?
- L. Buenos dias - Good morning
- M. boca - mouth
- N. mano - hand

CHAPTER TWO

Literature Review

Belize, being, a multi-racial Society, is made up of many cultures, therefore many languages are spoken. Languages like Creole, Garifuna, Ketchi, Maya and Spanish are spoken in various parts of the country. Creole is the only language that is not linked to the Spanish language in some way. A person who speaks the other languages mentioned can satisfactorily communicate in Spanish because of the similarities. Almost all of the children of Queen's Square Upper School speak Creole as their first language. Living in this urban area, Belize City, they are not exposed to the Spanish language.

Language is a significant part of any culture. For there to be communication between the cultures of Belize, a common language has to be established. In years past, the Creole people were the majority and constituted about a half of the population of the country.

With the influx of the Central American Refugees, this has changed. Each and every Belzian, especially the Creole, need to be equipped with fluency in the Spanish language. The Mexican Ambassador, Victor M. Solano, in an address to students of Belmopan Junior College on November 14th, 1994 said, "The ICCMB has as its priority the promotion of cultural activities as well as teaching of Spanish, "The Institute of Co-operation and Culture

Mexico-Belize (ICMB) provides spanish classes for children in the evenings at its headquarters on Wilson Street, New Town Barracks Area. They cater for children eight years and older. Ambassador Solano continued to say, "with the help of the Spanish language, Belize could make efficient use of its strategic location so as to be the ideal bridge that will link the countries of Central America and Mexico in the Caribbean Nations." At this Institute, the Professora, Senora Pantoja Sanchez, speaks to the children only in spanish. She emphasizes the importance of repetition and the use of concrete materials or pictures for children to learn the language quicker. She starts off with los alfabetos, and continues into expresiones utiles - (eg. buenas noches) frutas, vegetales etc.

Children learning a new language will acquire it over a period of time. Depending on the individual child, language acquisition may take two or more years. Therefore after a year, children can in no way be evaluated for overall knowledge or prominence in the Spanish language. An educational goal for Belize explains, " to develop a commitment to life-long learning." So the process of learning the spanish language should be continuous. If the teaching of spanish is implemented in the upper division of Queen's Square Anglican School, then three years' exposure will set them well on their way in preparation for high school and external exams (Spanish CXC).

The CXC syllabus includes nouns, verbs, pronouns. Regular and irregular verbs are conjugated in present, future, conditional, past/present perfect and subjunctive tense. Adverbs, position of adjectives and types of adjectives:- limiting, demonstrative, descriptive, possessive are all covered.

A part of the syllabus also calls for oral conversation of the language. Prior to the exam, neither students nor teachers know what the practical aspect will entail. The trend has been the same over the years. Students are presented with a scene (a series of pictures, or one scene) and they are asked questions (in Spanish) based on what could be seen. They respond in complete Spanish sentences for example A clock may appear in the scene and the examiner will ask *Que hora es?* The student must be able to supply a response like "a las once y media".

Oller and Amato (1983 pg. 40) wrote, "when learning a new language, learners appear to pass through at least three kinds of communication phases: One-way, partial two-way, and full two way, "In one-way communication, the learner listens to the target language, but does not communicate back. In partial two-way communication the learner may respond orally to someone, but not in the target language. The response may be in the learner's first language or maybe non-verbally, such as nodding of the head or some other physical response. In full two-way communication, the learner speaks the target language acting as

both recipient and sender of verbal messages in the target language. Children will adopt the Spanish language over a period of time. They will display the three types of communication at different times during the learning process.

It is believed that in order for a child to learn the Spanish language, opportunities should be provided for them by encouraging conversation and allowing for periods of co-operative learning. Cooperation learning is assigning tasks for small groups of children to work on, together. Placing children in authoritarian roles in the classroom will also assist and encourage them to learn. They may learn more from each other than sitting down and listening to the teacher. In addition, children should be given as much time as possible to practice the Spanish language in their daily conversations. R.J. Smith and D.D. Johnson (1980, pg. 174) wrote "the more children talk, the broader their vocabulary becomes and the greater their familiarity with the different sentence structure becomes." The gist of what he is saying is that as children are speaking the language, their vocabularies are broadening and hence they are able to construct sentences. As children speak with each other, new words are learnt which leads to the foundation of many different and new sentences.

D.E. Norton (1985, pg. 79) explained, "language experience stimulates oral languages and writing by providing opportunities for discussion, exploration of ideas and expression of feeling."

Norton's ideas are achieved in the third communication phase—full two-way communication.

Researchers studying children learning a second language, have observed the gradual transition from one-way communication to two-way. Teachers and other adults have a great role to play while children are learning the Spanish language. They have to encourage and to a certain extent, force children to speak the language. Fluency will not be achieved right away, but vocabulary building has started.

Second language learners begin by listening. This is where teachers and other adults come in. After listening over a period of time, children may be able to respond non-verbally or in their own language when asked questions. Finally, they start producing the new language.

Students' ability to organize the new language system depends largely on how well they can understand what they hear (Oller and Amato, 1983 pg. 43.) When students are at the early stage of learning how to speak a new language, they know few words in the language and therefore need to understand the meaning of what they hear. (Concrete Referents). (Oller and Amato, 1983 pg. 43) explains, "Concrete Referents refer to extralinguistic items that can help the learner grasp the meaning of the sound of the new language. They include things and activities that can be seen,

heard or felt while the language is being used." Language environment for young second language learners should be made available at all times.

Wagner-Gough (1975, pg. 84) said something similar. "Teaching a second language should follow the here-and-now principle and give the learner the extralinguistic support necessary to understand the new language." While concrete referents are often provided in the teaching of second language to younger children, they are often forgotten for older learners, who need them just as much. Older learners, like younger ones benefit from the here and now principle especially in the early stage of instruction. More appropriate objects such as money or food should be used for older learners. These entail concrete referent and learners can figure out the meaning of the language used. Oller and Amato (1983, pg. 45) wrote: "Optimal Language Learning Environment can be created (and have been) by teachers in classrooms. One just has to be willing to subordinate linguistic forms to content for a major part of the curriculum. One also has to be willing to explore material that may not have been designed for language teaching purposes but can be adapted to meet those needs."

The task of teaching the children of Queen's Square Upper School the Spanish language can prove to be quite an arduous task but not an impossible one. There are many factors which contribute to the acquisition of a second language, one of the most important being constant practice. Interesting topics also attribute to children's learning a second language, at a faster rate.

Depending on the effectiveness of the teacher and the support of others, children may exhibit a silent period for one (1) to five (5) months. During the silent period at the beginning of language learning, the teacher has to work extra hard since he/she will be doing most of the talking. Films, film strips, cassettes and records will be helpful for children as they will be getting familiar with the sounds and rhymes of the new language. Reading activities are also useful, as long as students are not asked to read aloud. Since Spanish is widely spoken in the country of Belize, teachers can draw on the rich language resources outside the classroom. In and out of classroom activities which provide good language learning opportunities, can be arranged by the teacher. The children will be sure to "pick up" some aspects of the Spanish language if activities are well organized. Children should be encouraged to visit places where the Spanish language is spoken at the same time, teachers should be constantly reminding and reviewing what has been taught. Children should also be encouraged to speak the new language, Spanish. Correction of students' errors should be kept at minimum, while communication should be maximized. Researchers emphasize that language should not be forced artificially but rather acquired naturally. Meers (1976, pg. 16) wrote: "In addition we must have a warm and supportive relationship with the class."

In conclusion, the Spanish language has existed from the time the first inhabitants of our country Belize, (the Mayas) arrived and settled up to the time of their mysterious departure in about

1,000 A.D. Even though they disappeared, ties through the years with our Spanish speaking neighbours have remained. The majority of Belize's population are also Spanish speakers. The need often arises for persons to converse in Spanish both locally and internationally.

In taking a look at vacancies in the weekly newspapers, knowledge of Spanish is often a requirement. This is so mainly for jobs where persons will be dealing with the General Public. Public Officers, Doctors, Nurses, Waitresses, Receptionists and Ambassadors will all encounter Spanish speakers. A knowledge of Spanish will enable them to carry out their jobs effectively and efficiently.

CHAPTER III
RESEARCH DESIGN
RESEARCH METHOD

This survey was conducted to determine the attitudes of teachers, children and parents in the upper division of Queen's Square Anglican school towards the teaching of Spanish as a primary subject. The population included all eleven (11) teachers of the school - seventy-five (75) children and the parents of these children.

A questionnaire was used as the instrument to collect responses from the three groups of respondents involved. They were delivered personally with the permission of the principal to the teachers and students and questionnaires for the parents were delivered by the students. The parents were given three days to complete the questionnaires and teachers played an important role by reminding children to remind parents about the questionnaires every day.

The questionnaire for the teachers consisted of two parts, namely part I and part II. Part I consisted of eleven (11) questions of which seven (7) were negative statements and seven positive statements. The children's questionnaire consisted of (8 statements (of which only 1 was negative) and two open ended response type questions where children were free to give their opinions. Parents were given eight (8) positive statements and two (2) negative ones which totalled ten (10) statements, to respond to.

The respondents were given questionnaires on March 21st, 1995. The researcher collected them on 24th March, 1995.

Frequency tables and bar graphs were then used to present data gathered from respondents through the questionnaires. All data presented was necessary information to serve the purpose of the survey.

SAMPLE

The population for this study consisted of eleven (11) teachers; seventy-five (75) children and seventy-five (75) parents of the same children.

The eleven (11) teachers are all the teachers of Queen's Square Upper school. The seventy-five children, were selected randomly at class level:- twenty-five children from each of the three levels i.e. standards four (iv), five (v) and six (vi) were chosen, so that the amount chosen from each class was the same. The names of all members in each class were placed in a bag, and the required amounts were chosen.

Teachers who responded to the questionnaire are between the ages of eighteen (18) and fifty-five (55). The children are aged between nine (9) and eleven (11). The parents had varying ages falling between twenty-one (21) and forty-three (43).

INSTRUMENT

The researcher used three (3) questionnaires to gather information needed for the study. The questionnaires were constructed for the following respondents:- Teachers, children and parents: Each consisted of two sections:- the demographic data and the attitude section.

1. The Teachers' Questionnaire:

A. First Section

It consisted of seven (7) positive statements and seven (7) negative ones. Items were designed to gather information concerning the attitudes of teachers of Queen's Square Anglican Upper school towards the teaching of Spanish as a primary subject. The questionnaire covered topics such as:

- (a) The importance of Spanish in Our Country Today
eg. Spanish is an important language All Belizeans should know to speak
- (b) The teaching of the Spanish language
eg. It is the responsibility of the teacher to prepare special activities and methods to teach Spanish

The fourteen items were all multiple choice. A key was provided to act as a guideline for respondents, which covered: SA - Strongly Agree, A - Agree, N - Neutral, D - Disagree and SD - Strongly Disagree. Respondents were asked to circle the letter(s) that best stated their opinions towards the statement.

INSTRUMENT

The researcher used three (3) questionnaires to gather information needed for the study. The questionnaires were constructed for the following respondents:- teachers, children and parents. Each consisted of two sections:- the demographic data and the attitude section.

1. The Teachers' Questionnaire:

A. First Section

It consisted of seven (7) positive statements and seven (7) negative ones. Items were designed to gather information concerning the attitudes of teachers of Queen's Square Anglican Upper school towards the teaching of Spanish as a primary subject. The questionnaire covered topics such as:

- (a) The importance of Spanish in Our Country today
eg. Spanish is an important language all Belizeans should know to speak
- (b) It is the responsibility of the teacher to prepare special activities and methods to teach Spanish.

The fourteen items were all multiple choice. A key was provided to act as a guideline for respondents, which covered: SA - strongly agree, A - agree, N - neutral, D - disagree and SD - strongly disagree. Respondents were asked to circle the letter(s) that best stated their opinions towards the statement.

B. Second Section

This section contained items designed to gather demographic information about the respondents. This included sex, age, and educational qualifications. In this section, respondents were asked to put a check mark (✓) beside the word or phrase that was applicable to them.

2. Students' Questionnaire:

A. First Section

It consisted of nine statements (of which only one (1) was negative) and two open-ended type questions. Items were designed to collect information about students attitude towards the learning of Spanish as a primary subject in their school (Queen's Square Upper). The questionnaire included topics such as:

(a) Benefits of Learning Spanish

eg. List some benefits of learning the Spanish language.

(b) Level of difficulty in the learning of the language

eg. I think Spanish is a very difficult language to learn.

B. Second Section

DATA ANALYSIS

All data obtained through the questionnaires were analyzed. Data was presented on bar graphs and tables.

Part I was based on a 100% scale table. This section contained both positive and negative statements. Each statement was analyzed separately in order to indicate the total percentages in favour of the statement. This was done by adding the total number of respondents under strongly agree and agree or strongly disagree and disagree. After adding, the combined figure was used to find out what percent (%) of the total respondents answered favourably or unfavourably to the statement eg. In table 4, the total number for strongly agree and agree was 10. This 10 was used to find the % of teachers in favour of the statement.

$$10/11 \times 100 = 90.9\%$$

POSITIVE STATEMENT

Positive statements are those which suggest a positive connotation of the attitudes of parents, teachers and children's attitude towards the teaching of Spanish as a primary subject in the upper division of Queen's Square Anglican school. If the majority of the respondents strongly agree or agree with the statement and the percent average fell between 100 and 50, the latter being the median, then the attitudes was considered

positive or favourable towards the statement.

NEGATIVE STATEMENT

Negative statements give negative connotations of teachers', parents and children's attitude towards the teaching of Spanish. If teachers', parents' or children's responses are Strongly Agree or Agree and percent average fell between 100% and 50%, the median, then it revealed a positive attitude towards the statement. On the other hand, if teachers', parents' or children's responses are Strongly Disagree or Disagree and the percent average fell between 50% and 0%, then the attitude was considered negative or unfavourable.

| | | |
|------------------------|-----|----------------------------|
| 100% | 50% | 0% |
| Strongly Agree/Agree | | Disagree/Strongly Disagree |
| Positive or Favourable | | Negative or Unfavourable |

Part II of the questionnaires which were designed to obtain demographic information was presented on separate bar graphs to show the sex of the sample, age and educational background.

DATA COLLECTION

The researcher was granted permission by the principal of the school to distribute questionnaires to teachers and students. A detailed explanation was given to students concerning the main reason for the survey. Children were also given a brief, but stern talk on the importance of delivering parents' questionnaires and returning them. The questionnaires were distributed on March 21st 1995 and collected on March 24th, 1995. All eleven (11) questionnaires were returned from teachers. Out of the seventy five students' questionnaires, ten were not answered. Of the parents' questionnaire sixty four (64) out of the seventy-five were returned.

Presentation and Analysis of Data

Chapter 4

This chapter is concerned with the presentation and interpretation of data drawn from the survey. The survey was conducted by means of three (3) questionnaires. One (1) was given to teachers', the other to students and the last on to parents. each questionnaire is made up of two (2) sections; demographic or biographical data attitude of respondents towards the teaching of Spanish.

Section one of all the three questionnaires dealt with attitude while the second section dealt with demographic information.

Section two of the teachers' questionnaire consisted of biographical data, questions concerning the individual sample. The headings under which they fall are: sex, age and qualifications.

Section two of the students' questionnaire, sought to discover the sex and age of the students.

Section two of the parents' questionnaire consisted of four sub-heads, namely sex, age, educational background and Ethnic background.

Section I

Part I of this particular questionnaire for teachers included fourteen (14) items which were designed to determine the attitudes of teachers towards the teaching of Spanish as primary subject in the upper division of Queen's Square Anglican School. The statements consisted of seven (7) positive statements and seven (7) negative statements used to measure attitude.

Part I of the other two questionnaires was also designed to measure attitude of parents and students.

Teachers'

1. Spanish in an important language all Belizeans should know to speak.

Table 1

| | SA | A | N | D | SD |
|---|---------------------|---------------|---|----|----|
| | 5 1111 11 (7) | 4 1111 (4) | 3 | 2 | 1 |
| % | 100% | | | 0% | |

This table shows that of the eleven respondents, 7 strongly agreed and 4 agreed that Spanish is an important language all Belizeans should know to speak. Therefore that was 100% teachers were in agreement with this statement. This shows that it is a positive statement.

2. Spanish should be taught to the children of Queen's Square Upper School.

Table 2

| | SA | A | N | D | SD |
|------------------|-----------------------|---|---|----|----|
| # of respondents | 5 1111 1111 (9) | 4 | 3 | 2 | 1 |
| % | 100% | | | 0% | |

This table shows that of the eleven respondents, nine strongly agreed and 4 agreed that Spanish should be taught to the children of Queen's Square Upper School. Therefore 100% teachers are in agreement with this statement. This shows it is a positive statement.

3. Children will benefit later if they are taught Spanish as a primary subject.

Table 3

| SA | A | N | D | SD |
|-----------------|---------------|---|----|----|
| 5 1111 1 (6) | 4 1111 (5) | 3 | 2 | 1 |
| 100% | | | 0% | |

This table shows that of the eleven respondents, six (6) strongly agreed and five (5) agreed that children will benefit later if they are taught Spanish as a primary subject. There was 100% teachers in agreement with this statement. This shows that it is a positive statement.

4. Teachers need to be trained in the teaching of Spanish

Table 4

| | SA | A | N | D | SD |
|------------------|----------------------|-------------|---|----------|----|
| # of respondents | 5 1111 111 (8) | 4 11 (2) | 3 | 2 (1) | 1 |
| % | 90.9% | | | 9.0% | |

This table shows that of the eleven respondents, 8 strongly agreed and 2 agreed that teachers needs to be trained in the teaching of Spanish. Of these eleven respondents, 1 disagreed with the statement. Therefore there was a 90.9% teachers in agreement and 9.0% teachers in disagreement with this statement. This shows that this is a positive statement.

5. Any teacher can teach Spanish as long as they do their Spanish on the particular topic

Table 5

| | SA | A | N | D | SD |
|------------------|------------|------------|------------|---------------|--------------|
| # of respondents | 5 1 (1) | 4 1 (1) | 3 1 (1) | 2 1111 (5) | 1 111 (3) |
| % | 18.1% | | | 72.7% | |

This table shows that of the eleven respondents, 1 strongly agreed and 1 agree that any teacher can teach Spanish as long as they do their research on the particular topic. Of these "respondents, 1 were indifferent towards the statement (9.0%). Five (5) disagreed and 3 strongly disagreed that any teacher can teach Spanish as long as they do their research. Therefore there was 18.1% teachers in agreement and 72.7% teachers in disagreement with this statement. This shows that it is a negative statement.

6. It is the responsibility of the teacher to prepare special activities and methods to teach Spanish

Table 6

| SA | A | N | D | SD |
|--------------|---------------|------------|-------------|----------|
| 5 111 (3) | 4 1111 (4) | 3 1 (1) | 2 11 (2) | 1 (1) |
| 63.6% | | | 27.2% | |

This table shows that of the eleven respondents, 3 strongly agree and 4 agree that it is the responsibility of the teacher to prepare special activities and methods to teach Spanish. Of these "respondents 1 was indifferent towards the statement (9.0%). Two (2) disagreed it is the responsibility of the teacher to prepare special activities and methods to teach Spanish. Therefore there was 63.6% teachers in agreement and 27.2% teachers in disagreement with this statement. This shows that it is a positive statement.

7. It is more difficult to teach English speaking children Spanish.

Table 7

| | SA | A | N | D | SD |
|------------------|-------|----------|--------|----------|-------|
| points | 5 | 4 | 3 | 2 | 1 |
| # of respondents | 1 (1) | 1111 (4) | 11 (2) | 1111 (4) | 1 (1) |
| % | 45.4% | | | 45.4% | |

This table shows that of the respondents 1 strongly agree and 4 agreed that it is more difficult to teach English speaking children Spanish. Two were indifferent towards the statement 18.1% of these eleven, four (4) disagreed and one (1) strongly disagreed that it is more difficult to teach English speaking children Spanish. Therefore there was 45.4% teachers in agreement and 45.4% teachers in disagreement with this statement. This shows that the response was even, neither positive or negative.

8. It will be difficult for children to learn Spanish if it is not spoken at home, only at school.

Table 8

| | SA | A | N | D | SD |
|----------------|-------|---|---|------|----|
| # of Responses | 2 | 4 | - | 4 | 1 |
| % | 54.5' | | | 45.4 | |

This table shows that of the eleven (11) respondents 2 strongly agree and 4 agree that it will be difficult for children to learn Spanish if it is not spoken at home: only at school. Of these eleven (11) respondents four disagree and one strongly disagreed that it will be difficult for children to learn Spanish if it is not spoken at home, only at school. Therefore there was 54.5% teachers in agreement and 45.4% in disagreement with this statement. This shows that it is a positive statement.

9. If Children are not pronouncing the Spanish words correctly very often then they are not learning,

Table 9

| | SA | A | N | D | SD |
|----------------|------|---|---|------|----|
| # of Responses | - | 2 | 1 | 5 | 3 |
| % | 18.1 | | | 72.7 | |

This table shows that of the eleven (11) respondents, 2 none strongly agreed (2) agreed that if children are not pronouncing the Spanish word correctly very often, then they are not learning of the eleven respondents, 1(9.0) was indifferent to this particular statement. Five (5) disagreed and three(3) strongly disagreed that children are not pronouncing the Spanish very often then they are not learning. Therefore then was 18.1 % teachers in agreement and 72.7% in disagreement with this statement. This shows that it is negative statement.

10. Inability to understand Spanish will keep children from participating in class discussion.

| | SA | A | N | D | SD |
|----------------|------|---|---|------|----|
| # of Responses | - | 5 | - | 5 | 1 |
| % | 45.4 | | | 54.5 | |

Table 10

This table shows that of the eleven respondents none strongly agreed that the inability to understand Spanish will keep children from participating in class discussion of these eleven respondents, five, (5) disagreed and one (1) strongly disagreed that the inability to understand Spanish will keep children from participating in class discussion. Therefore there was 45.4% teachers in agreement with and 54.7% teacher in disagreement with this statement. This shows that it is a negative statement.

11. There is a high chance that children will get bored, especially these who may not be understanding.

| | SA | A | N | D | SD |
|----------------|------|---|---|------|----|
| # of Responses | 1 | 3 | - | 7 | - |
| % | 36.3 | | | 63.6 | |

Table 11

This table shows that of the eleven respondents one (1) strongly agreed and three (3) agreed that there is a high chance children will get bored, especially those not understanding. Of the eleven respondents seven (7) disagreed and none strongly disagreed with the statement. Therefore there 36.3% teachers in agreement and 63.6% in disagreement with the statement. This shows that it is a negative statement.

12. Children whose language is English might take longer to understand basic academic concepts in Spanish.

| < | SA | A | N | D | SD |
|---------------|------|---|---|------|----|
| # of Response | - | 4 | 2 | 4 | 1 |
| % | 36.3 | | | 45.4 | |

Table 12

This table shows that of the eleven respondents, none (0) strongly agreed and four (4) agreed that children whose first language is English might take longer to understand basic academic concepts in Spanish. Of the eleven respondents, two (18.1%) were indifferent towards the statement. Four (4) disagreed and one (1) strongly with the statement. Therefore there was 36.3% teachers in agreement and 45.4% in disagreement with the statement. This shows that it is a negative statement.

13. One special teachers needs to be appointed to teach all children, level by level.

| | SA | A | N | D | SD |
|---------------|------|---|---|------|----|
| # of Response | 4 | 2 | - | 5 | - |
| % | 54.5 | | | 45.4 | |

Table 13

This table shows that of the eleven respondents four (4) strongly agreed and two (2) agreed that one specially needs to be appointed to teach all children, level by level. Of these eleven, five (5) disagreed and none strongly disagreed. Therefore 54.5% teachers in agreement and 45.4% in disagreement with the statement. This shows that it is a positive statement.

14. I do not feel competent in teaching Spanish to my class.

| | SA | A | N | D | SD |
|---------------|------|---|---|------|----|
| # of Response | 2 | 3 | 1 | 3 | 2 |
| % | 45.4 | | | 45.4 | |

Table 14

This table shows that of the eleven respondents two (2) strongly agreed and three(3) agreed that they do not feel competent to teach Spanish to their class. Of the eleven respondents one (9.0%) was indifferent towards the statement. Three respondents disagreed and two (2) strongly disagreed. Therefore there was 45.4% teachers in agreement and 45.4% in disagreement. This shows that the response was even, neither positive nor negative.

14. I do not feel competent in teaching Spanish to my class.

| | SA | A | N | D | SD |
|---------------|------|---|---|------|----|
| # of Response | 2 | 3 | 1 | 3 | 2 |
| % | 45.4 | | | 45.4 | |

Table 14

This table shows that of the eleven respondents two (2) strongly agreed and three(3) agreed that they do not feel competent to teach Spanish to their class. Of the eleven respondents one (9.0%) was indifferent towards the statement. Three respondents disagreed and two (2) strongly disagreed. Therefore there was 45.4% teachers in agreement and 45.4% in disagreement. This shows that the response was even, neither positive nor negative.

Interpretation of Analysis of Results

Positive Statements

Table 15

| Statement | % Agree | % Disagree |
|---|---------|------------|
| ^{1.} Spanish is an important language all Belizeans should know to speak. | 100 | 0 |
| ^{2.} Spanish should be taught to the children of Queen's Square Upper School. | 100 | 0 |
| ^{3.} Children will benefit later if they are taught Spanish as a primary subject. | 100 | 0 |
| ^{4.} Teachers need to be trained in the teaching of Spanish | 90.9 | 9.0 |
| ^{5.} Any teacher can teach Spanish as long as they do their research on the particular topic. | 18.1 | 72.7 |
| ^{6.} It is the responsibility of the teacher to prepare special activities and methods to teach Spanish. | 63.6 | 27.2 |
| ^{13.} One special teacher needs to be appointed to teach all children Spanish, level by level. | 54.5 | 45.4 |
| Average Percent 43 | 75.3 | 22.0 |

Interpretation of Analysis of Results
Negative Statements

Table 16

| Statements | % Agree | % Disagree |
|--|---------|------------|
| 7. It is more difficult to teach English speaking children Spanish. | 45.4 | 45.4 |
| 8. It will be difficult for children to learn Spanish if it is not spoken at home; only at school. | 54.5 | 45.4 |
| 9. If children are not pronouncing the Spanish words correctly very often, then they are not learning. | 18.1 | 72.7 |
| 10. Inability to understand Spanish will keep children from participating in class discussion. | 45.4 | 54.5 |
| 11. There is a high chance that children will get bored, especially those who may not be understanding. | 36.3 | 63.6 |
| 12. Children whose language is English might take longer to understand basic academic concepts in Spanish. | 36.3 | 45.4 |
| 14. I do not feel competent in teaching Spanish to my class. | 45.4 | 45.4 |
| Average | 40.2 | 53.2 |

Percent
44

Table 15 shows the result of all seven positive statements. It indicates that all the respondents agreed or were in favour to the positive statements towards the teaching of Spanish as a primary subject. 75.3 percent was the average percent for respondents that agreed and 22.8 percent for respondents that disagreed. Therefore this reveals that more than half of the sample were in agreement with the positive statements.

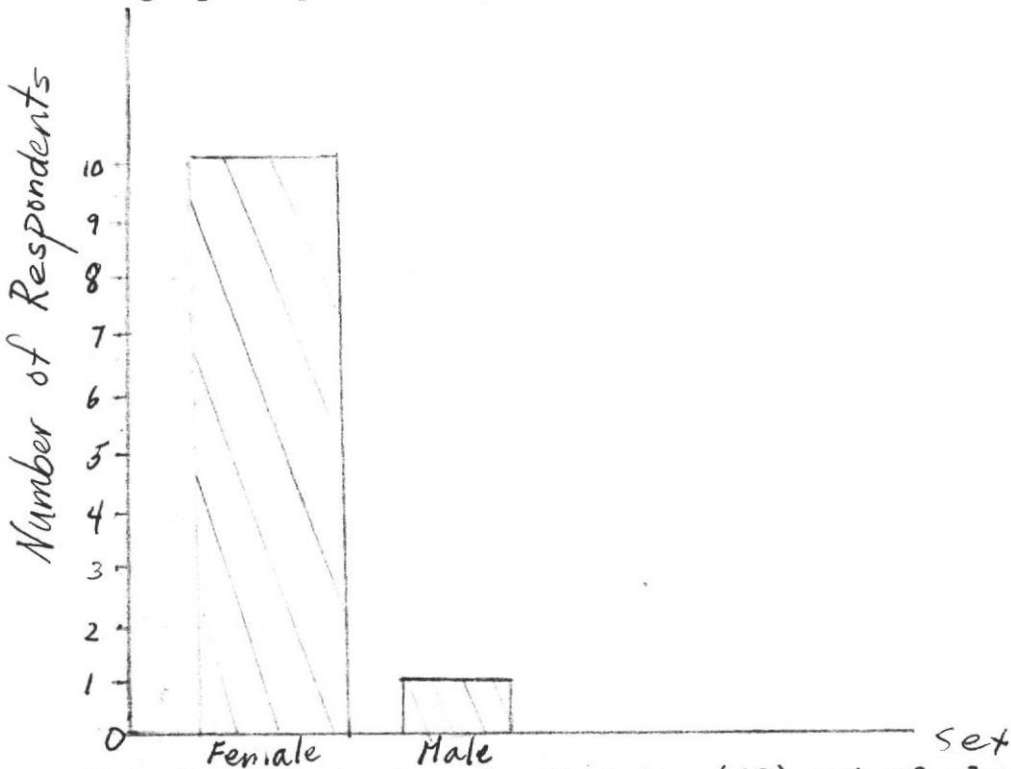
Table 16 illustrates the results of all negative statements against the teaching of Spanish as a primary subject in the upper division of Queen's Square Anglican. It shows that the teachers disagreed that Spanish should not be taught to the children. This is supported by the average percent accumulated by the respondents who agreed, which is 40.2 percent. On the other hand, 53.2 percent was the average of the respondents who disagreed.

Section 11

The following bar graph illustrates the demographic information of the teachers' sample. These includes sex, age, educational background

Graph 1

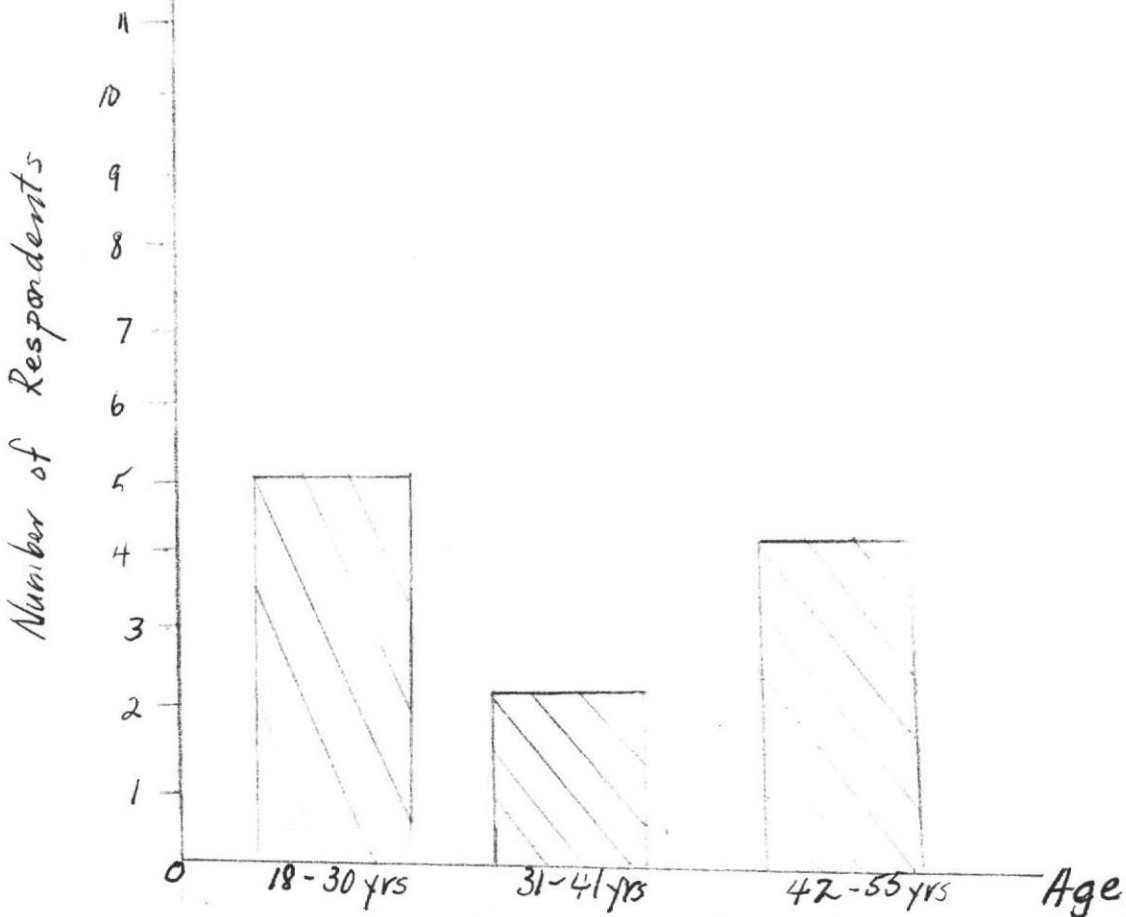
Bar-graph representing male and female respondents



This bar-graph reveals that ten (10) out of eleven teachers are females. Therefore it indicates that the majority of the respondents are females (90.9%) and the only male was the minority (9.0%).

Graph 2

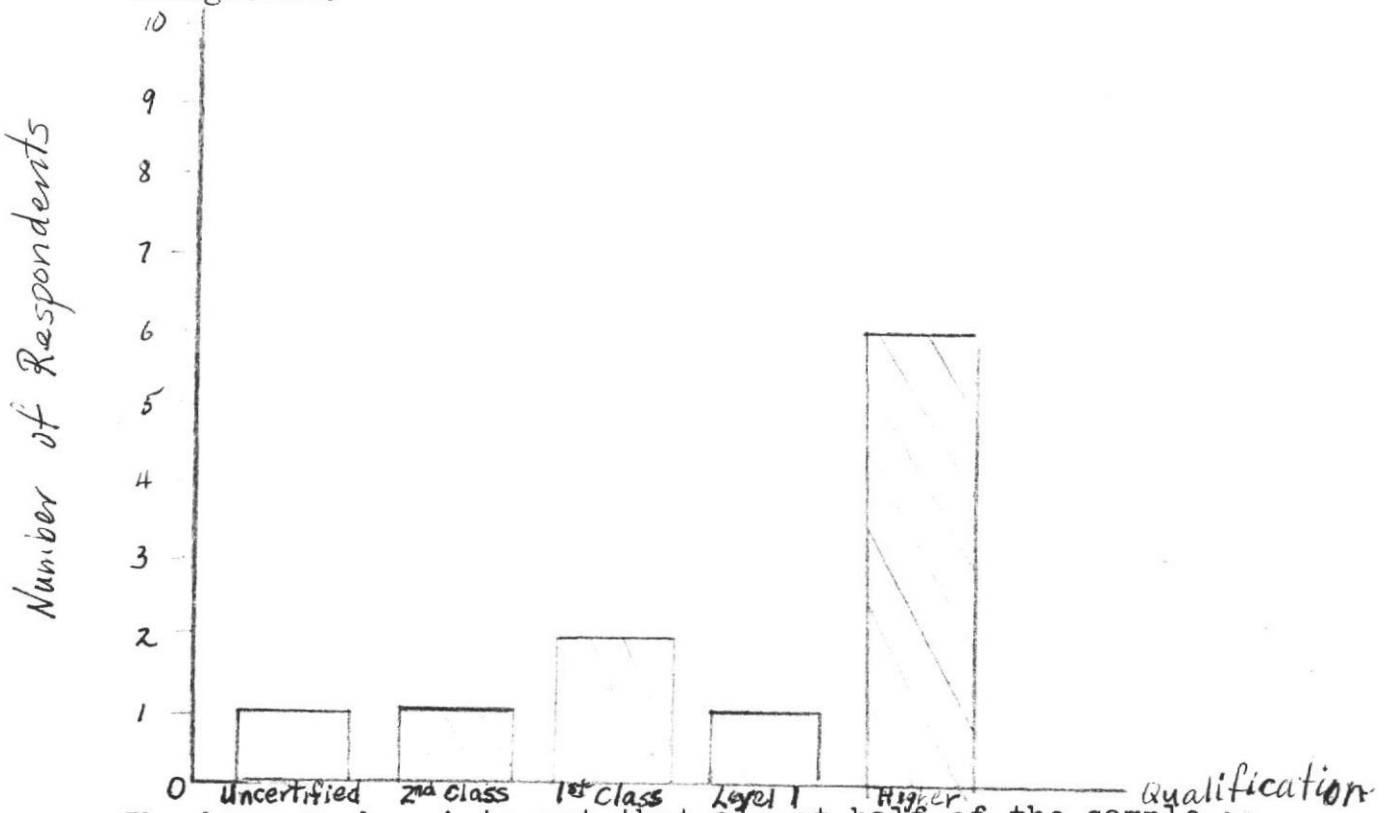
Bar-Graph representing age range of respondents (teachers)



This bar-graph is showing that five teachers are between the ages of 18-30 years (45.4%); two are between 31-41 years (18.1%) and four between the ages of 42-55 years (36.3%). Therefore it indicates that the majority of the teachers are between the ages of 18-30 years which can be considered reasonably young.

Graph 3

Bar-graph representing the respondents (teachers) educational background.



The bar-graph points out that almost half of the sample...

are trained teachers. The remaining are qualified under second class, first class or level one certificate. The respondent who is on certified has just recently enter the teaching profession (September 1994).

Students Questionnaire

Part I of this particular questionnaire for students included eleven questions, two of which were open ended. The first nine statements were (i) Yes/No (5) and (ii) agree/Neutral/Disagree (4) seventy Five (75) questionnaires were given out to students and sixty five (65) were returned.

STATEMENT I

Spanish is a language all children should be given the opportunity to learn.

TABLE 17

| | YES | NO |
|----------------|-----|----|
| # OF RESPONSES | 65 | 0 |
| % | 100 | 0 |

According to Table 17, all students agree that Spanish is a language all children should be given the opportunity to learn. The students are in agreement with the statements. This shows that it is a positive statement.

STATEMENT II

The Spanish language is spoken at my house.

TABLE 18

| | YES | NO |
|------------------|-----|-----|
| # OF RESPONDENTS | 13 | 52 |
| % | 20% | 80% |

This Table shows that thirteen out of the sixty five students agreed with the statement.

The table shows that 20% of the respondents are exposed to the Spanish language in their homes. The majority of the students - 80% are unfortunate to be in home where the Spanish language is not spoken

STATEMENT III

I consider the Spanish language important.

TABLE 19

| | YES | NO |
|------------------|-------|------|
| # OF RESPONDENTS | 62 | 3 |
| % | 95.3% | 4.6% |

This table shows that 62 out of 65 students agree that Spanish is important. The remaining 3 disagreed and have not yet recognized the importance of this language. The majority formed 95.3%, while the minority 4.6%. Therefore it is a positive statement.

STATEMENT IIIII

Spanish is as important as Mathematics and Science.

TABLE 20

| | YES | NO |
|----------------|-------|-------|
| # OF RESPONSES | 47 | 18 |
| % | 72.3% | 29.2% |

According to Table 20, forty seven students are in agreement with the statement, while eighteen are in disagreement. The Yes responses are the majority - 72.3%, while the no responses display a 29.2% defeat.

Therefore the statement could be considered positive.

STATEMENT 5

I will benefit from learning the Spanish language.

TABLE 21

| | YES | NO |
|----------------|------|----|
| # OF RESPONSES | 65 | 0 |
| % | 100% | 0% |

This table shows that all students agree and believe that they will benefit from learning the Spanish language. Therefore 100% of the students responded in the Yes space provided. This shows that it is a positive statement.

STATEMENT VI

With the help of my teacher, I know I can learn the Spanish language.

TABLE 22

| | AGREE | NUETRAL | DISAGREE |
|----------------|-------|---------|----------|
| # OF RESPONSES | 64 | 1 | 0 |
| % | 98.4% | 1.5% | 0% |

According to this table, sixty four of the sixty five students agree that they can learn the Spanish language, with the help of their teachers. Therefore 98.4% of the students are in agreement with the statement and only 1.5% was indifferent towards the statement. This shows that the statement was a positive one.

STATEMENT VII

Parents could assist me in learning Spanish by practicing it at home.

TABLE 23

| | AGREE | NUETRAL | DISAGREE |
|----------------|-------|---------|----------|
| # OF RESPONSES | 58 | 6 | 1 |
| % | 89% | 9% | 1.5% |

This table shows that fifty eight students agreed that parents could assist them in learning Spanish, by practicing it at home. Six students were indifferent towards the statement and only one disagreed. Therefore it could be said that the statement is a positive one.

STATEMENT VIII

I would like to be taught Spanish everyday.

TABLE 24

| | AGREE | NUETRAL | DISAGREE |
|------------------|-------|---------|----------|
| # OF RESPONDENTS | 42 | 11 | 12 |
| % | 64.6% | 16.9% | 18.4 |

According to this table, 64.6% of the respondents agreed that they would like to be taught Spanish everyday. Eleven students were indifferent towards the statement and 18.4% of the total amount of students were not in favour of being taught Spanish everyday. Therefore the statement is positive.

STATEMENT IX

I think Spanish is a very difficult language to learn.

TABLE 26

| | AGREE | NUETRAL | DISAGREE |
|----------------|-------|---------|----------|
| # OF RESPONSES | 23 | 11 | 31 |
| % | 35.3 | 16.9 | 47.6% |

According to this table, 35.3% of the respondents agree that Spanish is a very difficult language to learn. Eleven students were indifferent towards the statement and 47.6% of them disagreed with the statement. there the statement is negative.

Varying responses were received for questions ten and eleven by students. For question ten the least amount of time stated by one student was three months. Another student believed that it would take her two year to learn the Spanish language. The other responses fell between the two time periods mentioned. Questioned II was answered surprisingly well by students. Most identified two or more benefits, and eight students listed all five for the amount of space provided.

Some benefits mentioned by children included:

- (1) It will help us communicate better when we go to Chetumal and Melchor.
- (2) It will prepare us for , when we go to highschool.
- (3) It will help us communicate with our Spanish speaking friends.

INTERPRETATION OF ANALYSIS OF RESULTS

POSITIVE STATEMENTS

TABLE 27

| STATEMENT | YES% | NO% |
|---|-------|------|
| 1. Spanish is a language all children should be given the opportunity to learn. | 100% | 0 |
| 2. I consider the Spanish language important | 95.3% | 4.6 |
| 3. Spanish is as important as Mathematics and Science | 72.3 | 29.2 |
| 4. I will benefit from learning the Spanish language | 100% | 0% |

| STATEMENT | AGREE% | NUETRAL% | DISAGREE% |
|---|--------|-------------|-----------|
| 5. With help of my teacher I can learn the Spanish language | 98.4 | 1.5 | 0 |
| 6. Parents could assist me in learning. | 89.2 | 9.2 | 1.5 |
| 7. I would like to be taught Spanish everyday. | 64.6 | 16.9 | 18.4 |
| AVERAGE PERCENT | 88.5 | Indifferent | 7.6 |

Table 27 shows the result of all seven (7) positive statements. It indicates that all students are in favour of the teaching of Spanish i.e. they are willing to learn. 88.5% was the average percent for students who agreed and 7.6 percent for respondents who disagreed. Therefore, this reveals that quarters of the respondents were in agreement with the positive statements.

NEGATIVE STATEMENTS

TABLE 28

STATEMENT

I think Spanish is a very difficult language to learn.

| AGREE% | NUETRAL% | DISAGREE% |
|--------|----------|-----------|
| 35.3 | 16.9 | 47.6 |

NOTE

Statement two was considered neither negative nor positive, since it was included simply together general information about the students situation at home. The response, however could be considered negative since only 20% of the sixty five children are in an enviornment where Spanish is spoken. eg.

Table 28 illustrates the results of the one negative statement that was on the student's questionnaire although the statement was negative the response received was positive in that 47.6% of the respondents disagreed with it. eg.

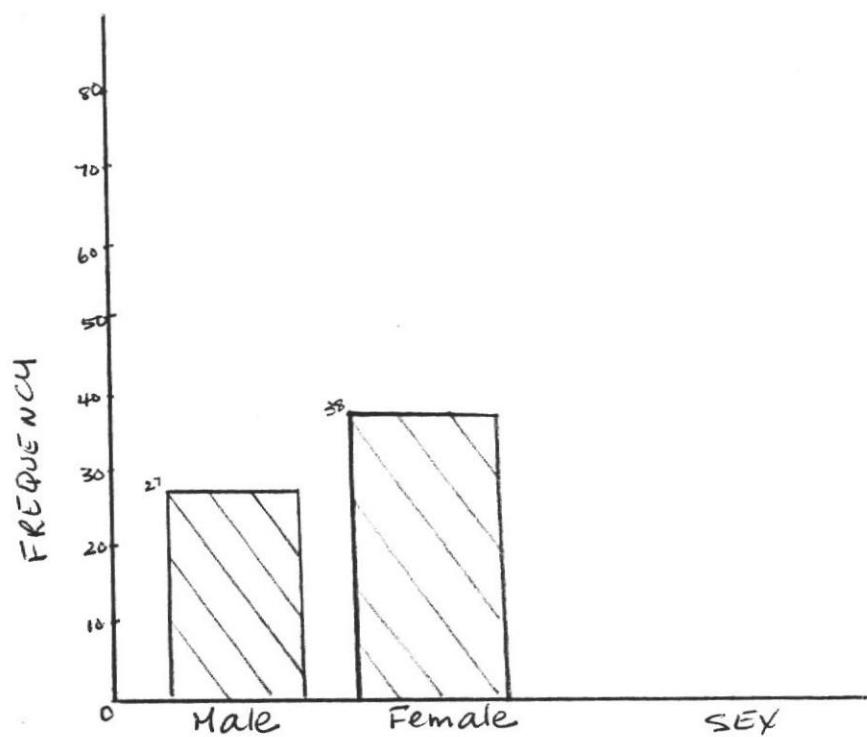
Section II

STUDENTS' QUESTIONNAIRE

The following Bar Graph illustrates the demographic information of the students' sample. These include sex, and age

Graph 4

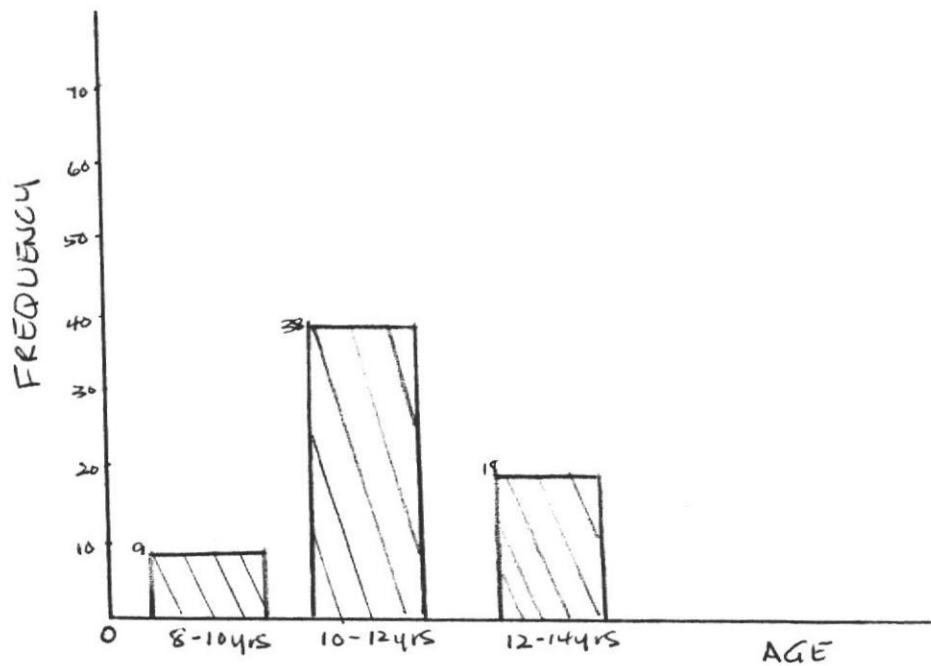
Graph representing male and female respondents



The graph indicates that females are the dominant species in this group of respondents. Percentage wise, they form 54.8% of the total population - 65 children.

The following graph represents age range of respondents (Students)

Graph 5



The graph is showing that 58.6% of the total 65 children are between the ages of ten and twelve years. The second highest age range of children falls between twelve and fourteen years (27.6%). Only 9 out of the sixty five children are between the ages of eight to ten years.

PARENTS' QUESTIONNAIRE

Part I of this particular questionnaire for parents included ten questions of which eight were positive and two were negative. Seventy five (75) questionnaires were issued out to parents and sixty four (64) were returned.

Statement I

Spanish is an important language all Belizeans should know to speak

TABLE 29

| | SA | A | N | D | SD |
|----------------|------|----|-----|-----|----|
| # of responses | 29 | 30 | 2 | 2 | 1 |
| % | 92.1 | | 3.1 | 4.6 | |

This table shows that 59 out of the 64 parents agreed that Spanish is an important language all Belizeans should know to speak. 3.1% of the respondents were indifferent towards the statement and 4.6% disagreed totally. Because the majority of the respondents agreed the statement could be considered positive.

Statement 2

I am in total agreement with my child being taught Spanish as a primary subject.

TABLE 30

| | SA | A | N | D | SD |
|----------------|-----|----|---|---|----|
| # of responses | 30 | 34 | | | |
| % | 100 | | | | |

This table shows that of the sixty four (64) respondents, thirty(30) strongly agreed and thirty four (34) agreed that their child should be taught Spanish as a primary subject. Therefore that was 100%

parents in agreement with this statement. This shows that it is a positive statement.

Statement 3

I consider Spanish as important as Math and the other primary subjects.

TABLE 31

| | SA | A | N | D | SD |
|----------------|------|----|---|------|----|
| # of responses | 18 | 31 | 7 | 7 | 1 |
| % | 76.5 | | | 12.5 | |

This table shows that of the total number of respondents (64), eighteen (18) strongly agreed and thirty one (31) agreed that Spanish is as important as Math and the other primary subject. Seven respondents were indifferent towards the statement and 12.5% of them disagreed from the results received, this statement is considered positive.

Statement 4

My child will benefit if he/she is taught Spanish as a primary subject

TABLE 32

| | SA | A | N | D | SD |
|----------------|------|----|---|-----|----|
| # of responses | 30 | 30 | | | |
| % | 93.7 | | | 6.2 | |

This table shows that 93.7% of the respondents agreed that their child will benefit if he/she is taught Spanish as a primary subject. Four parents disagreed (6.2%) and therefore the statement is considered a positive one.

Statement 5

It will be difficult for a child to learn the Spanish language if

it is not spoken at home.

TABLE 33

| | SA | A | N | D | SD |
|----------------|------|----|---|------|----|
| # of responses | 6 | 13 | 5 | 34 | 6 |
| % | 28.1 | | | 62.5 | |

This table shows that six (6) respondents strongly agreed and thirteen agreed that it will be difficult for a child to learn the Spanish language if it is not spoken at home. Therefore this was 28.1% of the parents in agreement and 62.5% in disagreement with the statement. This shows that it is a negative statement.

Statement 6

The child whose first language is Creole will take longer to understand basic concepts in Spanish.

TABLE 34

| | SA | A | N | D | SD |
|----------------|------|----|---|------|----|
| # of responses | 3 | 18 | 8 | 30 | 5 |
| % | 32.8 | | | 54.6 | |

This table shows that three (3) parents strongly agreed and eighteen (18) agreed that the child whose first language is Creole will take longer to understand basic concepts in Spanish. Therefore 32.8% was in agreement with the statement. Seven (7) respondents were indifferent towards the statement and 54.6% disagreed. It can be concluded that the statement is negative.

Statement 7

If the children are taught the Spanish language in their final three primary classes, then it will help them to perform better in High School.

TABLE 35

| | SA | A | N | D | SD |
|----------------|------|----|---|-----|----|
| # of responses | 29 | 31 | | 4 | |
| % | 93.7 | | | 6.2 | |

This table shows that of the sixty four respondents, twenty nine strongly agreed and thirty one agreed that if children are taught the Spanish language in their final three primary classes, then it will help them perform better in Highschool. Of these sixty four respondents, four (4) disagreed with the statement. Therefore there was 93.7% of the parents were in agreement and 6.2% in disagreement with this statement. This shows that it is a positive statement.

Statement 8

I am willing to assist my child to learn the Spanish language.

TABLE 36

| | SA | A | N | D | SD |
|----------------|-----|----|---|---|----|
| # of responses | 24 | 40 | | | |
| % | 100 | | | | |

This table shows that of the sixty four respondents, twenty four parents strongly agreed and forty agreed that they are willing to assist their child to learn the Spanish language. Therefore 100% of the parents were in agreement with the statement. This shows that it is a positive statement.

Statement 9

I am willing to make necessary sacrifices, so that my child will have all materials that will be needed to learn the Spanish language.

TABLE 37

| | SA | A | N | D | SD |
|----------------|-----|----|---|---|----|
| # of responses | 20 | 44 | | | |
| % | 100 | | | | |

This table shows that of the sixty four respondents, twenty strongly agreed and forty four agreed to make necessary sacrifice, so that their child will have all materials that will be needed to learn the Spanish language. Therefore 100% of the respondents were in agreement with the statement. This shows that the statement is positive.

Statement 10

For each child to learn the Spanish language, much effort on the part of both parents and teachers will be needed.

TABLE 38

| | SA | A | N | D | SD |
|----------------|------|----|---|-----|----|
| # of responses | 25 | 37 | | 2 | |
| % | 96.8 | | | 3.1 | |

This table shows that of the sixty four respondents, twenty five strongly agreed and thirty seven agreed that for each child to learn the Spanish language, much effort on the part of both parents and teachers will be needed. Two parents disagreed with the statement. Therefore there was 96.8% of the parents in agreement and 3.1% in disagreement. This shows that it is a positive statement.

INTERPRETATION OF ANALYSIS OF RESULTS

POSITIVE STATEMENT

TABLE 39

| Statement | Agree % | Disagree % |
|--|---------|------------|
| 1. Spanish is an important language all Belizeans should know to speak. | 92.1 | 4.6 |
| 2. I am in total agreement with my child being taught Spanish as a primary subject. | 100 | 0 |
| 3. I consider Spanish as important as Math and the other primary subjects. | 76.5 | 12.5 |
| 4. My child will benefit if he/she is taught Spanish as a primary subject | 93.7 | 6.2 |
| 7. If children are taught the Spanish language in their final three classes then it will help them to perform better in Highschool | 93.7 | 6.2 |
| 8. I am willing to assist my child to learn the Spanish language. | 100 | 0 |
| 9. I am willing to make necessary sacrifices so that my child will have all materials that will be needed to learn the Spanish language. | 100 | 0 |
| AVERAGE % | 93.7 | 4.2 |

INTERPRETATION OF ANALYSIS OF RESULTS

NEGATIVE STATEMENTS

TABLE 40

| Statement | Agree% | Disagree % |
|---|--------|------------|
| 5. It will be difficult for a child to learn the Spanish language if it is not spoken at home. | 28.1 | 62.5 |
| 6. The child whose first language is Creole will take longer to understand basic concepts in Spanish. | 32.8 | 54.6 |
| AVERAGE % | 30.4 | 58.5 |

Table 39 illustrates the results of all positive statements. It indicates that all the respondents agreed or were in favour to the positive statements towards the teaching of Spanish as a primary subject.

93.7 percent was the average percent for respondents that agreed and 4.2 percent of respondents that disagreed. Therefore this reveals that almost all of the sample were in agreement with the positive statements.

Table 40 illustrates the results of all negative statements against the teaching of Spanish as a primary subject in the upper division of Queen's Square Anglican. It showed that parents disagreed with the negative statements. This is supported by the average percent accumulated by the respondents who agreed - 30.4 percent. On the other hand 58.5 percent was the average of the respondents that disagreed.

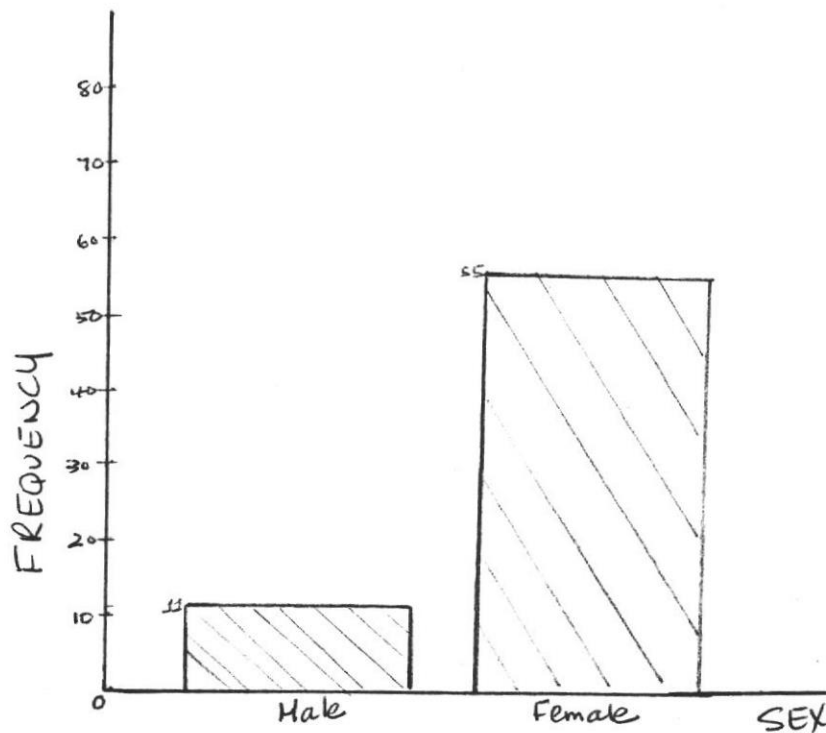
Section II

Parents Questionnaire

The following Bar Graph illustrates the demographic information of the Parents' sample. These include sex, age, educational background and ethnic background.

Graph 6

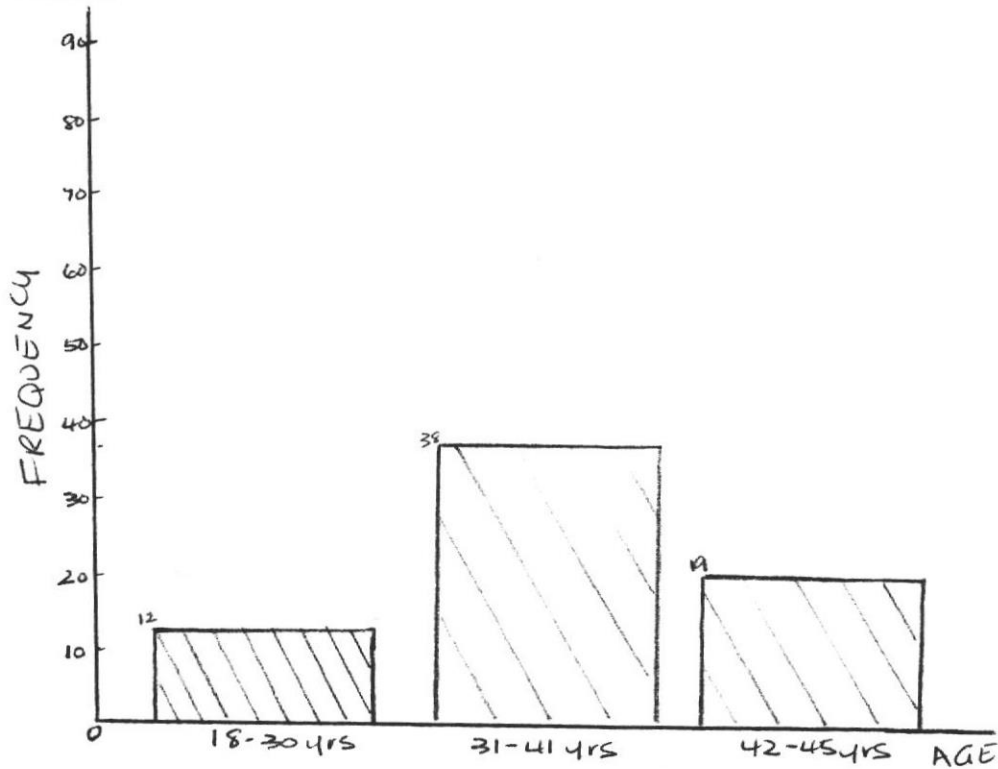
Graph representing male and female respondents



The graph is indicating that the female out numbers the male populace by 66.7%. Specifically the males form 16.6% of the total sixty six respondents while the female make up the other 83.3%.

The following graph represents the age range of the respondents.

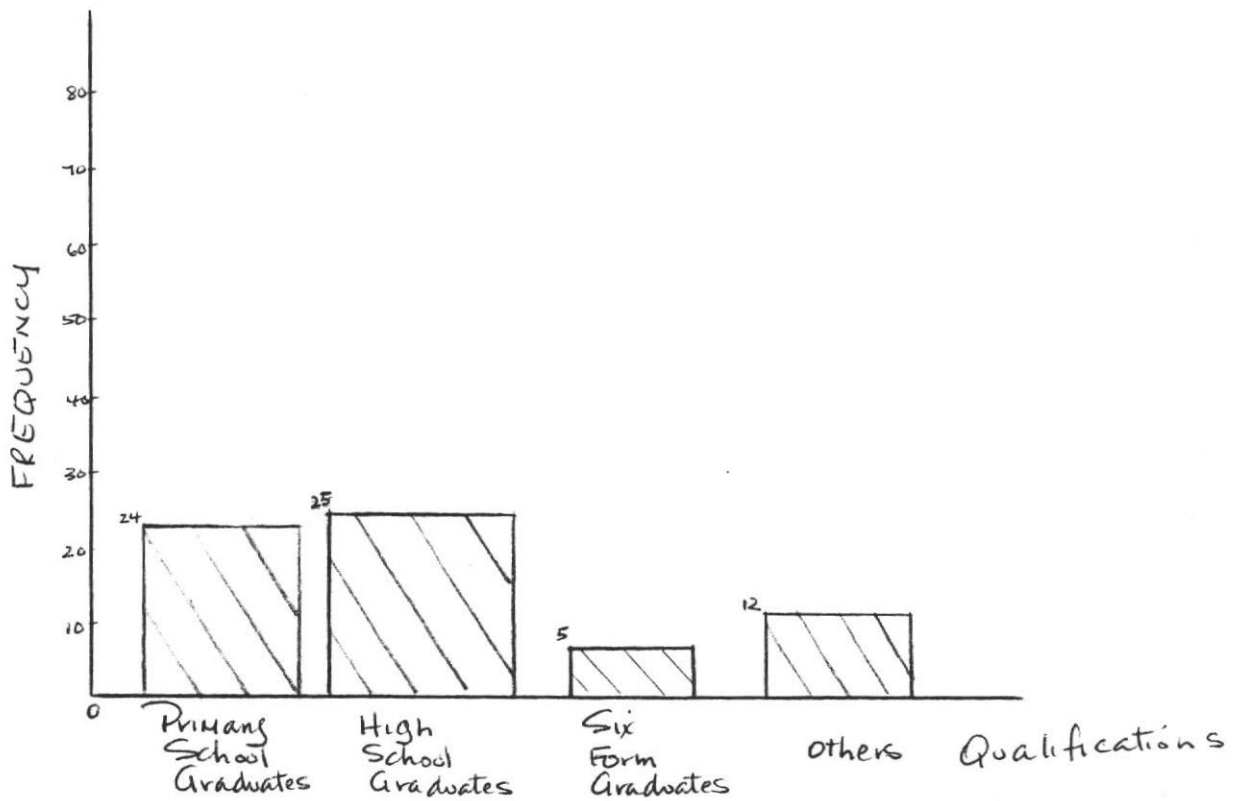
Graph 7



The graph is showing that the majority of the respondents are between the ages of thirty one and forty one (57.5%). The twelve respondents between the ages of eighteen and thirty make up 18.1% of the total population and the respondents between forty two and forty five formed 28.7%.

The following Bar Graph represents the educational background of the respondents (Parents).

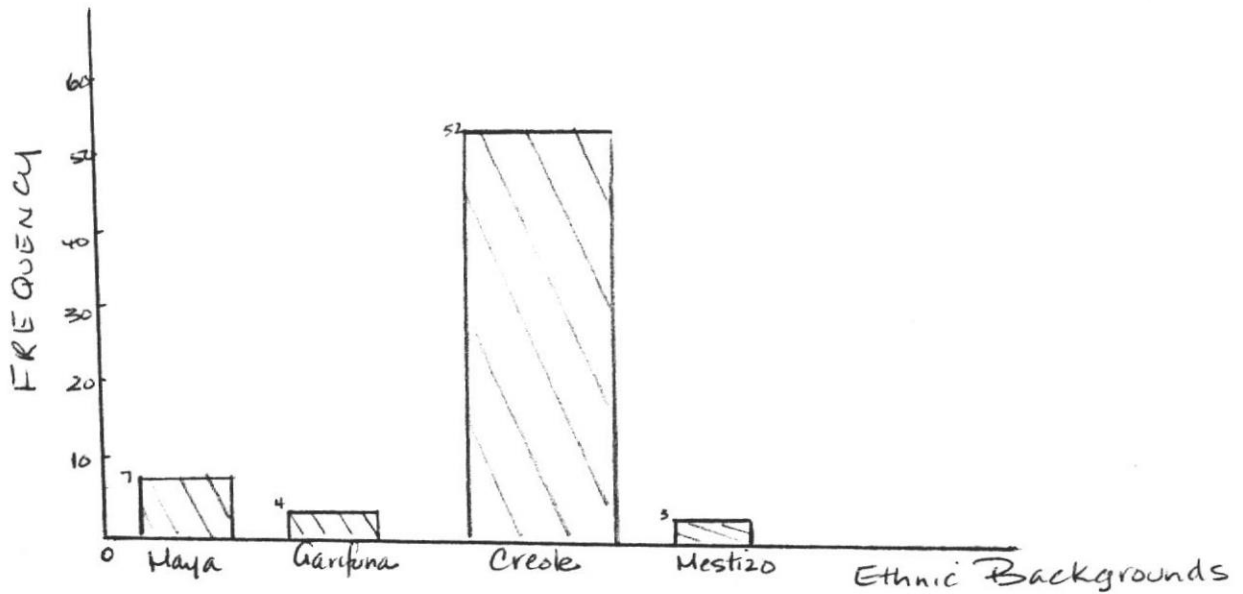
Graph 8



The graph is indicating that almost all respondents have passed through at least primary school. Highschool graduates make up 37.8% of the total respondents and parents with higher qualifications form 18.1%.

The following Bar Graph represents the Ethnic background of the respondents (Parents).

Graph 9



The bar graph is refuting the fact that Creole are now the minority culture. This is probably because the majority of families represented at Queen's Square are Creole. The Mestizo is least represented (4.5%) while the Creole are an top with a high of 78.7%.

CHAPTER 5

Summary, Conclusions & Recommendations

The survey indicated that parents, teachers and students are in favour of the teaching of Spanish in Queen's Square Upper School.

Staff members (teachers) have recognized the advantages of teaching Spanish to the children. This was reflected in statements 1 and 3 whereby 100% of the respondents were in favour of both statements.

Parents also, have voiced their opinion through the response they gave in statements 1, 3 and 4. For statement 1, 93.7% of the total respondents agreed that Spanish is an important language all Belizeans should know to speak. 76.5% considered Spanish as important as Math and the other primary subjects. And 93.7% believe that their child will benefit later if he/she is taught Spanish as a primary subject.

The 100% response rate for statements 8 and 9 also indicate that parents are willing to assist in any way possible.

Teachers, parents and students all form the community, so it is safe to say that they have all, at this point recognize the importance of the Spanish language in our community.

Mr. Onesimo Pech is presently teaching Spanish at Queen's Square Upper School. So in actuality, the dream has surfaced. The children of Std. V have been getting forty-five minute classes everyday since September, 1994. The standard VI children have been receiving one hour classes that started at the beginning of the third semester. The standard V children are presently the only ones who have not benefited from the Spanish courses. In an interview with the Principal, Mrs. Carol Babb and Mr. Onesimo Pech, plans are being made to include Spanish in the standard IV time table for the upcoming school year (1995-1996).

The text "En Espanol" Para La Vida is presently being used as a guide. Vocabulary, grammar, sentence structure and translations are all covered. In addition a lot of oral practice is done to enhance pronunciation of Spanish words. Dramatization is also included in this oral practice session.

The researcher recommend to the General Manager of Anglican Schools for Belize City to begin to provide opportunities whereby the teachers of Queen's Square Upper can get trained in the teaching of Spanish. On May 17th of this year sixty-two public officers graduated from the Institute of Cooperation and Culture-Mexico-Belize (ICCMB). The Public Officers attended classes for 2 hours four days for the week. In reality, teachers cannot be taken away from the classroom for such long periods of time. However more convenient hours, could definitely be arranged, that would be more sutiable for teachers. In Mexican Ambassador, Solano's words, "The ICCMB has as its priority, the promotion of cultural activities as well as teaching of Spanish."

Teachers, if not for the children, then do it for yourselves. The ICCMB offers classes for adults at three levels. Basic, Intermediate and Advance. An interview with the Profesora Rafael Pantoja Sanchez will determine the level at which you will take the Spanish course. The hours are convenient for all those who are interested. For those taking the Basic course, its three days per week, each lecture lasting one hour and a half. As in the case of the children, the Professor Pantoja Sanchez departs all information in Spanish. A complete ten month course or a summer course is available to members of the public.

DRAFT SYLLABUS FOR UPPER LEVEL CLASSES

Standard IV

1. Los al fabetos - A B C Che
2. Expresiones Utiles - Buenos dias, Adios
3. Articulo Indefinido - Masculino, Femenino, Plural
4. Objetos en Español
5. Ser y Estar
6. Pronombres Personales - Yo, Tu, Usted, El, Ella
7. Numeros - Uno al veinte

Standard V

1. Verbos - Todos los verbos en español terminan en
AR ER IR
2. Expresiones de Tiempo - frecuentemente, todos los días
3. Ser y Estar
4. Opuestos - bueno - malo
 ancho - angosto
5. Pronombres Posesiuos - mio, mia, tuyo, tuya
6. Más Numeros - veinte al cincuenta
7. Cambia a la forma negativa
8. Cambia a la forma interrogativa

Standard VI

Demonstrativos

Cambia al Plural

Verbos Irregulares y Tener, Querer, Hacer

Presente - Forma Oraciones

Futuro - Forma Oraciones

Vocabulario

Cambio al Plural

La Hora

El Objeto Directo - lo, la, las, los

IR A Infinitivo

Adverbio

Preposiciones

SER y ESTAR

Objeto Indirecto

Note: As the children move on from Standard IV to Standard V and from V to VI, topics done previously should be reviewed and not forgotten. For example Los al fabetos should be reviewed in Standards v and VI, although it is not mentioned in the syllabus.

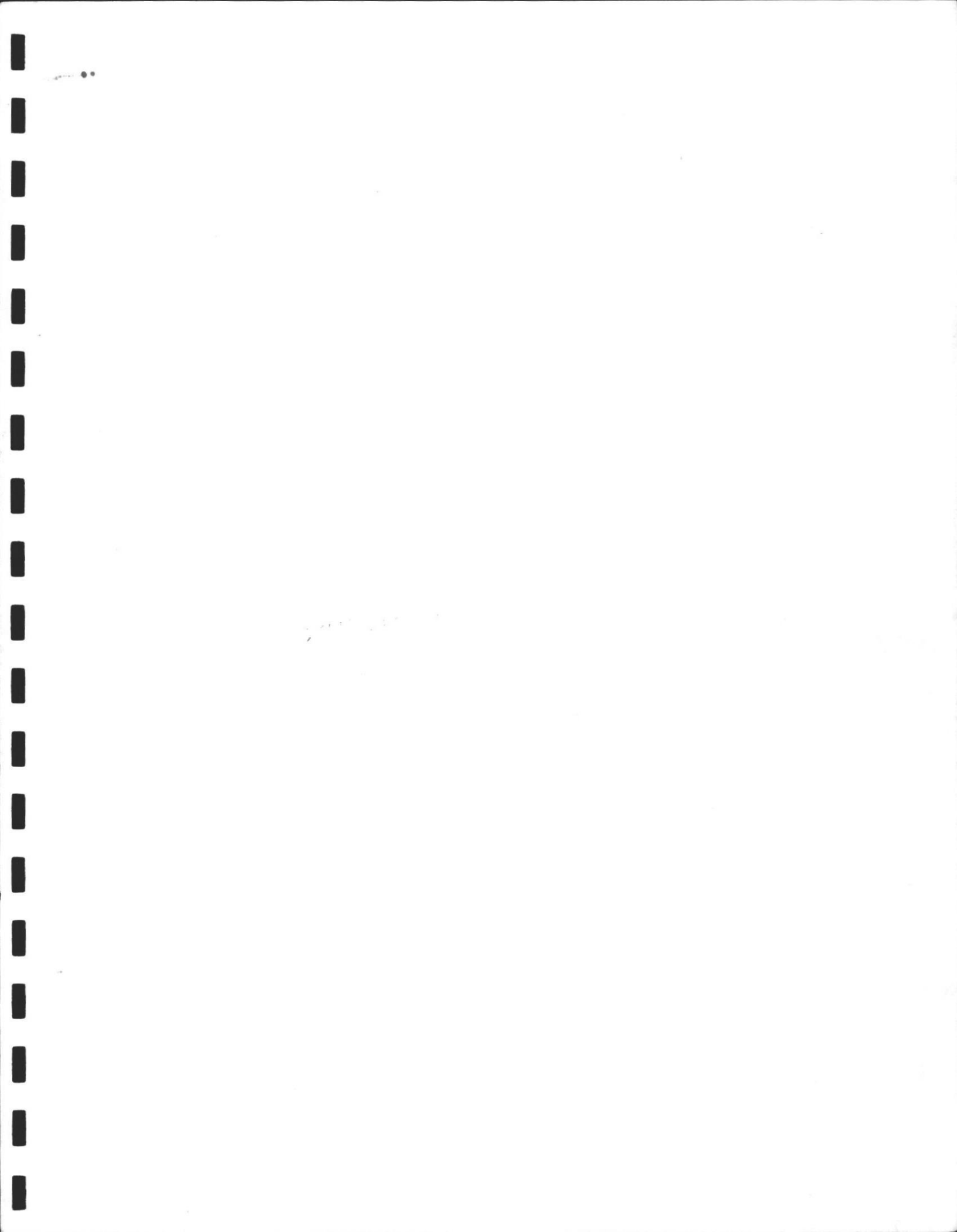
BIBLIOGRAPHY

Chastin, Kenneth (1988). Developing Second Language Skills. Theory and Practice , United States of America: Hartcourt Braces Jovanovich

Norton, Donna (1983), The Effective Teaching Of Language Art Second Edition : Columbus Ohio. Charles E. Merrill Publishing Co.
Older, John and Richard

Amato, Patricia (1983) Methods That Works _ Cambridge Newbury House
Publisher

Prabh, N.S. (1987) Second Language Pedagogy Hong Kong: Oxford
University University Press



Teachers' Questionnaire

Part 1

Circle the letter that best state your opinion towards the statement.
SA-- Strongly Agree A--Agree N-- Neutral D-- Disagree
SD-- Strongly Disagree

1) Spanish is an important language all Belizeans should know to speak.

SA A N D SD

2) Spanish should be taught to the children of Queen's Square Upper School.

SA A N D SD

3) Children will benefit later if they are taught Spanish as a primary subject.

SA A N D SD

4) Teachers need to be trained in the teaching of Spanish.

SA A N D SD

5) Any Teacher can teach Spanish as long as they do their research on the particular topic.

SA A N D SD

6) It is the responsibility of the teacher to prepare special activities and methods to teach Spanish.

SA A N D SD

7) It is the more difficult to teach English speaking children Spanish.

SA A N D SD

8) It will be difficult for children to learn Spanish if it is not spoken at home; only at school.

SA A N D SD

9) If children are not pronouncing the Spanish words correctly very often then they are not learning.

SA A N D SD

10) Inability to understand Spanish will keep children from participating in class discussion.

SA A N D SD

11) There is a high chance that children will get bored, especially those who may not be understanding.

SA A N D SD

12) Children whose language is English might take longer to understand basic academic concepts in Spanish.

SA A N D SD

13) One special teacher needs to be appointed to teach all children, Spanish ,level by level.

SA A N D SD

14) I do not feel competent in teaching Spanish to my class.

SA A N D SD

Part 2

Kindly put a check mark(✓) beside the word phrase or age that is applicable to you.

Sex

Male _____

Female _____

Age

18--30 _____

31--41 _____

42--55 _____

Qualification

Uncertified _____

Second Class _____

First Class _____

Level 1 Certificate _____

Trained _____

Hihger _____



March 17th.1995

Dear Parents

As a student teacher at the Belize Teachers' College, I am expected to do a Research Paper as partial fulfilment of a *Trained Teachers' Certificate Level II*. I am doing a survey to determine **"Parents, Children, Teachers attitude towards the teaching of Spanish as a primary subject in the Upper Division of Queen's Square Anglican School."** This questionnaire is designed to collect data to complete the Research Paper.

I would be grateful if you could fill in the required information and return them as soon as possible. All information collected will be kept confidential and will be used solely for the purpose of this Research.

Thanks for your kind cooperation.

Respectfully Yours

S. Burgess.
Shannon Burgess
Student-Teacher
B.T.C.

PARENTS

Part I

Circle the letter (s) that best states your opinion towards the statements.

SA- Strongly Agree
D- Disagree

A- Agree
SD- Strongly Disagree

N- Neutral

- Spanish is an important language all Belizeans should know to speak.
SA A N D SD
- I am in total agreement with my child being taught Spanish as a primary subject.
SA A N D SD
- I consider Spanish as important as Math and the other primary subjects.
SA A N D SD
- My child will benefit later if he /she is taught Spanish as a primary subject.
SA A N D SD
- It will be difficult for a child to learn the Spanish language if it is not spoken at home.
SA A N D SD
- The child whose first language is Creole will take longer to understand basic concepts in Spanish.
SA A N D SD
- If children are taught the Spanish language in their final three primary classes, then it will help them to perform better in High School.
SA A N D SD
- I am willing to assist my child to learn the Spanish language.
SA A N D SD

9. I am willing to make necessary sacrifices, so that my child will have all materials that will be needed to learn the Spanish language.

SA (A) N D SD

10. For each child to learn the Spanish language, much effort on the part of both parents and teachers will be needed.

SA (A) N D SD

Part II

Kindly put a check mark (✓) beside the word phrase or age that is applicable to you.

Sex

Male _____

Female

Age

18-30 _____

31-41

42-45 _____

Educational Background

Primary school graduate

High school graduate _____

Sixth Form graduate _____

Other, please specify _____

Ethnic Background

Maya _____

Garifuna _____

Creole

Mestizo _____

Other, please specify _____

Complete the following by putting a check mark (✓) on the appropriate line.

1. Spanish is a language all children should be given the opportunity to learn.
(a) _____ yes
(b) _____ no
2. The Spanish language is spoken at my house.
(a) _____ yes
(b) _____ no
3. I consider the Spanish language important.
(a) _____ yes
(b) _____ no
4. Spanish is as important as Mathematics and Science.
(a) _____ yes
(b) _____ no
5. I will benefit from learning the Spanish language.
(a) _____ yes
(b) _____ no
6. With the help of my teacher, I know I can learn the Spanish language.
(a) _____ agree
(b) _____ neutral
(c) _____ disagree
7. Parents could assist me in learning Spanish by practicing it at home.
(a) _____ agree
(b) _____ neutral
(c) _____ disagree
8. I would like to be taught Spanish everyday.
(a) _____ agree
(b) _____ neutral
(c) _____ disagree
9. I think Spanish is a very difficult language to learn.
(a) _____ agree
(b) _____ neutral
(c) _____ disagree
10. How long do you think it will take you to learn the Spanish language?

11. List some benefits of learning the Spanish language.

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

12. Sex:

- _____ male
- _____ female

13. Age:

- _____ 8 -- 10 years
- _____ 10-- 12 years
- _____ 12-- 14 years