2014

AP and IB Instructional Practices for Students who Demonstrate Advanced Proficiency in Spanish

Carol Mable Andersen
Walden University

Walden University

College of Education

This is to certify that the doctoral dissertation by

Carol Andersen

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Deanna Boddie, Committee Chairperson, Education Faculty
Dr. Christina Dawson, Committee Member, Education Faculty
Dr. Kathleen Lynch, University Reviewer, Education Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2014

Abstract

AP and IB Instructional Practices for Students

who Demonstrate Advanced Proficiency in Spanish

by

Carol Mable Andersen

MS, Adrian College, 1981

BS, Central Michigan University, 1976

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

Walden University

November 2014

Abstract

Linguistically gifted and talented students often do not receive appropriate instruction in the classroom. Little research has been conducted about how teachers of Advanced Placement and International Baccalaureate courses provide instruction to students who demonstrate advanced proficiency in a second language. The purpose of this multiple case study was to explore how teachers of these courses provided instruction for students who demonstrate advanced proficiency in Spanish. The conceptual framework was based on Krashen's second language acquisition theory and Gardner's multiple intelligences theory. Participants included 2 teachers from 2 high schools in 1 county in a western state. Data were collected from individual teacher interviews, reflective journals, and documents such as course standards and course descriptions. Single case analysis involved coding and category construction, using the constant comparative method for interview and journal data, and a content analysis for documents. Cross case analysis involved an examination of all data sources and cases to determine themes and discrepant data. A key finding was that, in addition to course rigor, teachers used a variety of instructional strategies, such as flexible grouping, choice, higher order thinking skills, and formative assessments to meet the needs of all students, including advanced proficiency students. Recommendations are to improve the identification of linguistically gifted and talented students and to provide professional development in differentiated instruction. This study contributes to positive social change by providing educators with a deeper understanding that students who are proficient in languages will be invaluable in building a strong global community.

AP and IB Instructional Practices for Students who Demonstrate Advanced Proficiency in Spanish

by

Carol Mable Andersen

MS, Adrian College, 1981

BS, Central Michigan University, 1976

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

Walden University

November 2014

Dedication

I dedicate my dissertation to my daughter, Michele, my family, friends, and colleagues. Their unending support, love, and prayers, along with the grace of God, have combined to help me realize a long-held dream. Without them, the challenges and obstacles would have been insurmountable. I am thankful that I am blessed with so many caring and supportive people.

I especially wish to thank my daughter, Michele Andersen-Heroux, who has been with me through all the ups and downs of this journey, and my brother, Dr. Arden Andersen, for encouraging me to begin the journey and who supported me throughout. I wish to thank my parents, Bruce and Lois Andersen, who have always been there with love, support, and encouragement, and our family friends, LD and Tresa Gleeson, who opened their home to me when I needed a place to stay. I also wish to thank my friends and colleagues, Joan (JJ) Chorney, Ellis Edwards, the late Bob Frerich, Dr. Wayne Hoffman, Linda-Dale Jennings, Michael King, Margaret Richie-Yañez de Rivera, Mary Setteducato, Patti Jo Streltzer, Sister Mary Adeline Wedeking, Dr. M. Charlotte Wolf, and my Sigma Sigma Sigma sisters, who have been a constant source of support and encouragement.

Acknowledgments

It is a pleasure to take this opportunity to thank those individuals who have been instrumental in helping me accomplish this milestone in my educational journey. I wish to thank Dr. Deanna Boddie, my dissertation chair, for her support, guidance, and encouragement with the dissertation prospectus, KAM V and VI, and the completion of this dissertation. I also wish to thank Dr. Christina Dawson for her support and guidance in the development of my proposal through final dissertation. Dr. Paula Dawidowicz has been a source of constant support and encouragement beginning with the first residency I attended, as well as serving as my KAM III assessor, for which I am truly thankful. In addition, Dr. Glenn Ayers guided me through KAM I as my first faculty mentor, and Dr. Douglas Eicher guided me through KAM II. I am thankful to them for challenging me to think critically and to write as a scholar practitioner.

I also want to acknowledge and thank the participants in my study, the high school teachers of AP Spanish language and Spanish literature, and IB DP Spanish, who gave freely of their precious time, and without whom relevant data for this study could not have been gathered.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction to the Study

The typical world languages program offered to high school students in the United States includes courses in Spanish, French, German, and/or Latin. Some schools offer other languages, such as Mandarin Chinese and Japanese. Over a decade ago, a 1997 survey published by the Center for Applied Linguistics (CAL) revealed that the language programs offered in secondary schools, in order of greatest enrollment to smallest enrollment, included Spanish, French, German, Latin, Spanish for Spanish Speakers, Japanese, Italian, Russian, American Sign Language, Chinese, Greek, Hebrew, Native American languages and other languages (Pufahl & Rhodes, 2011). The languages that are currently offered in high schools today have changed slightly, according to the American Council on the Teaching of Foreign Languages (2011), which noted that the languages offered from greatest to least frequency are Spanish, French, German, Latin, ESL (English as a Second Language), Chinese, Japanese, Italian, Russian, and Arabic, followed by American Sign Language (ASL), Hindi, Modern Greek, Hebrew, Spanish for Heritage Speakers, Turkish, and Swahili. Spanish continues to be the foreign language most commonly taught in the United States. However, according to the U.S. News and World Report (2011), student enrollments in courses for Japanese, Mandarin Chinese, and Arabic languages are continuing to increase.

Teachers who provide instruction in world language courses today use a variety of instructional resources that often involve technology. These courses are typically offered in a classroom setting, and teachers focus instruction on grammar and vocabulary in addition to the culture inherent in the language. Teachers in some world language

courses use textbooks, while teachers in other world language courses use vocabulary lists, such as the National Spanish Exam Achievement Vocabulary (NSE, 2011). Teachers also use computer-assisted language learning (Otto & Pusack, 2009), on-line textbooks, and on-line or computer-assisted software such as Rosetta Stone. Furthermore, world language teachers use instructional strategies such as Total Physical Response (TPR, Asher, 1969), Teaching Proficiency through Reading and Storytelling (TPRS, Ray, n.d.), Fluency Fast (Rowen, n.d.), storytelling, and/or partial or total immersion in the target language.

Typically, world language programs also include accelerated courses at the secondary level for students who demonstrate advanced proficiency in languages. These accelerated courses are often offered in relation to the Advanced Placement (AP) program and the International Baccalaureate (IB) program. The AP program offers courses that are equivalent to college language and literature courses, thereby allowing students to earn advanced placement when they matriculate into college. The IB program courses are internationally acknowledged as advanced courses that prepare students academically for the rigor of university courses. A study of the efficacy of these programs may shed some light on how teachers meet the needs of students who demonstrate advanced proficiency in world languages. Therefore, in this study, I explored how teachers of AP and IB courses provided instruction for high school students who demonstrate advanced proficiency in Spanish.

This study needs to be conducted because little is known about how teachers in AP and IB courses in world language programs provide instruction for students who

demonstrate advanced proficiency. A review of the literature for this study indicates that organizations such as the National Association for Gifted Children (NAGC) and the National Research Center on the Gifted and Talented (NRC/GT) have published little or no research on this topic. In addition, the review of literature indicates that world languages organizations, such as the State Congress of Foreign Language Teachers (SCFLT), the American Council on the Teaching of Foreign Language (ACTFL), and the American Association of Teachers of Spanish and Portuguese (AATSP) have published little or no research on how AP and IB world language teachers provide instruction directly to students designated as gifted and talented or who demonstrate advanced proficiency in a second or other language.

This study contributes to positive social change in education in several ways. Because Spanish is the foreign language most often taught in high schools (ACTFL, 2011), a close examination of the AP and IB Spanish programs in order to gain insight into the efficacy of these programs for gifted and talented language learners may help educators differentiate instruction to meet the needs of these students. In addition, this study may help administrators recognize the professional development needs for Spanish language teachers in relation to the instructional needs of gifted and talented students. In addition, this study could help school district personnel prioritize budgetary needs for gifted education programs that include the study of world languages. This study could also be a basis for additional research in world language instruction and future longitudinal studies concerning whether or not linguistically gifted and talented students

are adequately prepared for postsecondary language study, performance in the workplace, and 21st century global citizenship.

In this chapter, I include a background section and briefly summarize the research literature related to this study, I describe the research gap, and I explain why the study is needed. In addition, in this chapter, I include the problem statement, the purpose of the study, the research questions, the conceptual framework, the nature of the study, and selected definitions. I also include the assumptions, scope, delimitations, and limitations of this study, the significance, and a summary.

Background

As an option to standard advanced-level Spanish courses, some schools offer AP or IB courses in Spanish language and literature, and educators encourage gifted and talented students to take these AP and IB courses. Even so, these courses may not be a "good fit" for all students or all cultures without modification and/or differentiation (Brunold-Conesa, 2010; Doherty, 2009; Hertberg-Davis & Callahan, 2008; Hertberg-Davis, Callahan, & Kyburg, 2006). Often gifted and high ability minority and economically disadvantaged students, including gifted second language learners, need to be encouraged to participate in AP and IB courses (Cannon, 2011).

AP courses were originally created to help students prepare for college board entrance examinations. In an education policy brief, Holstead, Spradlin, McGillivray, and Burroughs (2010) explored effective ways of encouraging students to participate in AP courses. Holstead et al. noted that even where participation in AP courses is strong, not all students take the AP exam, especially students identified as minority and/or low

income. Cannon (2011) also described an intervention plan to help students who do not experience success in AP, which includes pre-AP exam preparation courses.

In relation to IB courses, even though the IB program was originally meant for students who were internationally mobile, it is now considered an international program for all students. However, in a discussion about international education, Brunold-Conesa (2010) noted that the IB program may be too westernized and that IB courses may not be appropriate for students from all cultures. In a study about the growth of the IB program, Bunnell (2011) expressed concern about the quality, consistency, and reliability of assessments from school to school and country to country, particularly in the IB Diploma program.

From this review of the literature, I found that a research gap exists in relation to how teachers of AP and IB courses provide instruction for high school students who demonstrate advanced proficiency in Spanish. It is unclear how students who demonstrate advanced proficiency in Spanish are identified and what curricular guidelines and/or standards that AP and IB teachers use to provide instruction to these students. Some researchers (Brulles & Winebrenner, 2012; Cross, 2011; Foust, Hertberg-Davis, & Callahan, 2009; Morett, 2009; Morris, 2008; Smith, 2011; vanOord, 2010) have investigated and recommended specific instructional strategies to use in these courses, but it is not known how AP and IB teachers meet the learning needs of high school students who demonstrate advanced proficiency in Spanish. It is also unclear how AP and IB teachers assess student learning for those students who demonstrate advanced proficiency in Spanish, outside of the parameters of the AP and IB end-of-course

examinations. Missing from the research literature are the perceptions of AP and IB teachers regarding how they meet the needs of advanced proficiency students and how these teachers perceive their success in meeting those learning needs.

Problem Statement

Several research studies have indicated that the learning needs of high school students who demonstrate advanced proficiency in world languages, such as Spanish, may not be met in the classroom because these students are frequently not identified as gifted and talented in this specific performance area, and therefore, instructional programs may not be designed to meet their individual needs (Briggs, Reis, & Sullivan, 2008; de Wet & Gubbins, 2011; Ford, Grantham, & Whiting, 2008; NACG, 2011; Valdés, 2002). Even though the IB program and the AP program offer rigorous college credit courses in world languages, students who demonstrate advanced proficiency in a language other than English may not be working at their appropriate ability level in these courses (Hertberg-Davis & Callahan, 2008). In addition, teachers often do not understand the learning characteristics and needs of these students and often do not have the instructional resources or the appropriate training to meet their unique learning needs (Peters & Mann, 2009). The research literature has also indicated that some educators and stakeholders responsible for federal, state, and local funding for public schools believe that because English is spoken worldwide, it may not be critical for students to learn another language, and therefore, they often do not support adequate funding for world language programs that offer AP and IB courses or other opportunities that might benefit students who demonstrate advanced proficiency in a language other than English

(Baron, 2005; Garcia & Bass, 2007; Gershon & Pantoja, 2011; Lukes, 2009; Mitchell, 2005; Mora & Davila, 2002; Popan, 2011; Pufahl & Rhodes, 2011, Zuckerman, 2010). In addition, many local school districts have eliminated or reduced the high school graduation requirement for world languages in response to the current economic climate (Pufahl & Rhodes, 2011).

This qualitative study is needed because few studies were found in the research literature that explore how teachers provide instruction for students who demonstrate advanced proficiency in world languages at the high school level. This study addresses this research gap by exploring how AP and IB teachers provide instruction for students who demonstrate advanced proficiency in Spanish at the high school level.

Purpose of the Study

The purpose of this qualitative case study was to explore how teachers of AP and IB courses provide instruction for high school students who demonstrate advanced proficiency in Spanish. Educators need a deeper understanding of how to address the instructional needs of students who demonstrate advanced proficiency in world languages, and therefore, I hoped to discover how AP and IB teachers identify these students and how they differentiate instruction in order to meet the unique learning needs of these gifted and talented students. In addition, I hoped to discover how AP and IB courses might be designed in order to address the unique learning needs of these students.

Research Questions

The research questions for this study were based on the conceptual framework for this study, which includes second language acquisition theory and multiple intelligence

theory, particularly in relation to linguistic intelligence. These research questions were also designed in relation to a typical instructional program in Spanish at the high school level, which includes AP and/or IB courses that comprise that program and the curricular, instructional, and assessment practices that teachers use within these courses to meet the learning needs of their students.

Central Research Question

How do teachers of AP and IB courses provide instruction for high school students who demonstrate advanced proficiency in Spanish?

Related Research Questions

1. How are high school students who demonstrate advanced proficiency in Spanish identified?
2. What curriculum and/or standards do teachers of AP and IB courses use to provide instruction for high school students who demonstrate advanced proficiency in Spanish?
3. What instructional strategies do teachers of AP and IB courses use to meet the learning needs of high school students who demonstrate advanced proficiency in Spanish?
4. How do teachers of AP and IB courses assess the learning of high school students who demonstrate advanced proficiency in Spanish?
5. What perceptions do teachers of AP and IB courses hold about how to meet the learning needs of high school students who demonstrate advanced proficiency in Spanish?

6. How do teachers of AP and IB courses perceive their success in meeting the learning needs of high school students who demonstrate advanced proficiency in Spanish?
7. What do district and school documents reveal about AP and IB courses for high school students who demonstrate advanced proficiency in Spanish?

Conceptual Framework

For the conceptual framework of this study, I focused on research related to linguistic intelligence, using a combination of Krashen's (1981) theory of second language acquisition and Gardner's (1983/2004) theory of multiple intelligences. The constructs of linguistic intelligence and second language acquisition provide support for understanding the unique instructional needs of students who demonstrate advanced proficiency in any language.

Second Language Acquisition Theory

Krashen's (1981) theory on second language acquisition encompasses the following five hypotheses: (a) the acquisition-learning distinction, (b) the natural order hypothesis, (c) the monitor hypothesis, (d) the input hypothesis, and (e) the affective filter hypothesis. According to Krashen (2003), "language acquisition is a subconscious process; while it is happening, we are not aware it is happening. Also, once we have acquired something, we are not usually aware that we possess any new knowledge; the knowledge is stored in our brains subconsciously" (p. 1). In relation to Krashen's (1981) theory of second language acquisition, the first hypothesis or component, acquisition-learning distinction, describes how children acquire their first language, which can be

described as implicit, informal, or natural learning. When children learn a language, they learn the rules for using it and are able to talk about how they learn to use it. They learn a language formally and explicitly, not naturally. Krashen called the second hypothesis the natural order hypothesis because it focuses on the premise that acquiring grammatical structure proceeds in a predictable order. However, the order for acquiring a second language is not identical to the order for acquiring the first language, although there are similarities. The monitor hypothesis, which is the third hypothesis according to Krashen, suggests that adults acquire language subconsciously and learn language consciously. However, there is a distinction between acquisition and learning. Acquisition is linked to initiating communication and becoming fluent. Learning is linked to monitoring, editing, and self-correction as language fluency is increased. The implication is that formal rules, acquired through conscious learning, have little influence on performance. Krashen defined the fourth hypothesis as the input hypothesis, which is directly related to how language is acquired. According to Krashen, language is acquired in stages. Children begin with what is comprehensible and add to it, going a little beyond their immediate capability, which can happen automatically. In addition, according to Krashen, the ability to produce language is not taught directly but emerges. Krashen categorized the components related to the affective filter hypothesis, which is the fifth hypothesis, as motivation, self-confidence, and anxiety. These components can help or hinder language acquisition, even when there is comprehensible input, and near-native fluency may not be reached.

Multiple Intelligences Theory

Gardner (1983/2004) believed that individuals and cultures create and combine separate and independent intelligences in multiple ways (pp. 8-9). In his conceptualization of "human cognitive capacities" (p. xlii), Gardner identified seven intelligences: linguistic intelligence, musical intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, and personal intelligences or the knowledge of self and knowledge of others. He also grouped the intelligences into the following three categories:

> the "object-related" forms of intelligence–spatial, logical-mathematical, bodily-kinesthetic–are subject to one kind of control: that actually exerted by the structure and the functions of the particular objects with which individuals come into contact; "object-free" forms of intelligence–language and music–are not fashioned or channeled by the physical world but, instead, reflect the structures of particular languages and musics; the personal forms of intelligence reflect a set of powerful and competing constraints: the existence of one's own person; the existence of other persons; the culture's presentations and interpretations of selves. (Gardner, 1983/2004, p. 276)

Gardner (1983/2004) observed that educators seemed to latch on to his theory of multiple intelligences before psychologists and experts in other fields did, and they incorporated this theory into their pedagogy. Gardner concluded that "there was ample evidence for a naturalist intelligence; and a suggestive evidence as well for a possible existential intelligence" (1983/2004, p. xvii). Later on, Gardner noted that other researchers

suggested that additional intelligences should be recognized, such as emotional, spiritual, sexual, and digital intelligences. However, Gardner himself later said that "so far, I am sticking to my 8 ½ intelligences, but I can readily foresee a time when the list could grow, or when the boundaries among the intelligences might be reconfigured" (p. xix).

Gardner (1983/2004) derived the seven intelligences from "bodies of scientific evidence about development, breakdown, brain organization, evolution, and other kindred concepts" (p. xxxv). The seven intelligences "are specifically linked to content" (p. xxxv), and their autonomy may not be readily visible because they work in harmony (p. 9). The general criteria that comprise all intelligences, according to Gardner, are as follows: (a) potential isolation by brain damage; (b) the existence of idiots savants, prodigies, and other exceptional individuals; (c) an identifiable core operation or set of operations; (d) a distinctive developmental history, along with a definable set of expert "end-state" performances; (e) an evolutionary history and evolutionary plausibility; (f) support from experimental psychological tasks; g) support from psychometric findings; and h) susceptibility to encoding in a symbol system (pp. 62-67).

In addition to these criteria, Gardner (1983/2004) also described each intelligence in relation to specific capabilities. For example, musical intelligence is more than auditory competence, and those who are musically gifted may have a talent for a specific facet of music. Gardner explained that the components of musical intelligence include pitch or melody, rhythm, and timbre. Intertwined with musical talent are the issues of motivation, personality, and character, and, to be recognized, a little luck is mixed in. Logical-mathematical intelligence, Gardner stated, "can be traced to a confrontation with

the world of objects" (p. 129), beginning with ordering, reordering and assessing their quantity. Memory, reasoning, appreciation of key links, and love of the abstract, seem to be connected with logical-mathematical intelligence, as well as rigor and skepticism. Gardner suggested that logical-mathematical talent requires the ability to recognize a problem and then solve it. Through logical-mathematical intelligence, patterns are perceived or discerned and then something is made of them. Gardner's spatial intelligence encompasses "the capacities to perceive the visual world accurately, to perform transformations and modifications upon one's initial perceptions, and to be able to re-create aspects of one's visual experience, even in the absence of relevant physical stimulation" (p. 173). Spatial intelligence is an "amalgam of abilities" (p. 173), of which the ability to perceive a form or an object is an elemental operation. Perception does not signify visual, as a blind person will also have spatial intelligence and may employ a tactile modality rather than visual. Spatial ability includes the following three components: "the ability to recognize the identity of an object when it is seen from different angles; the ability to imagine movement or internal displacement among the parts of a configuration; and the ability to think about those spatial relations in which the body orientation of the observer is an essential part of the problem" (p. 175). Gardner likened thinking in three dimensions to learning a foreign language. In addition to patterns, other elements of spatial intelligence, according to Gardner, are "the ability to notice fine details" (p. 200), having "a keen visual memory" (p. 201), and "the ability to use images to plan alternate sets of actions" (p. 201). Gardner concluded that spatial intelligence is "tied fundamentally to the concrete world" (p. 204). Bodily-kinesthetic

intelligence focuses on the use of one's own body and actions upon the world. Gardner maintained that controlling bodily motions and skillfully handling objects are the two most important capacities of bodily-kinesthetic intelligence (p. 206). Personal intelligences, knowledge of self and others, intrapersonal and interpersonal, or the "inner emotional-affective sphere" and "peering outward to the circle of other people" (p. 236), are manifested in various ways, which are unique or specific to and intermingled with one's culture. According to Gardner, intrapersonal intelligence is focused internally on self-examination and knowledge of personal feelings and interpersonal intelligence involves the examination and knowledge of others' behavior, feelings, and motivations (pp. 240-241). A "sense of self" develops and emerges as we grow and mature from infant to adult (pp. 242-253). Gardner (1983/2004) found sufficient evidence for the existence of new intelligences to update his original list of seven intelligences by adding naturalist and existential intelligences. Naturalist intelligence pertains to connecting with nature and participating in activities out of doors. Existential intelligence pertains to internal reflection of "big questions" (p. xvii) and developing this talent for self and others.

In relation to this study, particular emphasis was placed on linguistic intelligence because it is the foundation for students who demonstrate advanced proficiency in any language, although other intelligences are certainly involved. Gardner (1983/2004) defined linguistic intelligence as an intelligence that involves fluency and mastery of words, written and spoken. Syntax and phonology are near the core of linguistic intelligence while semantics and pragmatics may be interwoven with facets of other

intelligences. Communication, conveying meaning and knowledge visually and auditorily, is integral to linguistic intelligence. Linguistic intelligence involves fluency and mastery of spoken and written words, including syntax and phonology. Gardner noted that communication and conveying meaning visually and aurally are integral facets of linguistic intelligence, yet semantics and pragmatics may not be exclusive domains of linguistic intelligence. A part of linguistic intelligence and expression encompasses sensitivity to shades of meaning in the spoken and written word.

Gardner (1983/2004) used the poet as an example of a person with linguistic intelligence. A poet, in any language, "must have a keen sensitivity to *phonology*, the sounds of words and their musical interactions upon one another….a mastery of *syntax*, the rules governing ordering of words and their inflections, …. and … must appreciate the *pragmatic* functions, the uses to which language can be put" (p. 76). Gardner wrote that the poet "possesses a relation to words beyond our ordinary powers" (p. 77). He stated that the core operations of language include (a) "a sensitivity to the meaning of words," which is appreciation of the subtle shades of difference in meanings of similar words; (b) "the order among words," or knowing when to follow the rules of grammar, and when to break the rules; (c) "a sensitivity to the sounds, rhythms, inflections, and meters of words"; and (d) "a sensitivity to the different functions of language" (p. 77). In other words, the core operations of linguistic intelligence are the phonology, syntax, semantics, and pragmatics of language. In addition, Gardner identified four aspects of linguistic knowledge that are important in society: (a) the "rhetorical aspect of language," (b) "the mnemonic potential of language," (c) "its role in explanation," and

(d) “the potential of language to explain its own activities” (p. 78). Gardner also argued that there is a critical period for language acquisition, which is initially related to the left side of the brain. After this critical period of acquisition, to learn a language, individuals “may be limited to those mechanisms mediated by the right hemisphere” (p. 86). Gardner argued that, for children, the system of language acquisition is more flexible; however, as we age, Gardner noted that language function becomes more localized (p. 86). Gardner concluded that “while language can be conveyed through gesture, and through writing, it remains at its core a product of the vocal tract and a message to the human ear” (p. 97). Gardner believed that the auditory and oral elements of language are central, but yet even those individuals without the ability to hear are able to acquire language and communicate effectively.

In relation to this study, a more in-depth look at linguistic intelligence, as an application to language learning and acquisition, may reveal that linguistically gifted and talented students have a more highly developed linguistic intelligence than most students who learn languages other than, or in addition to, their first language. The apparent ease with which these students become proficient in other languages may point to a more developed linguistic intelligence. However, it is generally accepted as common knowledge among foreign language instructors and other educators that once students learn a second language, it becomes easier to learn additional languages, because they are able to transfer understanding of how language works from one language to another. For example, if students learn Spanish, it is often easier for them to learn French, Italian, Portuguese, or Romanian. Learning Mandarin Chinese will often help students learn

Japanese, Korean, and Vietnamese (Kaufmann, 2009). Native or native-like pronunciation in the second language is also affected by transfer or similarity between first and second languages (Hurtado & Estrada, 2010). In some cultures, and professions, it is socially and economically advantageous to become fluent in several languages. For example, in the European Union, diplomats, translators, and interpreters are often fluent in a half dozen or more languages and able to get by in several others. It would be interesting to determine how much of this facility with many languages is due to a highly developed linguistic intelligence or if economic and social factors are more influential. However, that topic could be explored in future research. In Chapter 2, I include a description of some of the instructional strategies that researchers have found to be particularly effective in second language teaching and second language acquisition.

Nature of the Study

This study uses a qualitative approach. According to Merriam (2009), the focus of qualitative research is on "process, understanding, and meaning; the researcher is the primary instrument of data collection and analysis; the process is inductive; and the product is richly descriptive" (p. 14). Qualitative researchers focus on people; how they interact, how they feel about, understand, and interpret what is going on about them, and what their individual experiences mean. Merriam also noted that qualitative researchers are responsible for their own data collection and analysis. They have to be able to respond and adapt as necessary during data collection and be aware of a myriad of cues, verbal and nonverbal, visual and auditory, and written, in order to understand the data gathered for later, more in-depth analysis. Nonhuman instruments of data collection

cannot capture the essence of the experience. Qualitative research is an inductive process because data and understanding are gathered from a variety of sources, which often leads to a theory or a theoretical proposition (Yin, 2009). Instead of data and numbers that are used in quantitative research, qualitative research uses rich, thick description, where words and pictures are used to present the findings of the study. For this study, I chose the qualitative approach, rather than the quantitative approach, because the focus of this study was on understanding and meaning concerning how teachers of AP and IB courses meet the unique learning needs of students who demonstrate advanced proficiency in a language such as Spanish.

The design of this qualitative study was based on case study research, using an embedded design (Yin, 2009) with multiple units of analysis. Yin (2009) defined case study as "empirical inquiry that investigates a contemporary phenomenon in depth and within its real life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 18). In addition, Yin argued that a case study inquiry

> copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result, relies on multiple sources of evidence with data needing to converge in a triangulating fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection and analysis. (2009, p. 18).

Based on this definition of case study, I chose case study design because the relationship is not always clear between the phenomenon of students who demonstrate advanced proficiency in Spanish and the context of how instruction is provided to these students.

In addition, case study relies on triangulating data from multiple sources of evidence, which provides a richer understanding of this topic.

In relation to the research design, this study is a multiple embedded case study design that includes a total of three cases. All three cases were selected from the world language programs offered at the high school level in various suburban and/or rural public school districts in one county in a western state. The case or unit of analysis was at the course level. The first case was the AP Spanish Language courses offered at the high school level in the school districts, and the second case was the AP Spanish Literature courses offered at the high school level in the school districts. The third case was the IB Language B Spanish courses offered at the high school level in the school districts. These courses were selected because they were the only language courses offered to students who demonstrate advanced proficiency in Spanish. The AP courses are offered for 1 year each. The IB Spanish language course may be a 1-year or a 2-year course, depending on the school course offerings. This study was also comparative in nature in that the AP and IB courses were compared in relation to how teachers meet the learning needs of students who demonstrate advanced proficiency in Spanish.

The participants for this study included a minimum of one teacher from each of these AP and IB courses in Spanish for a total of two participants who represented all three courses. I selected these participants through purposeful sampling, based on specific inclusion criteria. These criteria included the following: (a) the participants must be employed as licensed teachers certified to teach Spanish, (b) participants must be employed in a public school district in the selected county in a western state of the United

States, and (c) the participants must be teachers of an AP Spanish Language course, an AP Spanish Literature course, and/or an IB Diploma Program Language B Spanish course in the selected school districts in one county in a western state of the United States.

Data were collected from multiple sources of evidence, including recorded telephone interviews with teachers of these AP and IB courses in Spanish, on-line reflective journals maintained by the participants, and documents related to these courses. I designed the oral questionnaire that I used to conduct the audio recorded interviews. Interview questions were based on Merriam's (2009) guidelines for conducting effective interviews. Questions were limited in number, semistructured, and open-ended, and aligned with the research questions. I also designed the questions for the online reflective journals, which were aligned with the research questions. Moreover, I collected specific documents related to these courses, including the world language standards for each course, instructional guidelines for each course, and group student assessment data for these courses that were available through the school district and/or school district website.

Data analysis was conducted at two levels. At the first level, which was the single case analysis, I transcribed and coded the interview and reflective journal data line-by-line as recommended by Charmaz (2006) for qualitative research. I constructed categories from the coded data, using the constant comparative method recommended by Merriam (2009). In addition, I used a content analysis for the document review. At the second level, which was the cross case analysis, I examined the categorized data for

patterns, themes, and relationships to determine the findings of this study. Furthermore, I used specific strategies recommended by Merriam to enhance the trustworthiness of this study.

Definitions

Advanced Placement (AP) Program: This advanced program follows a college level curriculum outlined and designed by the College Board to prepare students to take the Advanced Placement exam near the end of the high school junior or senior academic school year. According to AP Central (2012), there are 34 courses across multiple disciplines. These courses are taught by highly qualified high school teachers using the AP Central course descriptions to guide their instruction and preparation of students who take the AP examinations. The courses available through College Board AP Central include Art History, Biology, Calculus AB, Calculus BC, Chemistry, Chinese Language and Culture, Computer Science, English Language and Composition, English Literature and Composition, Environmental Science, European History, French Language and Culture, German Language and Culture, Government and Politics: Comparative, Government and Politics: United States, Human Geography, Italian Language and Culture, Japanese Language and Culture, Latin: Vergil, Macroeconomics, Microeconomics, Music Theory, Physics B, Physics C: Electricity and Magnetism, Physics C: Mechanics, Psychology, Spanish Language, Spanish Literature, Statistics, Studio Art: 2-D Design, Studio Art: 3-D Design, Studio Art: Drawing, United States History, and World History.

Advanced proficiency: According to Accredited Language Services International (2013), a standard definition for advanced proficiency and proficiency levels is difficult to define. The ACTFL Proficiency Guidelines 2012 are descriptive in nature and separated into the four skills: speaking, writing, listening, and reading. Advanced proficiency is explained in relation to each skill, but no general definition for advanced proficiency was included. Moeller (2013) stated that "teachers at the AL [advanced low] level and higher have the ability to speak in spontaneous, connected discourse" (p. 550), which is based on the ACTFL (2012) advanced proficiency level and which includes the ability to speak in paragraphs using the present, past, and future tenses.

College Board: The College Board, formed by a small group of colleges in 1900, was created to broaden prospective students' access to higher education (College Board, 2012). Their purpose was to "simplify the application process for students and college admission offices" (College Board, 2012). Initially, the College Board, or College Entrance Examination Board, created a college entrance exam, referred to as the "College Boards," which was later replaced by the SAT examination in 1926. The Educational Testing Service (ETS) was created in 1947, followed a few years later, in 1954, by establishment of the College Scholarship Service and subsequently, in 1955, the Advanced Placement Program. The PSAT was first administered by the College Board in 1959. According to the College Board, college credit and advanced college course placement can be earned by high school students through their completion of advanced placement college-level courses and exams. In addition, successful completion of these courses and exams help students stand out among their peers in the admission process.

Comprehensible input: According to Krashen (1981), in relation to language acquisition, comprehensible input is "input that is understood" (p. 102).

Gifted and talented students: According to the National Association of Gifted Children (NAGC, 2011) "gifted individuals are those who demonstrate outstanding levels of aptitude or competence in one or more domains." These domains encompass such structured activities, with specific symbol systems, as mathematics, music, and language, and/or activities with specific sensorimotor skills, such as dancing, painting, and sports. For this study, gifted and talented students demonstrate advanced proficiency in the performance area of language, particularly Spanish.

*Instructional program in world languages***:** For this study, the instructional program was comprised of world language courses offered at the high school level. The world languages most frequently offered in some of the school districts of this county are Chinese, French, German, and Spanish (School District A, 2014; School District B, 2014). Advanced level world language courses are offered through the International Baccalaureate Diploma Program (IBDP), the AP Program, and the Honors Program, in addition to nonaccelerated levels 1, 2, 3, and 4 (School District A, 2014; School District B, 2014). The instructional program is comprised of curriculum and/or standards, instructional strategies used to deliver the curriculum and/or standards, and the assessments used to measure student mastery of the curriculum and/or standards in each course.

International Baccalaureate Diploma Program (IB DP): The subjects included in the IB DP curriculum include classical languages, computer science, dance,

environmental systems and societies, economics, film, geography, history, information technology in a global society, Language A literature, Language A language and literature, literature and performance, Language ab initio, Language B, music, psychology, social and cultural anthropology, and world religions (IBO, 2011). The three core requirements are surrounded by the six academic areas in the form of a hexagon. The three core requirements are (a) the extended essay, (b) theory of knowledge, and (c) creativity, actions, and service. The six academic areas include (a) Language A1, or studies in language and literature, (b) Language B, or language acquisition, (c) individuals and societies, (d) experimental sciences, (e) mathematics and computer science, and (f) the arts and electives.

International Baccalaureate Organization (IBO): The IBO headquarters is located in Geneva, Switzerland. The membership of the IBO includes a 15 to 25-member IB Board of Governors and six committees covering access and advancement, audit, compensation, education, finance, and governance. The director general is appointed by the Board and is based at the headquarters in Geneva. The curriculum and assessment center is located in Cardiff, UK. According to the IBO (2012), more than a million K-12 IB students are enrolled in this program at 3,459 schools in over 143 countries. Students in the IB program are enrolled in the Primary Years Program (PYP), the Middle Years Program (MYP), and the Diploma Program (DP) worldwide. The IBO mission statement is as follows:

> The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through

> intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. (IBO, 2011)

International Baccalaureate (IB) Program: An international or global program that adheres to a curriculum designed by the individual member schools, according to the IB guidelines, and ultimately approved by the IBO. The program and curriculum is divided according to primary or elementary grades, middle school or junior high grades, and the final 2 to 3 years of high school when the DP exam is administered at the end of the final year of the program. As mandated by the IBO, the three core requirements of the IB Diploma Program include (a) an extended essay, (b) the theory of knowledge course, and (c) the creativity, actions, and service component. The extended essay component requires a student to conduct an in-depth study of a question which interests them and relates to one of the subjects they are studying. For the theory of knowledge component, the student critically examines different ways of knowing, which include perception, emotion, language, and reason, and the different kinds of knowledge, which include scientific, artistic, mathematical, and historical knowledge. The third component of creativity, actions, and service requires that students actively learn outside of the classroom through personal or practical experience. Students may complete specific activities for each of these components or may choose to combine the components

according to their individual needs and interests. The six academic areas of the IB Diploma Programme include Language A1, Language B, Individuals and Societies, Experimental Sciences, Mathematics, and Arts and Electives (IBO, 2011).

Linguistic intelligence: Linguistic intelligence is a highly-developed, intellectual competence that incorporates sensitivity to shades of meaning, phonology, and syntax, in concert with an appreciation for uses of language, as well as the sounds, rhythms, inflections and meters of words, and the functions of language (Gardner, 1983/2004).

Scaffolding: This instructional strategy involves moving students beyond their current developmental stage or skill set and into progressively more difficult tasks. Scaffolding relies on sociocognitive learning where the student learns by observing a more competent person solving a problem or completing a task. The teacher provides support and models strategies for the student. For this study, AP and IB teachers used scaffolding as an instructional technique in teaching Spanish language learners (Walls-Thumma, 2014).

Assumptions

This study was based on several assumptions. The first assumption was that the participants were open and honest in their responses to the interview and reflective journal questions. Open and honest responses from the participants were necessary to ensure the trustworthiness of this study. If the data are not credible and dependable, the results of the study may not be transferable to similar situations. The second assumption was that documents were available to support the interview and on-line reflective journal data and that these documents included accurate and current data. The third assumption

was that as the sole person responsible for data collection and data analysis, I was able to minimize potential researcher bias in relation to the findings of this study. Minimizing researcher bias ensured that the data collected for this study were credible and dependable.

Scope and Delimitations

The scope of a study is defined as the boundaries of the study. The scope for this study was the instructional program in world languages at the high school level for multiple school districts in one county in a western state in the United States. The scope was further narrowed by the research design of this study, which was an embedded case study design. Therefore, the first case included one unit of analysis related to the AP Spanish Language courses, and the second case include one unit of analysis related to the AP Spanish Literature course. The third case included one unit of analysis related to the IB Language B Spanish course.

In addition to scope, delimitations also narrow the focus of a study and are often related to the participants, the time it takes to conduct the study, the resources that are used, and the location of the study. For this study, the participants were limited to the teachers of AP Spanish Language courses, AP Spanish Literature courses, and IB Language B Spanish courses. In relation to time, this study was conducted during the 2013-2014 school year. Data were collected from interviews and on-line reflective journals during April and May, 2014 because the state assessments were given in March and the AP and IB exams are given at the end of April or early May. In relation to

resources, I was a single researcher with limited financial resources and limited time, and therefore, this study was conducted by e-mail correspondence and telephone.

Limitations

Limitations of a study are often related to the design of the study. A limitation of this multiple case study is that I was the sole person responsible for data collection and analysis, and therefore, the possibility of researcher bias existed. In order to address this potential problem of researcher bias, I described specific strategies that I used to improve the trustworthiness of this study. The strategies that I used to improve the credibility, transferability, dependability, and confirmability of this study are described in Chapter 3.

An unanticipated limitation of this study was the number of participants. The variation in data collection from the proposal that I developed for this study included a reduction in the number of total potential participants from six to two. Several factors influenced this reduction in the sample size for this study. Most of the 20 to 25 potential participants who met the inclusion criteria either did not respond to my letter of invitation or declined to participate. The participant pool was limited to the specific geographical area of one county in a western state, which was a factor in my inability to recruit more than two participants. However, the two teachers who agreed to participate in this study represented the two AP courses and the one IB course that were the units of analysis or cases for this study.

Significance

The significance of a study is related to practical contributions to research on the topic, to practice in the field, to defining policy, and to positive social change. In relation

to research on the topic, in this study, I present findings in relation to how teachers of AP and IB courses provide instruction for high school students who demonstrate advanced proficiency in Spanish. This study contributes to the knowledge base in relation to how AP and IB teachers provide instruction for students who demonstrate advanced proficiency in world languages. The findings of this study could be used as a springboard for future studies related to second language acquisition and gifted and talented students.

Concerning practice in the field, the findings of this study could significantly impact the instructional design for world language programs in relation to meeting the needs of students who demonstrate advanced proficiency in language. Additional instructional strategies may be warranted to address the specific learning needs of linguistically gifted and talented language learners, including more extensive differentiated instruction and assessment. For teachers, specialized professional development opportunities and preparation to meet the needs of these unique students may be indicated. A discussion among K-12 educators of whose responsibility it is to provide these professional development opportunities and preparation could also be a topic for further investigation.

In relation to defining educational policy at the local level, school boards and district office administrators may be inspired to develop policies concerning the formal identification of gifted and talented students in world languages and how to implement curricula and instructional practices that challenge these students in world languages courses. They may also be inspired to expand advanced world language courses, rather

than eliminate them, so that linguistically gifted and talented students will be better prepared to work in a global society.

Concerning positive social change, this study may provide educators and researchers with a deeper understanding of the curricula, instructional practices, and assessments that are needed in these world languages courses in order to challenge students who demonstrate advanced proficiency in world languages. An inquiry into the nature of these courses is important as educators prepare linguistically gifted and talented students to meet the expectations of the global marketplace.

Summary

This chapter was an introduction to this study and included background information that briefly summarized the literature framing the history of this problem as well as gaps and deficiencies that were found in previous research. In addition, the conceptual framework that forms the foundation of this study was described in relation to the theory of second language acquisition developed by Krashen (1981) and the theory of multiple intelligences developed by Gardner (1983/2004), with a particular emphasis on linguistic intelligence in relation to the topic of this study. In this chapter, I also included a description of the research problem concerning a lack of studies that exist about how to meet the learning needs of students who demonstrate advanced proficiency in world languages, such as Spanish, in part due to a failure to identify these students as gifted and talented in the performance area of language. Therefore, the purpose of this study, as reflected in the central research question, was to describe how teachers of AP and IB courses provide instruction to high school students who demonstrate advanced

proficiency in Spanish. A case study design was used, and data were collected from multiple sources of evidence, including individual teacher interviews and their online reflective journals and documents related to the AP and IB programs. In this chapter, I also included an explanation of the assumptions and limitations of this study. The scope of this study covered the AP and IB courses in Spanish offered in multiple suburban and rural school districts in a county in a western state in the United States, with participants limited to the teachers of these courses. The significance of this study, as outlined in this chapter, was related to positive social change in relation to awareness of gifted and talented second language learners, their learning needs, and the curriculum, instruction, and assessment modifications that are needed to meet the needs of gifted and talented second language learners in the 21st century global marketplace.

In Chapter 2, I include a review of the research literature for this study, which is based on the conceptual framework and the research design. The major focus of the review is on an examination of research related to the identification of linguistically gifted and talented students and the curricular, instructional, and assessment practices that teachers use in AP and IB courses. In addition, I include a discussion of the major themes and gaps and deficiencies found in this literature review.

Chapter 2: Literature Review

Linguistically gifted and talented students often do not receive appropriate instruction in the classroom (Briggs, Reis, & Sullivan, 2008; De Wet & Gubbins, 2009). In addition, little research has been conducted about how teachers of AP and IB world language courses meet the learning needs of students who demonstrate advanced proficiency in a second language. Therefore, the purpose of this study was to explore how teachers of AP and IB courses provide instruction for high school students who demonstrate advanced proficiency in Spanish. To accomplish that purpose, I described how linguistically gifted and talented students are identified at the school district level. I also described the curriculum and/or standards, the instructional strategies, and the assessments that teachers of AP and IB courses in Spanish use to meet the learning needs of students who demonstrate advanced proficiency in Spanish. In addition, I described the perceptions that these AP and IB teachers hold about how to meet the learning needs of these students. I also analyzed district and school documents related to the AP and IB courses, including state and district standards, instructional guidelines, and assessment data, such as group test scores for the 2012-2013 and/or 2013-2014 school year and any available longitudinal data, which measure student performance over time in these courses.

A review of the literature for this study indicated that the identification of linguistically gifted and talented students may be problematic (Briggs et al., 2008; De Wet & Gubbins, 2009; NRC G/T, 2008). Some researchers have found that students who are culturally, linguistically, and ethnically diverse may not be identified as gifted and

talented, and therefore, they may not be provided with appropriate gifted education services (Briggs et al., 2008; De Wet & Gubbins, 2009). The research has also indicated that national and state content standards for world languages have generally been interwoven into the curriculum, instruction, and assessment practices for AP and IB courses, although some gaps still exist (Brunold-Conesa, 2010; Bunnell, 2009, 2011; Cambridge, 2010; Clayton, 1998; College Board, 2011/2012; Doherty, 2009; IBO, 2005/2010; Mayer, 2010). In this literature review, few research studies were found concerning how AP and IB world languages teachers meet the learning needs of students who demonstrate advanced proficiency in a second language and the beliefs they have about meeting these needs (De Wet & Gubbins, 2009; Ford, et al., 2008).

Following a discussion of the literature search strategies that I used to conduct this review, I have organized this chapter according to the following topics: (a) current literature related to the conceptual framework concerning second language acquisition theory, (b) current research related to the conceptual framework concerning linguistic intelligence, (c) identification of students who are linguistically gifted and talented, (d) instructional programs in world languages, (e) curriculum and standards for AP and IB courses in world languages programs, (f) instructional practices for AP and IB courses in world languages, (g) assessment practices for AP and IB courses in world languages, and (h) a summary and conclusions, which includes a description of the major themes and the gaps and deficiencies that were found in this review as well as the placement of this study in the current body of literature on this topic.

Literature Search Strategy

I used several search strategies to conduct this literature review. The databases that I used to search for peer reviewed journal articles included the Walden Library Thoreau-Search Multiple Databases/Thoreau Walden University Discovery Service, through EBSCOhost, which included Academic Premier and ERIC. Dissertations were also examined in relation to this topic. In addition, I used the following key words to conduct this literature review: *ACTFL standards, Advanced Placement program and courses, Department of Education, state standards, elementary and secondary foreign languages, elementary foreign languages instruction, foreign languages, foreign languages instruction, gifted and talented students, Howard Gardner, International Baccalaureate program and courses, world languages, linguistic intelligence, linguistically gifted and talented students, multiple intelligences, secondary foreign languages instruction, second language acquisition, Spanish, stages of second language acquisition, Stephen Krashen, United States Department of Education, world languages,* and *world language programs in Spanish.*

Conceptual Framework

The conceptual framework of this study is based on research related to second language acquisition and linguistic intelligence. In a theory of second language acquisition, Krashen (1981) described a natural manner of acquiring a second language that does not necessarily follow grammatical rules. In a theory of multiple intelligences, Gardner (1983/2004) defined linguistic intelligence as one of seven intelligences, which also includes musical, logical-mathematical, spatial, bodily-kinesthetic, knowledge of

self, and knowledge of others. Two more recent additions to Gardner's multiple intelligences theory are naturalistic intelligence and existential intelligence. These two theories are described below in relation to how they have been applied in current research and in relation to this study.

Second Language Acquisition

Krashen's (1981) original theory of second language acquisition is comprised of the following five components: (a) acquisition/learning, (b) natural order, (c) the monitor or editor function, (d) comprehensible input, and (e) affective filter. Language is acquired, according to Krashen, in an experiential way through listening rather than by parroting and memorizing words out of context. Visual cues and motions also aid in second language acquisition, starting with something comprehensible, and then adding a new concept, vocabulary, or grammar. This method is referred to as comprehensible input + 1, or i + 1. Krashen (2003) argued that grammar instruction should be included for high school age students and older. Krashen believed that beginning students acquire language through listening and experiencing in a natural, rather than a proscribed order, progressing from and building upon what is comprehensible, gradually monitoring and editing as language is acquired and learned. Krashen noted that acquisition and learning can only take place if the student wants to learn the language and feels there is value in acquiring the language.

Current research about second language acquisition bears out Krashen's (1981) theory. In a discussion on teaching strategies in second language acquisition, Yang (2008) suggested that teachers need to take into account the stages of language

acquisition when preparing instructional lessons for the classroom. In doing so, Yang argued that teachers would be able to modify their instruction to meet the needs of their students and to encourage them to reach the next stage of acquisition. Yang believed that the stages of second language acquisition include the following: (a) the receptive, preproduction, or silent period, in which the learner listens and responds to input without necessarily speaking, (b) the early production stage, which could be up to 6 months after the initial receptive stage, (c) speech emergence, which can last up to another year while the learner develops a vocabulary of about 3,000 words and begins to communicate using simple phrases and sentences, (d) intermediate fluency or proficiency, which may take a year beyond speech emergence until the learner acquires a 6,000 active word vocabulary, and finally (e) advanced fluency or language proficiency, which is near-native fluency, achieved after 5 to 10 years of study and use. Yang suggested that teachers need to help students progress in second language acquisition by analyzing the characteristics of second language learners, integrating theories of second language acquisition and practice in the classroom, encouraging students to take more responsibility for learning and practicing the language, and helping the second language learner build self-motivation, value, self-efficacy, and attributions.

Many factors influence second language acquisition. These factors include advanced verbal analytical ability and aptitude as well as the age of the language learner (Abrahamsson & Hyltenstam, 2008). In addition, the pronunciation component is another factor in relation to second language acquisition (Hurtado & Estrada, 2010). Other factors that influence second language acquisition are student interest in learning

the language (Krashen, 1981; Schütz, 2007) and student attitudes toward learning the language (Bain, McCallum, Bell, Cochran, & Sawyer, 2010). Verbal ability in the first language is also a factor in acquiring a second language (Cooper et al., 2008; Krashen, 1981). Furthermore, advanced reading ability in the first language influences advanced proficiency in the second language (Brantmeier, 2005). Additionally, instructional methodology and prior knowledge influence second language acquisition (Krashen, 1981, 1982; Morett, 2009).

Among the most important factors that influence second language acquisition, according to this review of the literature, are advanced verbal analytical ability and aptitude. Abrahamsson and Hyltenstam's (2008) study concerning the robustness of aptitude effects in near-native second language acquisition also lends support to Krashen's (1981) theory of second language acquisition. Their primary aim was "to test DeKeyser's (2000) hypothesis that only late learners with a high level of verbal analytical ability will reach near-native levels of L2 [second language] proficiency" (Abrahamsson & Hyltenstam, 2008, p. 489). In addition, Abrahamsson and Hyltenstam were interested in whether or not late L2 speakers are native-like when scrutinized linguistically and whether aptitude plays a part in second language acquisition. They also tested a part of DeKeyser's hypothesis that verbal analytical ability is not a significant predictor for successful childhood second language acquisition. Abrahamsson and Hyltenstam hypothesized the following: (a) that late L2 learners perceived as native speakers have above-average language aptitude, (b) that early L2 learners perceived as native speakers have normal language aptitude, (c) that late L2 learners perceived as native speakers are

less than native-like linguistically, (d) that some early L2 learners are less than native-like linguistically, and (e) that certain effects of language aptitude can be observed, even for early L2 learners who are scrutinized in linguistic detail.

In their selection process for this study, Abrahamsson and Hyltenstam (2008) focused on near-native speakers only, including those individuals who passed for native speakers in everyday conversation and exhibited mastery of the language. Thus, Abrahamsson and Hyltenstam investigated the relationship between near-native second language acquisition and verbal analytical ability. They considered 195 advanced L2 speakers of Swedish with Spanish as L1, initially selected through advertisements and posters at university campuses in the Stockholm area. Individuals who responded were first interviewed, with 104 respondents passing for native speakers, and with 42 respondents ultimately selected to participate. Twenty different language testing and speech elicitation instruments were used to test participants individually. In addition, a version of the Swansea Language Aptitude Test and grammaticality judgment tests were administered. The results of the tests supported the hypothesis of this study. According to Abrahamsson and Hyltenstam, "every late learner who qualified for this study by passing for a native speaker in normal, everyday communication turned out to have an above-average degree of language aptitude" (p. 499). They also found that "a majority of these learners scored below the native-speaker range when subjected to a demanding GJT [grammaticality judgment test], which suggests that the effect of aptitude does not necessarily extend to actual, native like grammatical intuition" (Abrahamsson & Hyltenstam, 2008, p. 499). They concluded that language aptitude plays "a decisive role

in adult near-native SLA [Second Language Acquisition]" and language aptitude plays a more modest, yet significant, part in child SLA (Abrahamsson & Hyltenstam, 2008, p. 500).

According to Abrahamsson and Hyltenstam (2008), although aptitude is a measureable skill or talent in relation to language aptitude, it is not necessarily intuitive. They argued that having a talent for learning languages could influence language acquisition by making it easier for the learner to use the language and pass for a native or near-native speaker. A proclivity for language acquisition may help the learner to be more open to learning another language because the L2 learner may not see the challenge as insurmountable or impossible and may find the study and acquisition of another language enjoyable or interesting. In addition, Abrahamsson and Hyltenstam stated that a "recurrent characteristic of most near-native adult L2 learners reported in the ultimate attainment literature … is a strong and often highly academic interest in issues related to language and language learning" (p. 500). Abrahamsson and Hyltenstam concluded that while age is generally accepted as the basis for the critical period of second language acquisition, aptitude also influences an adult's near-native acquisition of a second language. Even though the data in their study showed that language aptitude is necessary for acquiring the language at a level to which the learner can pass as a native speaker in day-to-day communication, Abrahamsson and Hyltenstam argued that it is not enough to attain "actual nativelikeness, as measured by demanding tests or a multiple-test design" (p. 503). They believed that there is a lack of information on how the talented brain and the normal brain compare in the acquisition of language. Abrahamsson and Hyltenstam

noted that it is not known how language acquisition in a talented brain compares with how a normal brain acquires language.

The second factor that influences second language acquisition is pronunciation. In a discussion about the factors that influence the second language acquisition of Spanish vibrants, or the tap or flap /□/ and trill /r/, Hurtado and Estrada (2010) argued that the pronunciation component is often left out of the second language acquisition discussion. Through their study, Hurtado and Estrada examined how linguistic factors, such as transfer, similarity between the first language and second language, and perception, as well as sociolinguistic factors, such as age, gender, style, and context of learning, influence the acquisition and accurate production in Spanish of the voiced tap /□/ and trilled /r/. The voiced tap /□/ is the short, single "r" sound and the trilled /r/ is the sound for the double "r" in Spanish. Hurtado and Estrada coded and analyzed recordings, before and after instruction, of speaking samples from 37 college students enrolled in an advanced Spanish pronunciation course for native-like productions of the Spanish vibrants.

Hurtado and Estrada (2010) believed that two of the factors that influence pronunciation or articulation are the level and the effectiveness of the instruction provided in Spanish-speaking countries and in the United States. In addition, they found that the specific task in relation to the type of discourse or style determines the way students are able to produce a sound, regardless of the speaker's perception of how a sound is produced. According to their analysis of the recordings, formal instruction positively influences accurate Spanish pronunciation. Hurtado and Estrada also argued

that “repetition and focus on form have benefits in the perception and production of the vibrants” (p. 84), which is contrary to Krashen’s (1982) premise that repetition does not ensure language acquisition. Hurtado and Estrada found that immersion alone did not have the same effect on the acquisition of native-like pronunciation as did the level of the courses taken in that country. They also found that the postintermediate level courses taken in the country of the target language elicited more effective acquisition of native-like pronunciation.

A third factor that influences second language acquisition is student interest in learning the language. Schütz (2007) supported Krashen’s (1981) theory of second language acquisition, specifically noting that “the only instance in which the teaching of grammar can result in language acquisition (and proficiency) is when the students are interested in the subject and the target language is used as a medium of instruction” (p. 3). Schütz concluded that “any subject matter that held their interest would do just as well” (p. 4). In other words, Schütz believed that students who study a subject that interests them in the target language they are learning may acquire the target language as well as they would acquire it if they studied the specific grammar of that target language in a language class.

According to Bain et al. (2010), attitude is a motivational aspect for second language learning. They suggested that students’ attitudes toward learning a foreign language significantly influence their success in learning second or additional languages. In their study about predicting successful learning of a second language, they investigated aptitudes, attitudes, and attributions among students who were identified as gifted in

comparison with students who were identified as nongifted. Ninety-five university students, who were enrolled in five introductory Spanish classes at a university located in the southeastern part of the United States, participated in this study. Twenty-five students were identified as gifted and received services during their K-12 educational experiences. Students completed the Short Form of the Modern Language Aptitude Test (MLAT), the Foreign Language Attitudes and Perceptions Survey-College (FLAPS-C), and the College Academic Attribution Scale-Abbreviated Foreign Language Version (CAAS-FL), which measured their aptitudes, attitudes, and attributions in relation to learning a foreign language. Bain et al. found that the aptitudes, attitudes, and achievement of postsecondary gifted introductory Spanish students differ from the aptitudes, attitudes, and achievement of their nongifted peers. They also found a positive relationship between student attitudes and achievement in acquisition of a foreign language; however, gifted students did not attribute their success to ability. Bain et al. recommended that teachers take into account student attitudes toward achievement and learning a foreign language when exploring ways to improve their pedagogy. They found that gifted students demonstrated more positive attitudes toward learning a foreign language and successfully completing the course than nongifted students. Their findings tie in with Krashen's (1981) affective filter component of the second language acquisition theory and support the relationship between higher academic performance and positive attitudes and motivation (Masgoret & Gardner, 2003, as cited in Bain et al., 2010).

Another factor to consider in the acquisition of a second language is verbal ability in the first language. According to Cooper et al. (2008), foreign language teachers

believe that there is a positive correlation between language study, academic study in general, and increased scores on English language standardized tests. Cooper et al. found that students who studied a foreign language for at least three years earned the highest SAT verbal scores. Conversely, comparing a student's verbal ability in English with his or her SAT and PSAT scores often indicates the likelihood of success in acquiring a second language because, according to Bialystok and Hakuta (1994, as cited in Cooper et al., 2008), "some of what is learned about the second language appears to be attached directly to the first language" (p. 215). Verbal ability in English may transfer to learning a foreign language and reveal an additional connection with verbal PSAT and SAT scores.

Cooper et al. (2008) also revisited the relationship between foreign language learning and SAT verbal scores in a study they conducted in which they compared foreign language students to students who did not study a foreign language. This study was a replication of an earlier study, but with a larger sample size, which investigated the relationship between foreign language learning and verbal ability in English, using the test scores from the verbal section of the SAT Reasoning Test. Cooper et al. selected 9,077 student participants from 16 high schools in Gwinnett County, a part of metropolitan Atlanta, who had completed the SAT Reasoning Test in 2003-2004 and 2004-2005. The demographic and socioeconomic data revealed that most of the students were European American, not enrolled in the free or reduced meal programs, were from above average socioeconomic circumstances, and had not been in gifted and talented education programs. Cooper et al. used a single omnibus test and parallel multiple

regression analysis with each of the student groups in this study. They found that in comparing foreign language students to nonforeign language students, the effect of taking a foreign language on SAT verbal performance differed, depending on how a student scored on the PSAT verbal subtest. Results indicated that if students earned a lower score on the PSAT, they benefited more from their study of a foreign language than those students with higher PSAT scores; in other words, there was a greater gain for those students earning a lower score on the PSAT verbal subtest. Cooper et al. noted that SAT verbal performance outcomes for students taking Spanish were somewhat lower than those for students taking Latin and German, and that students who completed Level 3 of their foreign language program outperformed those students who completed only Level 1 or Level 2. In addition, Cooper et al. found that a positive correlation between SAT verbal performance and PSAT verbal performance, PSAT written performance, and foreign language grade point average. Even though students in junior high and high school foreign language classes often struggle to understand new vocabulary when they hear the target language spoken or when they read passages in literature in the target language, Cooper et al. suggested that second language acquisition is benefited by not understanding everything heard or read in the target language. Cooper et al. also referenced Krashen (1981):

> Optimal foreign language learning takes place when not every word and phrase is understood by the learner, but when the linguistic input is i+1 [comprehensible input plus one], that is, when the level of difficulty is a little bit beyond what the learner can process perfectly. Moreover, the acquisition of vocabulary is

> probably the most arduous and difficult task facing a second language learner due to the sheer number of words that must be recalled (p. 212).

In reference to the American Council on the Teaching of Foreign Languages and the National Council for Accreditation of Teacher Education (ACTFL/NCATE) standards, Cooper et al. (2008) stated that "standards-prepared foreign language teachers who adhere to a standards-based curriculum thus will help their students become more effective and successful native language test takers because the skills promoted by standards-based foreign language teaching are the skills that are needed for high achievement on the SAT" (p. 214). They concluded that further explanation as to why foreign language students generally attain higher SAT verbal scores may be related to the process of becoming bilingual and that learning a foreign language is a way to increase cognitive and intellectual ability.

Another factor that may influence advanced proficiency in a second language is advanced reading ability. In relation to using test scores to place students in a college or university foreign language program, Brantmeier (2005) was interested in exploring the use of student self-assessments to aid placement in the program. Seventy-one students initially completed a placement questionnaire, which used a 5-point Likert scale. Criteria for participant selection included the requirement that students must test into and be enrolled in the 300-level Spanish course and must be native English-speaking advanced L2 learners at the university level. The final data analysis included only 34 students who met the criteria, including 12 men and 22 women. Brantmeier sought to garner empirical evidence, deemed to be almost nonexistent at the time, which was related to the

association among L2 readers' self-assessment. However, Brantmeier found that self-assessment of reading ability was not reliable, "as measured via non-descriptive items, with advanced learners who are entering the university" (p. 31). Brantmeier was also surprised to find that learners of a foreign language at the advanced level of language instruction may not be reading at an appropriate level, and he recommended additional research pertaining to reading and advanced placement. This finding would indicate that advanced reading ability in English may be a prerequisite for advanced proficiency in Spanish.

In relation to the influence of instructional methodology on second language acquisition, Morett (2009) examined the instructional methodologies of the grammar-translation approach and the communicative approach and how they facilitate the acquisition of a second language. The original participant pool consisted of 35 undergraduate students at a small liberal arts college located on the eastern coast of the United States, who claimed unfamiliarity with Spanish. The students were given a pre-experimental vocabulary quiz from which results eliminated three of the prospective participants, who demonstrated some knowledge of Spanish. Videos featuring the author teaching a lesson in Spanish were used in the experiment, as well as a demographic survey, vocabulary list, vocabulary worksheet, a pretest, a metacognitive survey, a short-term test, and a long-term test. A neurological component to the experiment was also included. Morett found that instruction and prior knowledge can facilitate the acquisition of a second language in the early stages. According to Morett, "no significant difference was observed between the short-term post-test scores of participants assigned to the

verbal and integrated conditions, suggesting that neither instructional method is more effective than the other" (p. 112). Morett also noted that "the communicative method may be an effective way to jumpstart initial SLA [second language acquisition]" (p. 112), which would support Krashen's (1981, 1982) premise that grammar is learned implicitly, using methodology that incorporates comprehensible input. However, Morett also noted that "this benefit does not extend to long-term retention" (p. 113), for which he recommended an integrated approach.

In summary, several factors influence second language acquisition. These factors include (a) advanced verbal analytical ability and aptitude, (b) the pronunciation component of second language acquisition, (c) student interest in and attitude toward learning the language, (d) verbal ability in the first language, (e) advanced reading ability in the first language, and (f) the influence of instructional methodology and prior knowledge. Even though current research supports Krashen's (1981) theory of second language acquisition, not all researchers agree with Krashen. Individual studies often tend to focus on only one facet of second language acquisition theory, which limits the findings. Those researchers in support of Krashen's theory focus on stages of language acquisition, comprehensible input, and immersion components. Others support a more integrated approach, which includes the study of grammar and an emphasis on practice. Some researchers believe that linguistic intelligence or aptitude and ability could be the key to near-native or native-like fluency and acquisition of second and additional languages. Therefore, this topic is the focus of the next section of this literature review.

Linguistic Intelligence

A wide range of definitions were found for the construct of intelligence. However, in relation to the purpose of this study, only the general definition of intelligence, and particularly linguistic intelligence, are described. Gardner's (1983/2004) definition of intelligence is as follows: "An intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings" (p. xxiv). According to Gardner, separate and independent intelligences "can be fashioned and combined in a multiplicity of adaptive ways by individuals and cultures" (pp. 8-9). Gardner used eight criteria to judge an individual's intelligence. These eight criteria include (a) potential isolation by brain damage; (b) the existence of idiots savants, prodigies, and other exceptional individuals; (c) an identifiable core operation or set of operations; (d) a distinctive developmental history, along with a definable set of expert "end-state" performances; (e) an evolutionary plausibility; (f) support from experimental psychological tasks; (g) support from psychometric findings; and (h) susceptibility to encoding in a symbol system (pp. 62-66). Initially, Gardner identified seven intelligences, including linguistic intelligence, musical intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, and the personal intelligences or the knowledge of self and knowledge of others. Recently, Gardner added naturalistic and existential intelligences to his original theory.

Gardner's (1983/2004) multiple intelligence theory has been integral in educational reform and has led to the concept of teaching for understanding. Multiple intelligence assessments have often been used to assess reading comprehension difficulty

(Epelbaum, 2007), and multiple intelligences have also been considered in curriculum differentiation (Noble, 2004) and differentiated instruction (Tomlinson, 2012). The construct of multiple intelligences was also a part of the research efforts of Project Zero at Harvard University's Graduate School of Education, from 1967 to the present. Gardner and the Project Zero cohort investigated the development of learning processes in relation to particular intelligences. According to Gardner (1983/2004), "trying to cover too much material dooms the achievement of understanding. We are most likely to enhance understanding if we probe deeply into a small number of topics" (p. xviii). Even so, Gardner came to the conclusion that the development of multiple intelligences should not in and of itself be an educational goal. Gardner argued, "educational goals need to reflect one's own values" (p. xviii). However, Gardner also believed that using multiple intelligences may help to achieve these goals. Gardner was not persuaded that multiple intelligences theory could be useful in mastering a foreign language. Many educators, including foreign language teachers, use multiple intelligence theory in curriculum development and lesson planning to enhance student learning and second language acquisition (Mahdavy, 2008; Mistry, 2004; Noble, 2004).

Fluency, mastery of spoken and written words, syntax, and phonology are components of linguistic intelligence, according to Gardner (1983/2004), who also noted that the major constructs of linguistic intelligence are communicating and conveying meaning visually and aurally. However, Gardner argued that semantics and pragmatics may not be exclusive domains of linguistic intelligence. An important part of linguistic intelligence and expression encompasses sensitivity to shades of meaning in the spoken

and written word. Gardner argued that sensitivity to word order, sounds, rhythms, inflections, and meters of words are experienced by all students in varying degrees. Gardner singled out the following four aspects of linguistic knowledge: (a) rhetorical knowledge, (b) mnemonic knowledge, (c) the role of the teacher in explanation or instruction, and (d) the ability to use language to reflect on language (p. 78). Gardner concurred with Krashen (1981), who pointed out that the age of an individual in acquiring a language is another important consideration in learning a second language. In reference to which hemisphere of the brain language acquisition is centered, as well as the critical period of language acquisition, Gardner stated,

> With young children, we confront a system still in the course of development and, as a consequence, a system exhibiting considerable (though by no means total) flexibility in the manner of neural localization and the mode of realization. With age, however, a far greater degree of localization of language function becomes the rule. (1983/2004, p. 86)

Gardner argued that rhetorical expertise, mastery of verbal lists, memory, and a sense of verbal rhythm are part of superior linguistic intelligence. However, in today's society, Gardner noted that writing often seems to be more important than reading, and language is viewed more as a communication and business tool than an area on which to focus our attention or as the essence of our day-to-day work. According to Gardner, "while language can be conveyed through gesture, and through writing, it remains at its core a product of the vocal tract and a message to the human ear" (p. 97).

Some controversy regarding Gardner's (1983/2004) theory of multiple intelligences has surfaced in recent years. In a discussion about multiple intelligences theory, Helding (2009) summarized Gardner's theory, initially breaking it down into the following three components: (a) a definition of intelligence, (b) a challenge to the notion of a "general intelligence," or *g*, and (c) a challenge to the conviction that *g* can be reliably measured (p. 194). Helding argued that Gardner's theory has often been criticized in academic circles. According to Helding, Gardner's use of the word intelligence instead of talent or ability and his rejection of IQ testing to classify and measure intelligence is the crux of this criticism. Even so, Helding believed that Gardner's multiple intelligences theory is important as a paradigm shift in arts education specifically and more generally in the history of education. Helding noted that Gardner's theory may not be scientifically rigorous, but it has been accepted by educators, parents, learners, and the larger populace. Helding presented a different definition of intelligence, which includes tacit knowledge and propositional knowledge. Tacit knowledge is the knowledge individuals are born with, or knowing how to do something, whereas propositional knowledge is knowledge individuals acquire as they develop an understanding of how something is accomplished.

Listening skills are also an important part of linguistic intelligence. In a related study about the role of MI theory in listening proficiency, Mahdavy (2008) argued that MI theory has not only been one of the most influential theories about intelligence, but it has also been controversial in its application in the field of education. Through a review of literature regarding the historical development of intelligence theories, Mahdavy found

that intelligence tests, such as the Binet-Simon and Stanford-Simon tests, did not adequately measure mental capabilities and the multidimensional nature of intelligence.

According to Mahdavy (2008), the relationship between language proficiency and intelligence was first addressed by Oller in 1978. Oller, an endowed professor at the University of Louisiana, wrote part of the original Test of English as a Foreign Language (TOEFL), which Mahdavy used in his study. Mahdavy also described the research of Oller, who attributed language proficiency as the cause for the greatest variance in IQ and achievement tests, rather than innate intelligence as the reason for this variance.

In a study about listening proficiency, Mahdavy (2008) surmised that "linguistic intelligence seems [to] be required at all stages of processing from sound perception to syntactic parsing and semantic analysis" (p. 116). Mahdavy explored this premise at an Islamic university by examining the role of Gardner's eight intelligences in listening comprehension and proficiency, particularly in relation to linguistic intelligence. Concerning the participants, 151 of the Iranian male and female students, who were studying English as a second language, completed both the MI questionnaire and the listening subtest of the TOEFL. From that same set, 117 students took both the MI questionnaire and the listening subtest of the International English Language Testing System (IELTS). The Multiple Intelligences Development Assessment Scales (MIDAS) questionnaire, a self-reporting measurement of multiple intelligence, was used to determine intellectual disposition. The TOEFL and IELTS instruments were used to measure English language listening comprehension and proficiency. Correlational and regression analyses were used to compare performance on the two listening proficiency

tests. Mahdavy found that even though all eight intelligences contributed to listening proficiency in a second language, linguistic intelligence plays the most significant part in this facet of language acquisition. In addition, Mahdavy found that L2 listeners with advanced linguistic intelligence demonstrated highly developed auditory skills and process information through listening.

In a study of multiple intelligences, foreign language success, and related variables, Saricaoğlu and Arikan (2009) were interested in finding out which intelligences students used in learning English as a foreign language. Saricaoğlu and Arikan conducted this study at a school for foreign languages in Turkey. Saricaoğlu and Arikan explored whether or not a significant relationship exists between a particular type of intelligence and student success in grammar, listening, and writing. They randomly selected 144 intermediate-level English foreign language students as participants. They administered the MI Inventory for Adults, which uses a Likert scale to measure types of intelligences, to these participants. They also collected demographic information as part of the inventory, and they obtained scores for grammar, listening, and writing from the school administrator. Correlational analysis was used to examine and interpret the data. Saricaoğlu and Arikan found that logical-mathematical intelligence was the most prevalent intelligence among the students in their study, and linguistic and musical intelligences were the least prevalent. They also determined that the traditional methodology employed in Turkish education, which focuses on rote learning and passive learner involvement, may have contributed to students' linguistic intelligence.

In summary, both Krashen and Gardner believed that linguistic intelligence is required at all stages of language acquisition. Other intelligences may also play a key role in language acquisition. Researchers have found that aptitude and attitude may also affect acquisition and proficiency in language.

Definitions of Gifted and Talented Students

In the United States, slightly different definitions can be found in federal, state, and local descriptions of gifted and talented students. According to the National Association for Gifted Children (NAGC), in the definitions section of the Elementary and Secondary Education Act of 1988, the federal government defines gifted and talented students, based on The Jacob Javits Gifted and Talented Students Education Act (Javits, 1988), as follows:

> Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.

On the NACG website (2011), gifted individuals are identified as "those who demonstrate outstanding levels of aptitude or competence in one or more domains". These domains are identified as areas of activity that use distinct symbol systems, such as language, mathematics, and music, and/or areas where a specific set of sensorimotor skills are required, such as dance, painting, and sports. On its website, the National Society for the Gifted and Talented (NSGT, 2011) uses the following definition from the United States Department of Education as a broad definition for gifted and talented

students and considers this definition to be the most comprehensive: "Children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment" (as cited by the United States Department of Education, 1993). The definition of gifted and talented students as stated in the Elementary and Secondary Education Act, Title IX, is as follows:

> The term gifted and talented, when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities. (2004, p. 107)

A common thread in these definitions is that students demonstrate a high level of ability and/or aptitude in one or more areas of academic or nonacademic pursuits. These individuals may surpass not only their peers, but the general population, in performance in a particular area. To develop their full potential, gifted and talented students may need additional support services from the educational system and/or their communities. Thus, at the national level, the research literature indicates that gifted students are most often defined as those individuals who demonstrate, or show potential for demonstrating, outstanding levels of aptitude or capabilities in comparison with other individuals of their equivalent age, life experience, and comparable environment. Using IQ and other tests, grades, and other performance indicators, gifted students tend to perform at a higher level

than their classmates. However, some barriers to identification of gifted and talented students who are culturally, linguistically, ethnically, and economically diverse also exist.

At the state level, definitions of gifted and talented students vary, and these definitions are often determined by the state departments of education in reference to specific state mandates. For example, in the state where this study was conducted, the State Advisory Committee for Gifted and Talented Education (SAC) was created by the State Board of Education (SBE) in 1984 (SDE website). A broad definition of gifted and talented students, based on the State statutes for gifted education programs (1973/revised 2011), was developed by the State Department of Education (SDE). This definition (SDE, 1984) is as follows:

> Gifted and talented children means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness: (a) general or specific intellectual ability, (b) specific academic aptitude, (c) creative or productive thinking, (d)

leadership abilities, and (e) visual arts, performing arts, musical or psychomotor abilities.

This state definition does not specifically include linguistic giftedness, but it is implied in the category of "general or specific intellectual ability" or "specific academic aptitude". The criteria for identifying general or specific intellectual ability and specific academic aptitude are not delineated in the state statute, but instead, this definition is left to "an administrative unit, using criteria and a process established by rules promulgated by the state board pursuant to section 22-20-204 (6)" (House Bill 11-1077, 2011). According to this bill, an administrative unit is "a school district, a board of cooperative services, or the State charter school institute that is providing educational services to exceptional children and that is responsible for the local administration of this article" (p. 6). In part, these abilities and aptitudes are determined through advanced performance on standardized tests, including but not limited to, the state assessment tests. Each school district must submit a gifted education program plan to the State Department of Education, and this plan must describe attainable and measurable goals for identifying and meeting the needs of gifted and talented students, however they are identified. Advanced ability and aptitude may be demonstrated by students who attain advanced proficiency in one or more academic areas, such as English language arts and mathematics, or who demonstrate advanced ability or proficiency in leadership, creativity, spatial intelligence, or the visual, performing, and/or musical arts.

Criteria for identifying these areas of giftedness in this state are linked to student performance on various tests administered to students from Kindergarten through Grade

11. For example, in one school district, the following tests are used to identify gifted and talented students in the specific performance areas of reading, writing, and mathematics: Yearly ProgressPro; Basic Early Assessment of Reading; Developmental Reading Assessment; Dynamic Indicators of Basic Early Literacy; district math assessments; intellectual ability assessments such as the Cognitive Abilities Test, the Naglieri Nonverbal Ability Test, and Kaufman Brief Intelligence Test; and the state assessment. In addition, this district uses teacher observation scales in creativity, art, music, drama, and leadership, and/or performance-based observations in talent areas and leadership to determine giftedness and talent in nonacademic areas. If students "ceiling out" on the other tests, the Yearly ProgressPro assessment is used for off-level testing of these outstanding students. According to the McGraw Hill website, Yearly ProgressPro (YPP) is an online, progress-monitoring assessment for reading, language arts, and math, designed especially for high achievers, which is aligned to state standards. It is a research-based assessment, instructional, and intervention tool that helps ensure that interventions are aligned with state and national standards.

In summary, gifted students often surpass not only their peers, but the general population, in academic and nonacademic performance. In order to reach their potential, gifted students need additional support from their teachers and their community, especially those gifted students who are culturally, linguistically, ethnically, and economically diverse. However, development and implementation of gifted programs are left to the purview of individual states and the particular school district that provides educational services to gifted and talented students.

Linguistically Gifted and Talented Students

Because the emphasis of this study was on students who demonstrate advanced proficiency in a second language such as Spanish, the research literature related to linguistically gifted and talented students is reviewed in this section. The research studies that were found in relation to this topic include identification of linguistically, culturally, and ethnically diverse gifted and talented students, the recruitment and retention of these students, and specific gifted and talented programs for these students. Another area of research includes deficit thinking, which incorporates preconceived notions of student abilities and intelligence in relation to genetics, gender, race, and socioeconomic status, and other barriers to the identification of linguistically diverse gifted and talented students. A final topic of research included in this section is the identification of instructional methods and interventions in gifted education that are used to meet the unique learning needs of gifted and talented students. These topics are important as a foundation for determining how the learning needs of linguistically gifted and talented students should be met in advanced language courses at the high school level, particularly in Spanish.

Equitable identification of culturally, linguistically, and ethnically diverse students who are gifted and talented is a concern for educators and researchers (Briggs et al., 2008). This identification is a concern because these unidentified students will not be in a position to receive the same services of other gifted and talented students who have been identified. However, the research literature is not always clear about how diversity should be defined.

In 2001, the No Child Left Behind (NCLB, 2001) federal mandate required states to report K-12 student performance in such areas as reading and mathematics in terms of specific racial and ethnic subgroups. According to Thernstrom and Thernstrom (2002), the authoritative statement of current practice in relation to reporting state assessment results in reading, writing, mathematics, and science for K-12 students is still the Office of Management and Budget's Directive No. 15, Race and Ethnic Standards for Federal Statistics and Administrative Reporting, which was first issued in 1977. Directive 15 stated that the United States population was divided into four races and two ethnic groups, and all agencies of the federal government were required to collect data using these categories in order to evaluate programs. The four racial groups identified in this directive were "whites, blacks, Asians and Pacific Islanders, and American Indians and Alaskan Natives" (p. 18). Only two ethnic groups were identified by this directive: "persons of 'Hispanic origin' and those 'not of Hispanic origin' (p. 18). Thus, all local public school districts and state departments of education are required to report student performance on state assessments in reading, writing, mathematics, and science in terms of these racial and ethnic subgroups. These state assessment results are sometimes used at the local level to identify students for gifted education services.

In a national study of promising practices for culturally, linguistically, and ethnically diverse gifted and talented students, Briggs, Reis, and Sullivan (2008) expressed concern that students who are culturally, linguistically, and ethnically diverse and who come from low socioeconomic backgrounds are not equitably represented in gifted and talented programs across the United States. Briggs et al. did not provide a

clear definition for diversity in this study. However, they implied that diversity refers to a representation of individuals from both the dominant culture and nondominant cultures in a society, and this representation includes a variety of attributes, characteristics, behaviors, and languages specific to those cultures.

Briggs et al. (2008) investigated 25 gifted and talented programs across the United States. Using a comparative case study research design, Briggs et al. found that five categories emerged in the identification of programs that met the needs of gifted and potentially gifted, high-poverty students who were culturally, linguistically, and ethnically diverse. These five categories included (a) modified identification procedures, which included the use of alternative pathways for program identification, early identification usually at the primary grade level, and inclusion of information about broader perspectives of student performance; (b) front-loading, which is defined as "the process of preparing students for advanced content and creative and critical thinking prior to the formal identification process or before advanced-level courses are offered" (p. 137) and that bridges the gap in student readiness; (c) curriculum changes, which include implementation of a continuum of services, adoption of a specific curriculum framework, and an emphasis on directly addressing the need of culturally, linguistically, and ethnically diverse students; (d) the parent-home connection, which includes increasing communication and interaction between school and home, and involving parents as volunteers; and (e) program evaluation, which includes measuring stakeholder satisfaction, student achievement, enrollment in gifted programs, and student retention in gifted services (p. 141). Briggs et al. added:

> The three features that increase CLED [culturally, linguistically, and ethnically diverse] student participation in gifted and talented programs are (a) the recognition of the underrepresentation problem by district faculty and staff, (b) an increased awareness of cultural impact on student academic performance, and (c) the establishment of program supports to help program directors and teachers make changes. (2008, p. 142)

Briggs et al. found three interventions supported the academic achievement of culturally, linguistically, and ethnically diverse students at high levels in gifted programs, including "implementation of identification strategies designed to include more CLED students, use of curriculum/instructional strategies, and creation of professional development opportunities" (p. 142). One particular curriculum and instructional strategy involved matching professionals and students according to their field of interest, with the mentor facilitating student learning in that field. Briggs et al. found that mentoring is an excellent way to help these students reach their potential. The common goal of all programs that were reviewed in this study was to include more culturally, linguistically, and ethnically diverse students in gifted programs. Briggs et al. concluded that their research "provides a clear direction for other programs to follow, as well as a path for future research into recognizing and developing the gifts of CLED students" (p. 143).

In a related study, De Wet and Gubbins (2009) also explored how culturally, linguistically, and economically diverse (CLED) students are identified, as well as what teachers believe about their abilities, and whether or not gifted programs should be changed to accommodate these students. In a review of the literature and data, they

found that “the underrepresentation of CLED students is indisputable” (p. 98). De Wet and Gubbins administered a survey to 4,000 teachers from eight states, four states of which had mandates for gifted education and four states which did not. De Wet and Gubbins found that teachers in states without mandated gifted programs were more likely to believe that it is beneficial to include culturally, linguistically, and economically diverse students in gifted programs than those teachers from states with mandated gifted programs. They suggested that further research should be conducted to address the responses of teachers to the recommended changes in gifted programs. They concluded that their study may benefit culturally, linguistically, and economically diverse gifted students by bringing awareness and understanding that leads to changing perceptions and practices regarding these students.

In another related study, Ford, et al. (2008) examined recruitment and retention issues in relation to culturally and linguistically diverse students in gifted education programs. They believed that “deficit thinking” (pp. 292-293), or the belief that students are deficient or lacking in some way or ways related to their genetics, race, culture, or economic status, hinders progress in the recruitment and retention of these students. Ford et al. also described the following four symptoms that they believed attributed to this deficit thinking: (a) the reliance on traditional IQ-based definitions, philosophies, and theories of giftedness; (b) the dependence on identification practices and policies that have disproportionately negative impact on diverse students (e.g., a reliance on teacher referral for initial screening); (c) the lack of commitment to helping educators become better prepared in gifted education; and (d) the lack of commitment among administrators

to preparing educators to work competently with these students, which results in the inadequate training of teachers and other school personnel in multicultural education (p. 293).

In order to meet the needs of culturally and linguistically diverse gifted students, Ford et al. (2008) suggested that "teachers combine the best of research, policy, and theory in gifted education" and in multicultural education (p. 297). They also argued that a "cultural lens or frame of reference" should "be used to examine the status of gifted education" (p. 298) for students who are both culturally and linguistically diverse and gifted. Not all cultures view and measure giftedness in the same way. Ford et al. also identified barriers to the identification of these gifted students, including (a) bias inherent in testing and assessments, (b) policies and procedures that impact students very differently, unequally, and distinctly, (c) insensitivity to the background and culture of gifted students, (d) deficit thinking due in part to lack of teacher training in gifted and multicultural education (p. 299).

The research literature also indicates that the creation of a defensible identification system, which spans all cultural groups and includes gifted students from all socioeconomic groups, is a challenge for all school districts. The National Research Center on Gifted and Talented (NRC-G/T, 2008) began a 5-year research plan to study what works in gifted education by establishing the following goals: (a) to extend and enhance prior studies by developing a defensible identification system; (b) to analyze the effects of curricular units in reading and math on students identified using traditional and expanded criteria; and (c) to measure outcomes using extended standards-based

assessments, structured performance assessments, or standardized achievement measures. The NRC-G/T assumed the position that a national identification system needs to be created that is responsive to students across all cultural groups and from all socioeconomic groups. The NRC-G/T position also assumed that an appropriate and equitable identification of gifted and talented students without cultural, ethnic, linguistic, and socioeconomic bias will be a major step in meeting the needs of these students so that they will achieve their greatest potential.

Research literature on the identification of linguistically gifted and talented students in relation to world languages is very sparse. Only three peer-reviewed articles surfaced after a search of the key words "gifted and talented" and "foreign or world languages". Not only were these articles not current within the last 3 to 5 years, but only one of the three articles included a discussion of the identification of linguistically gifted and talented students. Two of the articles primarily addressed appropriate identification of gifted native speakers in Spanish, rather than identifying students who are gifted in speaking a second language other than English. However, in the third study, Matthews and Matthews (2003) investigated the relationship between heritage language instruction and giftedness in language minority students. According to Matthews and Matthews, heritage language courses, or courses specifically for speakers of their first language such as Spanish, can be an appropriate venue for identifying minority students with linguistic giftedness, who are typically underrepresented in gifted programs. They reasoned that teachers of heritage language courses are more apt to identify giftedness in students through their own cultural awareness and bilingualism than mainstream teachers in a

mainstream classroom. In addition, Matthews and Matthews argued that because the grouping of students in heritage language courses is more homogeneous in relation to linguistic and cultural background, gifted behaviors are more apparent. They also argued that since heritage language courses are taught in the first language, or L1, rather than in English, student creativity, achievement, and potential are better observed in the students' own language.

This lack of current literature on linguistically gifted and talented students indicates a definite research gap. This gap presents an opportunity to provide a deeper understanding of how educators in local school districts could provide improved services to the gifted and talented population, particularly in world language programs. Therefore, the purpose of this study was to describe how AP and IB teachers provide instruction for these students who demonstrated advanced proficiency in a second language, such as Spanish.

Instructional Programs in World Languages

Pufahl and Rhodes (2011) argued that instructional programs in world languages for public school students in Grades K-12 need to be improved. They conducted a national survey of elementary and secondary schools in relation to world language instruction in United States schools. In order to determine how well public school educators in the United States prepare students to communicate in languages other than English, Pufahl and Rhodes conducted a survey of more than 5,000 public and private schools. Pufahl and Rhodes developed two questionnaires, one for elementary schools and one for secondary schools. Pufahl and Rhodes used stratified random sampling to

select the schools they surveyed. They sent the elementary school questionnaires to elementary school principals and the secondary questionnaires to the foreign language department chairs. They noted that world language programs have often been scaled back or eliminated over the past decade in relation to the languages offered, especially in elementary schools. This reduction has occurred even though leaders in business, research, education, and government, along with parents, have expressed a strong desire that students should be prepared to work and interact as citizens of the world and be able to communicate in languages other than English. According to Pufahl and Rhodes, these reductions were due to economic changes, the effects of the NCLB legislation, which focuses mainly on reading, writing, mathematics, and science, and less support and funding for world language instruction.

Elementary School Level

In their national survey, Pufahl and Rhodes (2011) found that elementary world language programs often include immersion programs, which focus on academic content that is taught in a language other than English, such as Chinese, French, or Spanish. Other elementary world language programs offer an introductory or exploratory language course, which focuses on vocabulary and some cultural activities to give the students an overview of the language and culture, sparking their interest for further study. According to Pufahl and Rhodes, no AP courses are offered in the participating schools at the elementary school level. Instead, AP courses are typically offered as college preparatory courses at the secondary level. However, some elementary schools offer a foreign language program, such as the IB Primary Years Programs (PYP), which focuses on the

language, including grammar, syntax and all facets of communication. The IB PYP is designed to give elementary students a foundation in preparation for the IB Middle Years Program (IBO, 2012). Language acquisition and development is part of the IB program at all levels across the IB continuum (IBO, 2012).

Middle School Level

At this level, Pufahl and Rhodes (2011) found that many middle schools offer introductory world language courses, one or two years of world language instruction, which often include Level 1 Spanish and Level II Spanish, or immersion language courses. As in the IB PYP, the IB Middle Years Program (MYP) is designed for students from ages 11 to 16, and it incorporates second language instruction, also known as Language B courses, in the IB program. The IB MYP is a middle school or junior high school program overlapping into early high school and is provided for students from ages 11 to 16, who are in Grades 6 to 10. The MYP subject groups include Language A, Language B, humanities, sciences, mathematics, arts, physical education, and technology (IBO, 2012). The MYP courses may be taught in any language; however, the MYP curriculum documents are published in English, French, Spanish, and Chinese only. According to the IB MYP Guide for 2006-2007, Language B must be taught in each and every year of MYP. The three levels within MYP Language B include Language B advanced, Language B standard, and Language B foundation (IBO, 2006). According to Pufahl and Rhodes (2011), the IB MYP is designed to prepare students for the even more rigorous IB Diploma Program (DP) that is offered in high school. In the United States, the IB DP is typically offered for students in Grades 10-12 who range in age from 16

to19. In relation to the AP program, some middle schools and junior high schools offer pre-AP courses to help students prepare for the high school AP courses, and these schools are encouraged to use federal stimulus funds to expand these pre-AP courses.

According to Pufahl and Rhodes (2011), the number and types of these world language courses at the middle school and junior high school level have significantly declined over the past decade, especially in public schools. This decline is in part due to reallocated or decreased federal and state funding, adverse effects of the NCLB legislation, and mixed feelings toward foreign language instruction. In addition, Pufahl and Rhodes found that availability of qualified language teachers has a negative effect on the number and variety of world language courses that are offered each year.

High School Level

World language programs at the high school level, according to Pufahl and Rhodes (2011), include regular education world language courses, AP courses, IB Diploma Program (DP) courses, and Honors courses. Pufahl and Rhodes found that secondary world language programs, which are generally designed for students in Grades 9-12, have been more stable over the last decade than the elementary and middle schools programs. They argued that this consistency could be due in part to the integration of the national standards into the teaching of other languages; the use of authentic literature in the target language; the use of more technology-based materials; the availability of languages such as Arabic and Chinese and language classes for native speakers, such as Spanish for Spanish Speakers; and more immersion experiences to help students achieve high levels of language proficiency. They also noted that the most commonly taught

language is Spanish. Pufahl and Rhodes also found that enrollment in languages other than Spanish, such as Arabic, Chinese, French, German, Japanese, and Latin, fluctuates according to funding constraints and the availability of teachers for these courses. Language courses typically offered in the IB program include the primary language of the country and at least one additional language, such as English, French, or Spanish.

Advanced Placement. AP courses at the high school level usually include French, German, Latin, and/or Spanish. Other AP languages offered include Chinese, Japanese, and Italian (College Board, 2012). Typical courses in a world languages program for Spanish include language classes at beginning, intermediate, and advanced levels, which focus on listening, speaking, reading, and writing, and include vocabulary, grammar, and the Spanish culture. Typical advanced courses in Spanish include AP Spanish Language/Honors Spanish 4/5 and AP/Honors Spanish Literature (College Board, 2012).

The College Board (2012) website indicated that AP courses are offered at more than 23,000 high schools across the United States. AP courses are designed to provide an opportunity for students to earn college credit and advanced placement. Through the College Board, which is a not-for-profit membership association, more than three million SAT exams and 3.2 million AP exams were administered in the 2010 academic year. Since its creation in 1900, the College Board has continued to expand access to higher education and to help students transition to higher education. The AP program offers more than 30 courses in core academic areas such as science, mathematics, and history and including other languages such as Chinese, French, German, and Japanese. The AP

courses are developed by committees and taught by high school teachers who are deemed highly qualified according to NCLB guidelines. AP course descriptions and syllabi are available on line through AP Central and used to guide instruction. Teachers are allowed flexibility in how they present course content.

As noted on the College Board (2011) website, differences between a regular education course and an AP course can be noted in the teacher's instructional approach to the subject, in the attitudes of the students toward the course, and in the way students are encouraged to use higher order thinking skills, rather than memorizing facts and figures. In AP classrooms, students engage in intense discussions, solve problems collaboratively, and learn to write clearly and persuasively. According to the AP Spanish Language and Culture Curriculum Framework (College Board, 2011), curriculum is a process, which is structured according to specific learning objectives and goals. Performance or achievement levels are also described. Instruction is based on themes that "integrate language, content, and culture into an interrelated series of lessons and activities" (p. 2). Context and essential questions for each theme are developed to guide instruction, including "classroom investigations, learning activities, and performance assessments" (p. 2).

Figure 1 below, which is based on the AP curriculum framework, shows the flow of the curriculum process from setting goals, to describing acceptable performance, to designing thematic instruction, assessment, and if necessary, re-teaching.

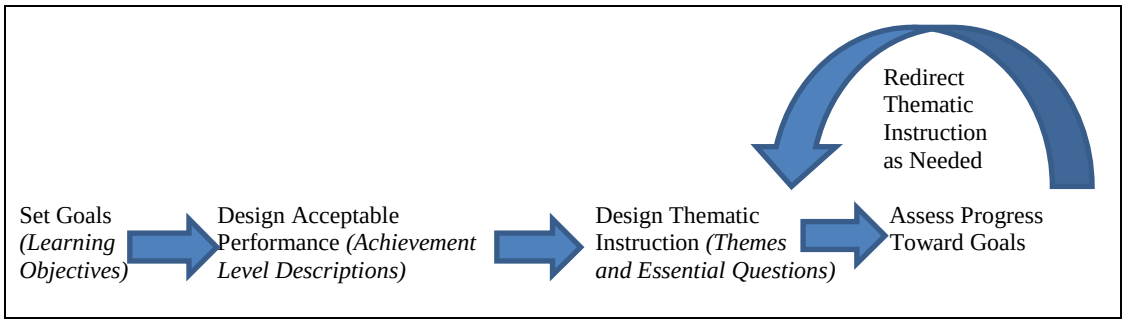

Figure 1. AP curriculum flow. A representation of the flow of the AP curriculum showing how the components of the curriculum framework relate to how a teacher designs and delivers instruction from setting goals and learning objectives through progress assessment. Adapted from the AP Spanish Language and Culture Curriculum Framework 2013-2014, p. 2. Source: AP Spanish Language and Culture Curriculum Framework. © 2011. The College Board. www.collegeboard.org. Reproduced with permission. See Appendix F.

Two AP courses are offered in the world languages program for Spanish, which follow this national College Board curriculum. These courses include AP Spanish Language, AP Spanish Literature, and AP Spanish Language and Culture. The AP Spanish Language course is comparable to the fifth or sixth semester Spanish language course offered at the college or university level. The AP Spanish Literature course is comparable to the third year introduction to Spanish literature course offered at the college or university level, which includes a required reading list. The AP Spanish Language and Culture course includes six sets of learning objectives, which are identified in the curriculum framework for 2013-2014, and they incorporate concepts of interpersonal communication, interpretive communication, and presentational communication. These learning objectives include (a) spoken interpersonal communication, (b) written interpersonal communication, (c) audio, visual, and audiovisual interpretive communication, (d) written and print interpretive communication, (e) spoken presentational communication, and (f) written presentational

communication (p. 3). The themes listed in the curriculum framework include (a) global challenges, (b) science and technology, (c) contemporary life, (d) personal and public identities, (e) families and communities, and (f) beauty and aesthetics (p. 29-31). In addition, each theme is broken down into contexts and essential questions. Contexts are topics within the general theme of each unit, which are designed to be meaningful and interesting to the students. The contexts vary depending upon the authentic materials available, including teacher developed and commercially developed materials, as well as the creativity and interest of the teacher and students. Some recommended contexts of study for the global challenges theme are (a) economic issues, (b) environmental issues, (c) philosophical thought and religion, (d) population and demographics, (e) social welfare, and (f) social conscience (p. 29). Essential questions provide a focus and guide the student learning for each topic. Examples of essential questions for the global challenges theme are (a) What environmental, political, and social issues pose challenges to societies throughout the world? (b) What are the origins of those issues? and (c) What are possible solutions to those challenges? (p. 29). Teachers then create lessons, student activities, and assessments based upon the learning objectives, overarching themes, contexts, and essential questions.

IB Diploma Program. The IB Diploma Program, which is a high school program designed for students in Grades 10 through 12, is also a college preparatory program similar to the AP program. The IB curriculum is designed in relation to the following six areas: (a) studies in language and literature, (b) language acquisition, (c)

individuals in society, (d) experimental sciences, (e) mathematics and computer science, and (f) the arts.

Figure 2 displays these six areas as follows: (a) Group 1, labeled Language A1, includes studies in language and literature, also known as Language A; (b) Group 2, labeled Language B, is language acquisition; (c) Group 3, labeled Individuals and Societies, is also known as individuals in society; (d) Group 4 is labeled Experimental Sciences; (e) Group 5 is labeled Mathematics, and is also known as mathematical and computer science; and (f) Group 6 is labeled Arts and Electives, or the arts. For this study, the focus will be on Group 2, language acquisition, which is the beginning level of the language, or Language B, the advanced level of language study. Group 2 includes modern languages, such as English, French, German, Spanish, or Chinese and the classical languages, Greek or Latin.

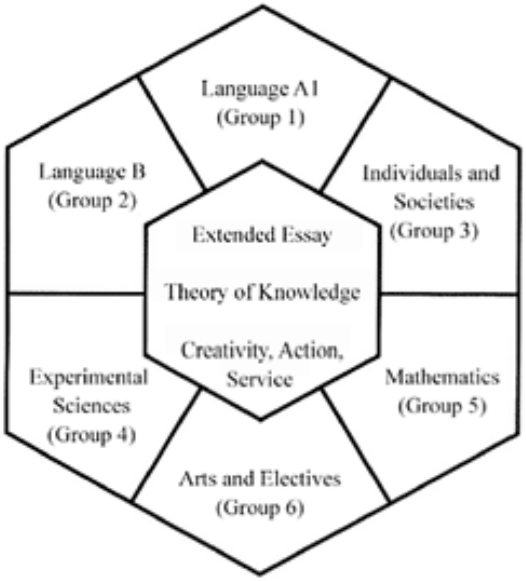

Figure 2. The IBO curriculum. This graphic representation of the IBO Diploma Program curriculum identifies the three core curriculum areas and the areas of study separated into six groups. Adapted from the IBO website. Copyright 2012 by the International Baccalaureate Organization (IBO). Reproduced with permission. This work that has been developed independently from and is not endorsed by International Baccalaureate (IB). See Appendix G.

Figure 2 shows that the IB Diploma Program curriculum for modern languages emphasizes language acquisition and language use for different purposes and a wide range of contexts, as well as for the promotion of cultural understanding through language study.

Figure 3 is a graphic representation of these six areas of the IB DP curriculum model and includes the recently developed publication, IB Learner Profile, which is not included in Figure 2 above. In the center of the model in Figure 3, the IB Learner Profile is represented using silhouettes of students enrolled in the three IB programs: PYP, MYP, and DP. In tandem with the six courses or subjects that IB students must study, there are three core requirements, which include theory of knowledge, extended essay, and

creativity, action, and service. According to the IBO website, theory of knowledge is a course designed to encourage students to reflect on the nature of knowledge by critically examining different ways of knowing (i.e. perception, emotion, language and reason) and different kinds of knowledge (i.e. scientific, artistic, mathematical and historical). The extended essay requires students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying. The third core requirement is creativity, action, and service, which requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine the components of creativity, action, and service or do activities related to each one of them separately. The IB Learner Profile (IBO, 2009) is a set of learning outcomes based on the IB mission statement and is central to the IB educational continuum. These learning outcomes for IB learners are that students will strive to be (a) inquirers, (b) knowledgeable, (c) thinkers, (d) communicators, (e) principled, (f) open-minded, (g) caring, (h) risk-takers, (i) balanced, and (j) reflective (p. 7).

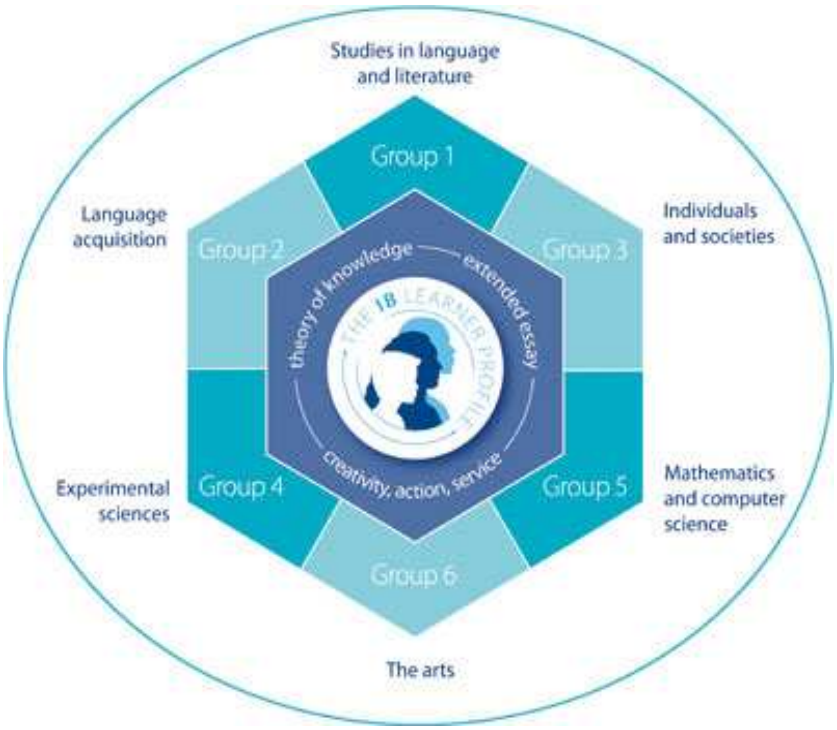

Figure 3. The IBO DP curriculum model. This graphic representation of the IBO DP curriculum model includes the six areas of study, the three core requirements, and the IB Learner Profile. Adapted from the IBO website. Copyright 2012 by the International Baccalaureate Organization (IBO). Reproduced with permission. This work that has been developed independently from and is not endorsed by International Baccalaureate (IB). See Appendix G.

Figure 3 shows that the central core of the IBO DP Curriculum is the IB Learner Profile, and the three core requirements are the theory of knowledge, the extended essay, and creativity, action, and service. The six areas of study, studies in language and literature, language acquisition, individuals and society, experimental sciences, mathematics and computer science, and the arts, surround the core requirements and IB Learner Profile.

At the high school level, the IB program offers the following courses in world languages: Language ab Initio, for students beginning their study and acquisition of another language; Language B Standard Level (SL) and Higher Level (HL), for students

who have studied another language previously; Latin or Classical Greek; and online Spanish ab Initio (IBO, 2012). At the higher level, two works of literature are also studied in addition to three required core themes and two optional themes for the SL and HL courses. The required themes are (a) communication and media, (b) global issues, and (c) social relationships. The optional themes are selected by the teachers. The IB DP curriculum documents and examination papers are published in English, French, and Spanish only. Therefore, the DP courses are taught in one of these three languages. For one of the proposed sites, the IB Language B is a full, two-year program for French or Spanish. The prerequisites for IB Language B Spanish are acceptance in the IB program and completion of Honors Spanish II.

Curriculum and Standards for World Languages Courses

Over the past two decades, national and state world language organizations and associations developed standards for teaching and learning foreign languages. According to the College Board (2011) website, the 1996 National Standards for Foreign Language Education were published through a collaborative effort between the American Council on the Teaching of Foreign Language (ACTFL), the American Association of Teachers of French (AATF), the American Association of Teachers of German (AATG), the American Association of Teachers of Italian (AATI), the American Association of Teachers of Spanish and Portuguese (AATSP), American Classical (ACL), American Council of Teachers of Russian (ACTR), Chinese Language Association of Secondary-Elementary Schools/Chinese Language Teachers Association (CLASS), and the National Council of Japanese Language Teachers/Association of Teachers of Japanese (NCJLT-

ATJ). The original purpose of these standards was to offer guidelines for the development of goals and outcomes relating to foreign language instruction, acquisition, and proficiency, broadly outlining what students should know and be able to do (Phillips & Abbott, 2011). The standards were created to incorporate the skills of listening, speaking, reading, and writing along with knowledge of culture in relation to the five themes of communication, cultures, communities, comparisons, and connections.

Figure 4 presents the logo for the National Standards for Foreign Language. The American Council of Teachers of Foreign Language (ACTFL) national standards for foreign language encompass five areas: communication, cultures, connections, comparisons, and communities. According to the ACTFL (2011), communication in other languages includes exchanging ideas and engaging in conversations, understanding and interpreting written language, and presentation of information, ideas, and concepts. The standard relating to culture means that students will demonstrate that they have gained knowledge and understanding of the inherent culture, practices, and perspectives of the language they are studying. The standard for connections in relation to languages means that as students study other disciplines and acquire knowledge, they will understand viewpoints held by other cultures which may be available only through an understanding of that language. Comparisons relates to the development of insight into the nature of language and culture of the language they are studying through comparison with their own culture. The standard of communities relates to students using the language they are studying not only in the language course, but also in settings outside of

the classroom, such as in areas surrounding their community where the language is prevalent or through travel to other countries.

Figure 4 is an illustration of how the five areas are intertwined.

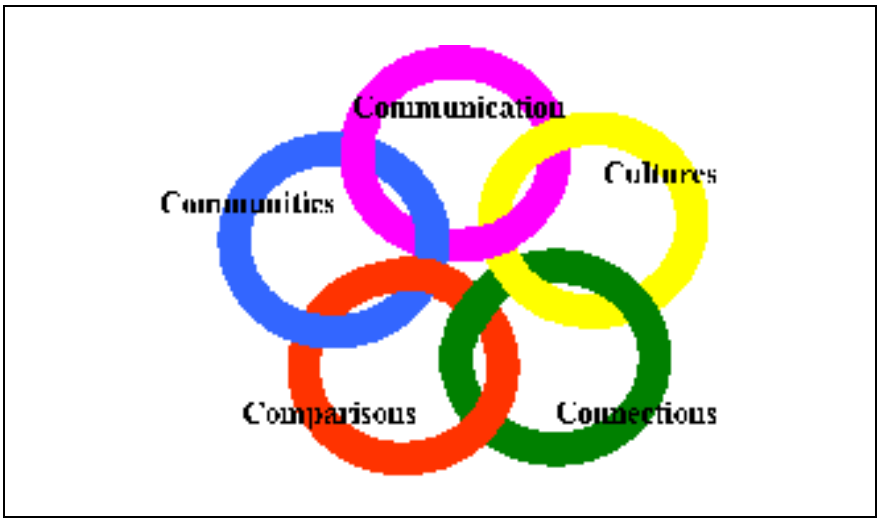

Figure 4. The national standards for foreign language learning five rings illustration. The five areas of learning, as depicted in this logo by the linked rings, are communication, cultures, connections, comparison, and communities. Adapted from the ACTFL website, ACTFL, 2012. (National Standards in Foreign Language Education Project. (2006). Standards for Foreign Language Learning in the 21st Century. Lawrence, KS: Allen Press.) See Appendix H.

Some state departments of education used these national standards as the guiding documents in developing their own state standards that are embedded into specific courses. In the state where this study was conducted, for example, under the Office of Standards and Assessment at the State Department of Education, the standards developed in the 1990s included the skills of listening, speaking, reading, writing, and the culture associated with the language (State Model Content Standards for Foreign Language, 1997). These standards provide guidelines and benchmarks for measuring foreign language literacy for students enrolled in public school districts.

In 2009, the State Department of Education adopted a revised set of standards, which reflect the national standards for foreign language learning that were developed in collaboration with the American Council on the Teaching of Foreign Languages (ACTFL) and with other foreign language associations, including the American Association of Teachers of Spanish and Portuguese (1996). The most current version available of the national standards through the National Standards in Foreign Language Education Project (2006) is entitled the Standards for Foreign Language Learning in the 21st Century. According to the ACTFL Director of Education (P. Sandrock, personal communication, September 10, 2014), a new volume of the national standards will be published in November, 2014. These standards now focus on five key areas, including communication, cultures, connections, comparisons, and communities. Assessment of these areas is divided into the proficiency levels of *novice*, *intermediate*, *advanced*, and *superior*. The *novice* and *intermediate* levels are subdivided into *low*, *mid*, and *high* proficiency.

Table 1 presents a simplified matrix that identifies the themes, communication, cultures, communities, comparisons, and connections, and proficiency levels based on the State Standards for World Languages and an alignment of the National Standards for Learning Languages with the Common Core State Standards (2012).

Table 1

Matrix for the State Standards for World Languages

	Novice			Intermediate		Advanced	Superior
Communication	Low	Mid	High	Low	Mid		
Cultures	Low	Mid	High	Low	Mid		
Communities	Low	Mid	High	Low	Mid		
Comparisons	Low	Mid	High	Low	Mid		
Connections	Low	Mid	High	Low	Mid		

Note. This matrix indicates that low, mid, and high sublevels are used for the novice level and the sublevels of low and mid are used for the intermediate level. For a more detailed explanation of each level and sublevel, refer to the National Standards for Learning Languages (2006) and the ACTFL Proficiency Guidelines (2012).

These national and state standards direct curriculum, instruction, and assessment in many world language programs and their related courses, especially in the state where this study was conducted, where the State Department of Education and the State Congress of Foreign Language Teachers have used these national standards as a guideline or template for the development of state standards, which are embedded in specific courses. The following sections present the scope and sequence of topics that are addressed in the courses related to the AP and IB world language programs. A discussion is also included about the alignment of course objectives in these programs with the national standards and the ACTFL proficiency guidelines.

AP Spanish Courses

The College Board has traditionally been supportive of rigorous academic standards, preparing students in their pursuit of higher education (College Board, 2010). In relation to this study, for example, the curriculum for the AP courses in Spanish is aligned with the national standards for foreign language (College Board, 2012). The expected outcomes for the AP Spanish Language and Culture course and the AP Spanish Literature course are described below.

According to AP Central (2006), the AP Spanish Language and Culture course expected outcomes are as follows: (a) the student has strong communicative ability in Spanish in the interpersonal, interpretive, and presentational modes; (b) the student has a strong command of Spanish linguistic skills (including accuracy and fluency) that support communicative ability; (c) the student comprehends Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations; (d) the student produces Spanish comprehensible to native speakers in a variety of settings, types of discourse, topics, and registers; (e) the student acquires information from authentic sources in Spanish; and (f) the student is aware of some cultural perspectives of Spanish-speaking peoples. The expected outcomes for the AP Spanish Literature and Culture (2012) course expand upon the expected outcomes for AP Spanish Language and Culture and include the following: (a) students will read, comprehend, analyze, and retell a variety of texts in Spanish while relating the content to literary, historical, sociocultural, and geopolitical contexts, thus making interdisciplinary connections to support their textual analysis; (b) students will speak confidently with

accuracy and fluency in Spanish, and compare the textual language and literary features of the Spanish-language texts in different historical, social, and geopolitical contexts; (c) students will demonstrate their understanding in writing and relate the content of the texts they read to political, economic, religious, social, ethnic issues of the related historical and contemporary time periods; (d) students will generate questions and participate in meaningful discussions in Spanish; and (e) students will demonstrate their knowledge of literature and cultural understanding with communities within and outside of the classroom.

The College Board has partnered with the National Governors Association Center for Best Practices and the Council of Chief State School Officers in the development of Common Core State Standards. These Common Core Standards are consistent with most of the College Board Standards for College Success, and the Common Core Standards provide guidance to states as they develop or revise current state standards. According to the ACTFL (2012), the document titled Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects is comprised of four performance strands: reading, writing, speaking and listening, and language. These four performance areas are represented by the national standards for learning languages communication standards, which include interpersonal, interpretive, and presentational, and the level of proficiency demonstrated by language learners. In addition, the other four national standards, or goals areas for learning languages, which are designed as cultures, connections, comparisons, and communities, are also aligned with the Common Core Standards. The national standards describe

performance expectations that ensure all language students are ready for college, career, and the world (p. 1).

IB Spanish Courses

The IBO has its own set of program standards for the Primary Years Program (PYP), the Middle Years Program (MYP), and the Diploma Program (DP). These standards allow enough flexibility to individual schools that they may incorporate the national standards as a guideline for curriculum development, instruction, and assessment, as long as they meet IBO standards (Brunold-Conesa, 2010; Bunnell, 2009, 2011; Cambridge, 2010; Clayton, 1998; Doherty, 2009; IBO, 2005/2010; Mayer, 2010). However, Poonoosamy (2010) noted that some individuals in the IBO community believe that the emphasis on the Western culture in the IB Program and its focus on globalization does not recognize local and/or non-Western identities and knowledge often found in African countries.

The six assessment objectives for the IB Language B Spanish course are as follows: (a) to communicate clearly and effectively in a range of situations, demonstrating linguistic competence and cultural understanding; (b) to use language appropriate to a range of interpersonal and/or cultural contexts; (c) to understand and use language to express and respond to a range of ideas with accuracy and fluency; (d) to organize ideas on a range of topics in a clear, coherent and convincing manner; (e) to understand, analyze and respond to a range of written and spoken texts; (f) to understand and use works of literature written in the target language of study (Language B Subject

Outline, 2012, p. 3). Along with the national standards for learning languages, these six assessment objectives are used to guide curriculum development and instruction.

The expected outcomes for the IB Language B Spanish Course, according to the IB Learner Profile outcomes (2009), are that IB learners will strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other

> individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
>
> *Caring:* They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
>
> *Risk-takers:* They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
>
> *Balanced:* They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
>
> *Reflective:* They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. (IBO, 2009, p. 7)

Thus, the expected outcomes for the IB Language B Spanish Course expected are intertwined with the IB Learner Profile outcomes, so that in addition to learning the language and experiencing the culture, the students will become caring, principled, open-minded, knowledgeable, reflective, balanced, thinkers, inquirers, communicators, and risk-takers.

In summary, the standards for the world language courses are in alignment with the Common Core Standards for English language arts and literacy in social studies, history, science, and technology courses. Communication skills taught through reading, writing, speaking, and listening, in tandem with the study of world cultures and

communities, are designed to support the development of young people who will become knowledgeable, well-rounded communicators prepared to meet the demands of the 21st century.

Instructional Practices in World Languages Courses

The research indicates that exemplary instructional strategies need to be used in order to effectively deliver and assess the standards and/or curriculum prescribed in the AP and IB courses. To be considered exemplary, these instructional strategies should demonstrate success in improving student learning in these courses. However, in order to implement these exemplary instructional strategies, teachers of these courses often need professional development to strengthen student learning in foreign languages (Briggs et al., 2008; Steele, Peterson, Silva, & Padilla, 2009). This professional development needs to focus on preparing students for global citizenship and cultural awareness, which is inherent in international education as well as the national and state standards for world languages (ACTFL, 2012; IBO; Brunold-Conesa, 2010; Bunnell, 2009, 2011; Cambridge, 2010; Doherty, 2009) In addition, the NCLB Act (2001) created a heightened awareness about accountability in relation to student and teacher performance in the classroom and a lens to scrutinize local schools, forcing more accountability for teachers, administrators, school districts, and states (Cambridge, 2010; Mayer, 2010). In some states, funding is contingent on student performance on exams such as the AP or IB examinations (Holstead, Spradlin, McGillivray, & Burroughs, 2010). As a result of these influences, specific instructional strategies may vary, depending on the curriculum, the standards, school district mandates, teacher preferences, and student learning needs (Morris, 2008).

In a gifted education study of AP and IB courses, Foust, Hertberg-Davis, and Callahan (2009) noted that a common instructional strategy that teachers use to meet the needs of gifted and talented learners is ability grouping. Foust et al. defined ability grouping as the placement of gifted and talented students with other students of their ability level. This placement allows for a more cohesive class structure where students build a closer relationship with their classmates while gaining self-confidence and pride in completing higher level or more challenging work. Foust et al. also noted that gifted and talented students are often given more responsibility for their own learning and may be held in higher esteem by their teachers than their peers. One form of ability grouping in world language programs occurs when students who demonstrate advanced proficiency in world languages enroll in rigorous courses such as Advanced Placement and International Baccalaureate. Foust et al. noted that grouping gifted students according to ability is one of the most efficient methods for educators to deliver an appropriate curriculum to these students because teachers are able to focus on a common instructional level, and students are not teased for their intelligence or misunderstood by their peers. The course can be faster paced and more enjoyable for students as they experience encouragement from teachers and bonding with peers of similar interests and abilities.

In another study about grouping, Brulles and Winebrenner (2012) argued that "cluster grouping", or grouping of gifted and talented students within a regular education classroom, is another instructional strategy that teachers use to improve achievement for these students. According to Brulles and Winebrenner, cluster grouping in a particular grade level is the placement of students in groups with other students of the same ability

and achievement levels. They argued that "cluster grouping creates a more rigorous and relevant school setting, encourages smart students to remain in their schools, and draws back students who have left" (p. 45). Brulles and Winebrenner also maintained cluster grouping is a more feasible and equitable way to give all students an opportunity for higher achievement, while satisfying parents their gifted student's needs are met. Even so, this particular type of ability grouping is quite controversial, Brulles and Winebrenner argued, because it appears to be similar to tracking and may inhibit the emergence of academic leaders. In addition, a gifted student may not necessarily be a high achiever. Furthermore, according to Brulles, Saunders, and Cohn (2010), little empirical evidence shows the effectiveness of cluster grouping in improving learning for gifted and talented students.

In another study about instructional grouping practices for gifted students, Brulles, Saunders, and Cohn (2010) investigated how to improve performance for gifted students by using a cluster grouping model. Brulles et al. noted that researchers have presented little evidence regarding the effectiveness of grouping for gifted students. Therefore, they conducted a comparative case study to analyze the impact of cluster grouping on the achievement of gifted students in mathematics at the elementary school level in an urban school district in Arizona. Brulles et al. found that gifted students who were placed in ability groups demonstrated significantly higher academic growth than gifted students placed in nonability-grouped classes. Growth was measured using mathematics pre- and post-assessment scores for the 2006-2007 school year. The assessments were aligned with the Arizona state standards for mathematics. Brulles et al.

also noted that the teachers for the 554 ability-grouped students were trained in gifted education; however, the teachers for the 218 gifted students not ability grouped were not trained in gifted education. Brulles et al. used a one-way analysis of covariance (ANCOVA) to analyze and examine the differences between the post-assessment results of the clustered and non-clustered gifted students. Brulles et al. found a significant difference between the two groups. The percentage of change was also determined using student achievement data. The percent of change for the clustered group of gifted students was approximately 35% while the percent of change for the nonclustered group of gifted students was approximately 10%, showing a greater amount of academic growth for the ability-grouped gifted students.

Another common instructional strategy that instructors use in teaching a second language is Total Physical Response (TPR), which engages the body and the mind by using manipulatives and realia, along with physical expressions, sounds, and actions to learn new vocabulary and actions. Initially, the TPR technique, developed by Asher (1969), focused on listening comprehension through kinesthetic means. In a study on the correlation of TPR and kinesthetic methods as applied to learning Japanese and retention of vocabulary, Kirishima (2011) noted that few studies have been done on the application of TPR to second language learning, even though it is widely accepted as a second language teaching method using physical body movements. According to Haynes (2011), TPR works well with students in the pre-production stage of second language acquisition because they can listen and show their comprehension or understanding of the

language by copying the movements and gestures that the teacher uses. At this stage, students parrot what they see and hear.

Another instructional strategy that is commonly used in world languages courses is Teaching Proficiency through Reading and Storytelling (TPRS), which an extension of TPR and incorporates telling and/or acting out a story, first by the teacher, then reenacting it by the students. As cited in Roof and Kreutter (2010), the TPRS method was developed by Ray in the 1990s. Teachers implement this instructional strategy by beginning with comprehensible input, which is based on something the student already knows and comprehends, plus introducing something new or as yet unknown into the instructional lesson. A personalized story is created integrating the new vocabulary.

In a study comparing the effectiveness of Communicative Language Teaching (CLT) and TPRS, Spangler (2009) noted that there were no previous studies comparing the two methodologies. Spangler found a statistically higher level of speaking fluency in the group of students who learned Spanish through the use of TPRS than the group of students who used CLT. Spangler also found support for using TPRS as an effective methodology to guide teachers in promoting the speaking skills of their students.

In a related study, Dziedzic (2012) compared the effects of TPRS and traditional instructional methods for secondary Level 1 Spanish classes. The traditional instruction was grammar-based, which focused on student output and structured language reproduction. TPR and TPRS strategies are based on using comprehensible input. After students were given a proficiency assessment at the end of the school year, Dziedzic found that even though no significant difference was evident in the results for the

listening and reading tests, TPRS students scored significantly higher than traditional students on the writing and speaking sections of the assessment.

Immersion is another common instructional strategy that teachers use in world languages courses. Immersion means that teachers present all instruction in the target language, including all communication with students. One way to ensure complete immersion is through study abroad. In their study of factors that influence second language acquisition of Spanish vibrants, Hurtado and Estrada (2010) found a positive influence on L2 acquisition through study abroad, especially for the production of the Spanish vibrants *rs*, or the trill and tap. However, according to Kauffmann (2009), it is not necessary to live in the country where a language is spoken in order to learn the language and to speak it fluently. Kauffman maintained that the use of a computer and the Internet facilitate learning a language. On the other hand, Platt (2012), in a discussion of an immersion program in Mexico City for the training and preparation of mental health clinicians in order to work with Latino communities, stated that there is an increased focus on incorporating immersion education options as part of the curricula in higher education. Not only is acquisition of the language important, but so is the development of historical and cultural understanding. Platt found that the participants believed that the immersion experience was beneficial because it increased their awareness of their own culture as well as how they perceived the Latino culture and the implications for their work in Latino communities. Platt suggested that immersion education can help U.S. educational programs to meet the requirements of a more global and multicultural perspective. In addition, McDowell, Goessling, and Melendez (2012) reported that

students increased their social and global awareness, along with their multicultural competence and sensitivity, through study abroad in an international immersion course in family therapy and counseling. Experiential learning, dialogue, and reflection were incorporated in the program and contributed to students' increased cultural awareness and cross-cultural sensitivity.

Another strategy that world language teachers have effectively used to improve student learning is grammar-based instruction. This traditional approach uses instruction focused on grammar, syntax, and vocabulary, which is teacher-centered (Morett, 2009; Morris, 2008). Using direct teaching methods, the teacher instructs students on the grammar and vocabulary for each unit of study from basic to advanced levels. The students practice, recite, and repeat specific vocabulary words according to teacher directions. Dziedzic (2012) maintained that the focus of grammar-based instruction on grammar rules and basic vocabulary, taught from the simple to the complex, is not as effective as teaching with comprehensible input for student performance in writing and speaking. However, he found that both methods are equally effective for listening and reading.

Another instructional approach used in world language courses is communication-based instruction, which is more student-centered (Morett, 2009; Morris, 2008), and which is also supported by the IB Language B curriculum. In a study that examined the effects of two foreign language methodologies on beginning level students' achievement, fluency, and anxiety, Spangler (2009) described communicative language teaching as the teacher who facilitates while students interact and communicate in meaningful,

structured, real-life situations, soon after receiving comprehensible input. According to Spangler, proponents of this method believe that language acquisition occurs when students listen and speak in a communicative setting. The more students practice listening and speaking, the more fluent they become in a second language. However, in another study that examined the effect of instructional method on second language acquisition, Morett maintained that even though the communicative method may be initially beneficial in vocabulary acquisition, this benefit does not extend to long-term retention in second language acquisition.

In a study about strategies for gifted second language learners, Deveau (2006) noted that instructional strategies that specifically help gifted second language learners include direct grammar instruction, direct instruction of communication strategies, and an emphasis on instructional lessons that involve authentic, meaningful, real-life situations and activities. These instructional strategies help students to build upon and maximize their prior knowledge, abilities, and experience in order to take advantage of their second language learning potential. Deveau maintained that direct grammar instruction is "a strategy designed to capitalize on the pre-existing structural understanding of one's first language, allowing students to make connections, hypothesize, and utilize higher order thinking skills in the construction of their interlanguage in the process of second language learning" (para. 2). Deveau believed that combining direct grammar instruction with communication strategies enhances the learning abilities of gifted and talented second language learners, which in turn increases their global intelligence and capabilities as future leaders in society. Deveau stated that "studying of the structure of the target

language tends to enhance the production and comprehension of the learners, especially in high-ability learners" (para. 5). Studying grammar can help students draw connections between languages and enhance target language acquisition, accuracy, and production. Deveau noted that by-products of this mastery are increased acceptance among native speakers and the student's increased self-confidence. Deveau also stated that "gifted students naturally possess abilities and skills that, if tapped, can greatly influence their linguistic development" (para. 6). According to Deveau, "teaching to the strengths of the [gifted] students will peak both their self-efficacy and their motivation to excel in the target languages (para. 7). Deveau concluded that analyzing and comparing languages allows gifted students to use their verbal abilities to form interlanguage connections and develop linguistically.

In a study of promising programs and practices for culturally, linguistically, and ethnically diverse gifted and talented students, Briggs, Reis, and Sullivan (2008) suggested that another desirable instructional strategy to improve learning for gifted and talented students is mentoring. This strategy involves pairing professionals with gifted and talented students according to their specific areas of interest, with mentors facilitating student learning in that field. This strategy involves linking student learning with real-world applications by creating opportunities for gifted and talented students to work with professionals in their fields of interest. Participation in a mentoring relationship also encourages gifted and talented students to identify and address problems within their communities and "give back" to their communities (p. 139). The purpose of mentoring, according to Briggs et al., "is to recognize students' interest, abilities, and motivation as

important to learning and to provide opportunities for students to manifest their talents at high levels of creative productivity" (p. 140). Briggs et al. also noted that "above-average ability, creativity, and task commitment can be found in individuals from every ethnic and cultural group and across all socioeconomic levels, and that this creative productivity can be developed and nurtured" (p. 140). Through a mentoring relationship, the gap between the knowledge and skills that gifted and talented students acquire and their potential can be bridged and reduced, ultimately leading to the successful participation of these students in their chosen field of study.

Thus, the research literature indicates that teachers use a variety of instructional strategies to address the learning needs of gifted and talented students. Some of these instructional strategies include ability grouping, flexible grouping, Total Physical Response (TPR), Teaching Proficiency through Reading and Storytelling (TPRS), immersion, grammar-based instruction, communication-based instruction, direct instruction of communication strategies, mentoring, and an emphasis on instructional lessons that involve authentic, meaningful, real-life situations and activities. In the next section, I describe the specific instructional strategies that teachers use to improve student learning in the AP and IB courses, which are the scope of this study.

AP Courses

According to the AP Spanish Language and Culture Curriculum Framework for 2013-2014, because the AP Spanish Language and Culture course is taught in Spanish, the language is taught in context in order to convey meaning. The instruction is standards-based and is focused on communication in the language. Instruction is based

on a thematic design using six themes and related essential questions. These six themes are (a) global challenges, (b) science and technology, (c) contemporary life, (d) personal and public identities, (e) families and communities, and (f) beauty and aesthetics. Together, these themes help teachers "integrate language, content, and culture into an interrelated series of lessons and activities that promote the use of the language in a variety of contexts" (p. 27). A holistic approach is used to address the interrelated communication objectives. The use of essential questions is an important strategy that AP teachers use. The AP Spanish Language and Culture course includes recommended contexts and overarching essential questions for each of the six themes of study. Some of the communication strategies used in the AP curriculum include restatement of the question, asking questions to clarify meaning and intent, and using gestures and circumlocution as techniques to clarify meaning and/or confirm comprehension.

Because the AP Spanish Literature and Culture course is taught in Spanish, the course is standards-based and teachers also focus on communication in the language. As described in the AP Spanish Literature and Culture Course and Exam Description, the College Board (2012) noted:

> The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills-with special attention to critical reading and analytical writing – and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. (p. 5)

To accomplish those aims, the suggested instructional strategies include literary analysis, which emphasizes focused attention to linguistic detail, critical interpretation, and analysis. Once again, a thematic instructional design is used that integrates themes with essential questions, organization of concepts, and required readings. According to the College Board, "teachers are especially encouraged to consider the interrelatedness of the themes, which…will present opportunities to study texts more than once in the AP course, bringing out different thematic connections and contexts for analysis each time" (p. 27). Teachers are allowed considerable flexibility in designing instructional units, based on the themes, concepts, and essential questions, to best suit the needs and interests of students.

According to Cannon (2011), intervention strategies that teachers can use with students who are at risk for not achieving success in their AP courses include the following: (a) a conferences with the teacher, (b) online tutorials, (c) mandatory acceleration/remediation sessions, (d) a call home to parents/guardians, and (e) mandatory makeup sessions before and after school for homework and/or tests (p. 29). In addition, Cannon noted that setting learning targets, preteaching content, and tutoring help gifted and talented learners meet the challenges of mastering the rigorous AP curriculum.

IB Courses

The IBO (2011) recommends that teachers use research-based instructional strategies to deliver the outcomes for IB courses, while encouraging diversity and flexibility in teaching methods that emphasize a holistic learning approach which links

the disciplines and incorporates a global view of situations and issues. Some of the instructional practices or strategies that teachers in the IB program use to help students develop their capacity for inquiry, research, and problem-solving, communication, and collaboration include (a) cooperative learning, whereby students work together to answer essential questions, and which may include peer-tutoring experiences, (b) didactic instruction, in which the teacher is responsible for imparting information and knowledge, (c) experiential learning, which involves learning through real-life experiences and practice (van Oord, 2010; Smith, 2011), (d) inquiry-based learning, which focuses on gathering information based using essential questions as starting points of the investigation, (e) teacher-as-facilitator, which means that the teacher and students work together as agents of learning, (f) transformational learning, where there is a focus on integrating the physical, cognitive, affective, and spiritual dimensions of the person and making interdisciplinary connections (Smith & Morgan, 2010), and (g) transactional learning, where there is a focus on teachers and students working together in the development of problem-solving skills and rational intelligence (Smith & Morgan, 2010). Support materials for the implementation of these instructional strategies are also available to teachers through the IB program. Team planning that incorporates vertical and horizontal planning is also recommended (IB North America, 2006). However, no singular approach to pedagogy is required.

In a related discussion, van Oord (2010) noted that IB courses should be delivered through "a variety of teaching methods, depending on local and cultural educational traditions" (p. 52). van Oord posited that experiential learning, or learning through

authentic, practical life experiences and practice, which may include community service, is based on Kurt Hahn's educational ideas. According to van Oord, Hahn developed a preventative educational training plan that Hahn called *Erlebnistherapie* or experience therapy, which encompassed "fitness training, expeditions, projects and 'Samaritan service'" (Hahn, 1954, as cited by van Oord, 2010, p. 257). The fitness training involved a 45-minute daily break from academic studies, which was devoted to athletic activities. Expeditions were more than a simple field trip. These expeditions entailed long physical challenges and endurance training such as mountain climbing and sailing expeditions. Projects encompassed activities for students to learn crafts and manual skills. Samaritan service was more than community service activities. It included training in coast guarding, firefighting, and First Aid to help students develop compassion, moral responsibility, and a sense of purpose in life. van Oord also noted that experiential learning and community service are a central part of the IB program. In the IB Diploma Program, students are expected to participate in 'at least 50 hours of community service" over the span of the two-year course (IB, 2008, as cited in van Oord, 2010, p. 263).

In a study about adaptations and modification of City as Text™, which is a learning program developed by the National Collegiate Honors Council, Smith (2011) described an adaptation of this program for an IB Theory of Knowledge course, which Smith called "Self as Text" (p. 175). According to Smith (2011), the IB Theory of Knowledge course encourages students to learn "what it means to know" (p. 175) through an interdisciplinary method of inquiry. Smith argued that, in relation to experiential learning, students explore essential questions and are challenged to discover and analyze

"how we know what we know" while making "interconnections between these modes of knowing and the subject areas they have been studying" (p. 175). The modified course Smith designed included a field trip to two exhibits and a restaurant, in which the learning strategy incorporated interdisciplinary inquiry, open-ended questions, and a criteria-based, reflective essay. The participants included 85 students from Geneva, Switzerland who were enrolled in the Theory of Knowledge course and who were multilingual and multicultural. Smith believed that teachers had accomplished the purpose of the Theory of Knowledge course by stimulating their "students' intellectual, social, moral, and emotional growth" (p. 179) and preparing students for college honors courses and life-long learning.

In a related study, Smith and Morgan (2010) used discourse analysis to analyze the text of the IBO Theory of Knowledge Guide (2006). In their analysis of the pedagogical purposes of this course, Smith and Morgan noted that inquiry-based instruction is an important strategy that IB teachers use to develop students' rational analytical skills. According to Smith and Morgan, emphasis is placed on transformational and transactional teaching strategies in the TOK Guide. They identified the transformational curriculum construction as the "TOK-as-hero" in which the goal is "to create a better and more peaceful world by producing students who are self-aware and compassionate and have a personal commitment to service" (p. 311). This stance is political in nature. Smith and Morgan also identified the transactional curriculum construction as the "TOK-as-developmental-facilitator" in which "teachers facilitate the

development of students' rational analytical skills through inquiry-based learning" (p. 311). This stance is a common pedagogical position and framework.

Even though the IB DP program does not prescribe specific instructional strategies, Language B uses authentic texts and genuine conversational experiences to promote language acquisition (IB, 2012). According to the IB course description for IB Language B Spanish, the fundamental concepts for this course are (a) holistic learning, (b) intercultural awareness, and (c) communication. Holistic learning "establish links between subjects, cultures, and other areas of experience" (IBO, 2006, p. 9). In regard to intercultural awareness, teachers develop their own Language B curriculum and are "encouraged to use sources from around the world…in developing and implementing their programmes" (p. 10). Communication in Language B means that students will develop and hone their skills in listening, speaking, reading, and writing, so that they will be able to interact in real-life situations. A sample course description for IB Language B Spanish is as follows:

> Spanish courses prepare students to take the International Baccalaureate Language B exams at either the Standard or Higher level. These courses focus on improving students' accuracy and fluency in oral and written communication. [Students preparing to take the Standard level] exam will be able to understand native speakers; students preparing for Higher level exam will be able to communicate fluently at native speed" (School Course Guide, 2012-2013, p. 30).

Thus, each teacher individually develops Language B curriculum and instruction for their particular school as part of their school IB authorization.

Assessment Practices in World Languages Courses

The quality, consistency, and reliability of assessments are major concerns for administrators of the AP program, both at the national and the state level, and for administrators of IB program worldwide (Bunnell, 2011; Toze, 2008). In some of these courses, where identification of culturally, linguistically, ethnically, and economically diverse gifted students may be an additional concern, Sarouphim (2009) recommended that a performance-based assessment in relation to multiple intelligences should be administered in the primary language of the student. In addition to criterion-based assessments and traditional standardized tests, Liepa (2011) noted that some researchers advocate for student self-assessments of world language proficiency.

In a standards-based curriculum, which is used in AP and IB courses, assessments must be designed to measure the student's proficiency in each standard. Assessments do not necessarily measure all four communication skills of listening, speaking, reading, and writing at one sitting. Therefore, assessment of student outcomes is often a combination of performance-based and traditional assessments. According to Ewing, Packman, Hamen, and Thurber (2010), evidence-centered design is used for AP exams. Evidence-centered design requires that the skills and content to be learned and assessed are integrated and observable. Curriculum, instruction, and assessment are aligned with clear statements as to what content knowledge and skills the students must acquire, and how, through specific, observable evidence, that acquisition is demonstrated. In other words, students must demonstrate, or show evidence of, acquisition of the skill and content knowledge.

The National Standards and ACTFL Proficiency Guidelines are also commonly used to assess oral proficiency in foreign languages. Ricardo-Osorio (2008) noted that these standards and guidelines are not necessarily used to develop assessments of proficiency of the other skills, such as reading and writing. According to the State Congress of Foreign Language Teachers (Spring Conference, 2012), the direction in which world language teachers need to go is toward performance-based assessments in order to meet the requirements of state and federal departments of education and the NCLB mandates. Currently, some of the better known world language assessments are the National Spanish Exam, developed by the American Association for Teachers of Spanish and Portuguese (AATSP); the AP Spanish Language Exam and the AP Literature Exam, available through the College Board; and the IB DP Language B Spanish Exam, available through the IBO.

AP Courses

In relation to assessment practices for AP courses, national examinations for each AP course are prepared and administered through the auspices of the College Board. These examinations include a global assessment of language proficiency, encompassing all four skills of listening, speaking, reading, and writing (Hadzima, 2012). According to the College Board AP Central website, students may take AP examinations without taking AP courses. The fee for each AP examination may be paid by the student or by the school, according to school policy. The AP examinations are scheduled and proctored by teachers from the participating schools, and they assess students' ability to perform at the college level in a particular subject. These national examinations are

given in May, administered and proctored in the same manner as the ACT and SAT exams. New examinations are created each year by a College Board development team. The AP examinations contain a free-response essay section, a multiple-choice section, and the world language AP examinations also contain a speaking component. The multiple-choice section is scored by computer, while the free-response and speaking sections are graded by teams of college professors and high school teachers (College Board AP Central, 2012).

In relation to the world language program in Spanish, there are two AP Spanish courses and two related examinations: one is the AP Spanish Language Exam, and the other is the AP Spanish Literature Exam. The course description, teacher's guide, and syllabus, as well as other useful information, including sample test questions, are available through AP Central (College Board, 2012). According to the AP Spanish Language Exam section, the two-part examination is approximately three hours long and assesses listening and reading skills through the multiple-choice section. Speaking and writing skills are assessed through the free-response section. The AP Spanish Literature Exam is three hours in length. The first section contains 65 multiple-choice questions that test literary analysis through interpretive listening, reading comprehension, and reading analysis. The second section contains two short-answer questions and two essay questions. In the short-answer section, for the first question, students are required to explain the text, which is excerpted from a text on the required reading list, by identifying the author, time period, and theme. For the second question, students compare selected text and a work of art that is related to the theme of the text. In the second section, which

is the free-response essay questions, for the first essay, students are required to analyze a specific text excerpted from a text on the required reading list. For the second essay, students are required to compare two text excerpts related by theme. Dictionaries and reference materials are not allowed during the AP Spanish examinations. Directions are in English and Spanish, but all responses must be completed in Spanish (College Board, 2012).

IB Courses

The assessments administered by teachers of the IB Diploma Program measure student mastery of skills according to the program goals, objectives, and basic skills. According to the IBO (2011),

> In addition to academic skills, Diploma Programme assessment encourages an international outlook and intercultural skills where appropriate. Assessment tasks are designed to support and encourage good classroom teaching and learning. Student results are determined by performance against set standards, not by each student's position in the overall rank order.

External examinations for IB Diploma Program candidates are given in May and November. These written examinations are standard for all students in the IB Diploma Program and are not graded by the teachers of the particular students. The examinations are sent to the IBO to be graded by appointed external examiners. The assessment tasks completed in school are initially marked by teachers and then moderated by external moderators or sent directly to external examiners (IBO, 2012). Assessments are based on

performance according to the IB standards for each course, and they measure how students have mastered the required content and skills.

In relation to the IB Language B Spanish course, a course guide is available online; however, the context, purpose, language skills, and texts are listed in the syllabus (Language B Subject Outline, p. 2). For the IB Language B Spanish course, the assessment focus is on acquiring the language and developing intercultural awareness. The standard level (SL) entails 150 teaching hours, and the high level (HL) is comprised of 240 teaching hours. Three core areas are included at each level, including communication in the media, global issues, and social relationships. Teachers must also select two of the following five areas to fill the curriculum requirement and supplement the core areas of the course: cultural diversity, customs and traditions, health, leisure, or science and technology. In addition, advanced level students must read two works of literature in Spanish. The external assessment, worth 70%, includes two papers, which need to be written in one hour and 30 minutes each. One paper is assessed for receptive skills, and the other paper is assessed for written productive skills. The third external assessment is a written assignment that is assessed for both receptive and written productive skills. The internal assessment, worth 30%, conducted by the teacher and moderated by an external IB moderator, consists of two oral assessments. The first assessment is an individual oral assessment of 8-10 minutes in duration. The second assessment is an interactive oral assessment, consisting of three core classroom activities assessed by the teacher. This battery of assessments ensures that students have met the standards and objectives of the IB Language B Spanish course and have acquired the

necessary language skills to communicate, understand, and use the language appropriately and coherently in an international setting.

Summary and Conclusions

This chapter included a review of literature related to the conceptual framework of this study, which was based in part on Krashen's (1981, 2003) second language acquisition theory. In addition, literature related to Gardner's (1983/2004) theory about multiple intelligences was also presented, with particular emphasis on linguistic intelligence. This chapter also included a review of literature related to definitions of gifted and talented students, including identification of students who are linguistically gifted and talented and who are culturally, linguistically, and ethnically diverse. In addition, this chapter included a description of the course structure for the AP and IB programs in world languages as well as a description of the world languages standards, including the National Standards for Learning Languages, the American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines, and the content standards for world languages used in the state where this study is proposed. In addition, this chapter included a review of research literature related to the instructional practices and assessment practices in world language programs.

Several major themes were uncovered in the review of the literature. The first theme is that because of the rigor and accelerated curricula, students who are identified as linguistically gifted and talented are often encouraged to enroll in the AP world language program or the IB Diploma program. However, Hertberg-Davis et al. (2006) stated that there is limited research on the appropriateness of using AP and IB courses to meet the

needs of gifted learners. They argued that these courses may not be a "fit" for linguistically gifted students because AP and IB courses tend to be fast-paced with little differentiation in curriculum and instruction. Few studies have been dedicated to intellectually gifted students and their aptitudes for and attitudes toward learning a foreign language (Bain et al., 2010). Peters and Mann (2009) also called for more research on this topic.

A second major theme that emerged from the literature review for this study is that the identification of gifted and talented students who are culturally, linguistically, and ethnically diverse is inadequate. These students are not appropriately identified because teachers may not be aware that these students are gifted, especially if the students' first or primary language is not English. In addition, because of this diversity, gaps in the education and background knowledge of these students might hinder identification as gifted. Students who are culturally, linguistically, and ethnically diverse and who are also classified as high-poverty are not equitably represented in the gifted and talented programs (Briggs et al., 2008; De Wet & Gubbins, 2009; Ford et al., 2008; Matthews & Matthews, 2003). The participation of these diverse students in gifted and talented programs can be increased by (a) recognizing the underrepresentation problem by district faculty and staff, (b) increasing awareness of the cultural impact on student academic performance, and (c) establishing program supports to help program directors and teachers make changes (Briggs et al., 2008, p. 142). De Wet and Gubbins (2009) found that "the underrepresentation of CLED students is indisputable" (p. 98), and they were concerned about teachers perceptions regarding the abilities of CLED students, and

whether or not gifted programs should be changed to accommodate culturally, linguistically, and economically diverse students . Ford, et al. (2008) believed that "deficit thinking" (pp. 292-293), which is the belief that students are deficient or lacking in some way or ways related to their genetics, race, culture, or economic status, often hinders progress in recruitment and retention of culturally and linguistically diverse students. Matthews and Matthews (2003) suggested that heritage language classes would help meet the needs of gifted culturally, linguistically, ethnically, and economically diverse students. Finally, in part due to the mandates of the NCLB Act (2001), states are implementing content standards, some following the leadership of the national organizations such as the American Council on the Teaching of Foreign Languages and its recently revised guidelines and standards. Unfortunately, these standards do not specifically address diversity.

The third theme that emerged from the literature review is that many states are working on or have developed content standards modeled on the national standards for learning languages and the ACTFL proficiency guidelines, which drive the curricular, instructional, and assessment practices of world language teachers on national, state, and local levels. In the state where this study was conducted, educators have specifically modeled content standards for world languages on the national standards. World language courses are increasingly more standards-based, as mandated by state and national standards. AP and IB courses also reflect the move towards standards-based curriculum, instruction, and assessment. As states model their content standards on the national standards and ACTFL proficiency guidelines, more continuity and collaboration

has emerged in relation to the development of curriculum, instruction, and assessment practices for advanced courses in world languages across the United States. For example, the State Department of Education recently revised the model content standards for foreign/world languages (2009), based on the national standards and ACTFL proficiency guidelines. According to Phillips and Abbott (2011), the original purpose of the national standards was to offer guidelines for the development of goals and outcomes relating to world language instruction, acquisition, and proficiency, broadly outlining what students should know and be able to do. In order to support their argument regarding verbal ability in English, as measured by SAT scores, and the relationship between learning a foreign language and verbal ability in English, Cooper et al. (2008) noted that foreign language teachers who use the national standards to deliver curriculum and instruction will be more effective in teaching students the language skills necessary for high achievement in their native language. This success, achieved through a standards-based foreign language program, will be reflected in the students' improved SAT scores.

In relation to this theme on standards-based courses, the literature review indicated that the College Board (2010) has also endorsed implementation of the Common Core Standards, which they developed in conjunction with the National Governors Association Center for Best Practices and the Council of Chief State School Officers. According to the College Board, the Core Common Standards are consistent with much of the College Board Standards for College Success and can help guide states as they develop or revise current state standards.

As this theme indicates, both AP and IB courses are driven by standards. The objectives for the AP Spanish Language and Culture course and the AP Spanish Literature and Culture course are aligned with the national standards outlined in Standards for Foreign Language Learning in the 21st Century and the ACTFL Performance Guidelines for K-12 Learners (College Board, 2012). However, the IBO developed its own set of standards. Over the years, the IB curriculum has evolved from its primary focus on internationally mobile students to an international curriculum embracing a continuous curriculum from primary years through middle years to the diplomas program for high school students and the development of a learner profile. The IBO standards allow enough flexibility so that teachers at individual schools may incorporate the national standards as a guideline for curriculum development, instruction, and assessment, as long as they meet IBO standards (Brunold-Conesa, 2010; Bunnell, 2009, 2011; Cambridge, 2010; Clayton, 1998; Doherty, 2009; Mayer, 2010).

Several gaps and deficiencies in prior studies were revealed during the review of the literature for this study. Researchers recommended additional study in a number of areas (Bain et al., 2010; Cambridge, 2011; Cubberly, 2009; Peters & Mann, 2009; Pyper, 2005). Cubberley (2009) stated that little research exists regarding the effectiveness of IB programs in relation to student achievement. Peters and Mann (2009) suggested that additional research should be conducted regarding the types of accelerated courses available for high-ability students and the effectiveness of these courses in terms of student learning. According to Cambridge (2011), all IB DP courses may not be equal in implementation effectiveness, and therefore, he called for additional research on the

"implementation of the IB Diploma programme in different contexts" (p. 211), including different schools. Bain et al. (2010) believed that there is a lack of research on the development of "positive attitudes in all students, and on developing greater knowledge about native language skills (in this case, English) to enhance foreign language learning" (p. 149). In other words, there is a dearth of research related to the interconnectedness of the identification of gifted and talented students and their aptitudes and attitudes toward the study of foreign or world languages. Connections between linguistic intelligence, second language acquisition, and accelerated programs were also missing from the research literature. Peters and Mann (2009) suggested that the efficacy of current world language programs for linguistically gifted students needs to be studied in greater depth.

This study addresses these gaps and deficiencies in the research by describing how teachers of AP and IB courses provide instruction for high school students who demonstrate advanced proficiency in Spanish in some suburban and rural school districts in one county in a western state. A review of the literature indicates a need for further research related to second language acquisition, accelerated world language courses, and linguistically gifted students. This study provides valuable insight into these accelerated world language courses and how teachers of these courses meet the instructional needs of linguistically gifted and talented students. These insights were pursued by using a qualitative research design in order to obtain a rich picture of how AP and IB teachers provide instruction to students who demonstrate advanced proficiency in Spanish.

Chapter 3: Research Method

The purpose of this study was to explore how teachers of AP and IB courses provided instruction for high school students who demonstrate advanced proficiency in Spanish. To accomplish that purpose, I first described how these students are identified at the school district level. I also described the curriculum and/or standards and the instructional strategies that these AP and IB teachers use to meet the learning needs of these students and how their learning is assessed in these courses. In addition, I described the perceptions that these AP and IB teachers hold about how to best meet the learning needs of these students and how they perceive their success in meeting those needs. I then analyzed district and school documents related to specific AP and IB courses as supporting evidence, including course standards, instructional guidelines, and course assessments.

In this chapter, I describe the research design and rationale for this study as well as the role of the researcher. I also describe the methodology for this study, including an explanation of participant selection logic, instrumentation, the procedures for recruitment and participation and for data collection, and the data analysis plan. The description of the methodology is followed by a discussion of issues of trustworthiness, which include the constructs of credibility, transferability, dependability, and confirmability. Finally, I describe how I ensure that all procedures for data collection are ethical.

Research Design and Rationale

The research questions for this study were based on the conceptual framework for this study, which includes second language acquisition theory and multiple intelligence

theory. These research questions were also designed in relation to a typical instructional program in Spanish at the high school level, which includes the courses that comprise that program and the curricular, instructional, and assessment practices that teachers use within these courses to meet the learning needs of their students.

Central Research Question

How do teachers of AP and IB courses provide instruction for high school students who demonstrate advanced proficiency in Spanish?

Related Research Questions

1. How are high school students who demonstrate advanced proficiency in Spanish identified?
2. What curriculum and/or standards do teachers of AP and IB courses use to provide instruction for high school students who demonstrate advanced proficiency in Spanish?
3. What instructional strategies do teachers of AP and IB courses use to meet the learning needs of high school students who demonstrate advanced proficiency in Spanish?
4. How do teachers of AP and IB courses assess the learning of high school students who demonstrate advanced proficiency in Spanish?
5. What perceptions do teachers of AP and IB courses hold about how to meet the learning needs of high school students who demonstrate advanced proficiency in Spanish?

6. How do AP and IB teachers perceive their success in meeting the learning needs of high school students who demonstrate advanced proficiency in Spanish?
7. What do district and school documents reveal about AP and IB courses for high school students who demonstrate advanced proficiency in Spanish?

The design of this qualitative study was based on case study research, using an embedded design (Yin, 2009), with multiple units of analysis. Yin (2009) defined case study as "empirical inquiry that investigates a contemporary phenomenon in depth and within its real life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 18). In addition, Yin argued that a case study inquiry

> copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result, relies on multiple sources of evidence with data needing to converge in a triangulating fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection and analysis. (2009, p. 18)

Thus, Yin argued that case study design is unique because it uses multiple data sources to present a rich descriptive picture of the boundaries between a phenomenon and its context.

This study was comprised of three cases or units of analysis that are presented at the course level. The first case is the AP Spanish Language course, which is a 1-year course, and the second case is the AP Spanish Literature course, which is also a 1-year course. The third case is the IB Language B Spanish course, which is a 1 or 2-year

course, depending on the school where it is offered. All courses are offered at the high school level in various school districts within one county in a western state. This case study was comparative in nature because the AP courses were compared to the IB courses in relation to how teachers provide instruction to meet the needs of students who demonstrate advanced proficiency in Spanish.

Based on Yin's (2009) definition of case study, I chose case study design because the relationship is not always clear between the phenomenon of students who demonstrate advanced proficiency in Spanish and the context of how instruction is provided to these students. In addition, case study relies on triangulating data from multiple sources of evidence, and therefore, I collected data from interviews, on-line reflective journals, and documents, which provided a richer understanding of this topic. The presentation of three embedded cases also allowed for both literal and theoretical replication of this study, according to Yin.

Role of the Researcher

I assumed several roles during the implementation of this study. In order to collect data from the interviews and the reflective journals, I obtained permission from the teacher participants. Information for the initial contact with participants was retrieved from the public domain. Therefore, I did not need to obtain permission from the school district or the school principals to conduct these interviews. I conducted the interviews by telephone. As the researcher, I also designed the oral questionnaire to conduct the interviews and the guiding questions for the reflective journals. I also collected data and analyzed all data and provided interpretations for the findings of this study as well as

disseminated these findings to the participants and other interested educators and researchers.

In terms of my relationship with participants, during the school years 2001-2002 and 2002-2003, I was a Spanish teacher in one of the school districts in the county and a colleague of one of the participants during those time periods. I have no prior relationship with the other teachers of these courses nor do I have any supervisory responsibilities for these courses. I was also employed as the world language and Spanish teacher at a middle school in another public school district in this western state.

As the sole researcher for this study, I was the only person responsible for collecting and analyzing the data. Therefore, the likelihood of researcher bias existed. To address this potential bias, I described specific strategies that I used to improve the credibility, transferability, and dependability of this qualitative study in the section titled Issues of Trustworthiness later in this chapter.

Methodology

According to Yin (2009), a multiple case study design is considered more robust than and preferred over the single-case study design because of its potential for transferability. Therefore, this study was a multiple case study that included a total of three single cases. One case, or unit of analysis, was the AP Spanish Language course. The second case, or unit of analysis, was the AP Spanish Literature course. The third case was the IB Language B Spanish course.

Participant Selection and Sampling

The participants for this study were the teachers of these AP and IB program courses in Spanish at the high school level in a county in a western state in the United States. There are at least 10 high schools in multiple districts in this county that offer AP and/or IB Spanish courses. Therefore, the pool of potential participants included 20 to 25 AP and IB Spanish teachers. The sample was designed as a minimum of two participants who taught an AP Spanish Language course, a minimum of two participants who taught an AP Spanish Literature course, and a minimum of two participants who taught an IB Language B Spanish course. I had planned to include six participants in this study.

I used purposeful sampling strategy to select these participants. According to Merriam (2009), "purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (p. 77). Purposeful sampling allowed me to obtain the richest data possible for this study. I also selected these participants according to specific inclusion criteria that I developed. These inclusion criteria are as follows: (a) the participants must be employed as licensed teachers certified to teach Spanish, (b) participants must be employed in a public school district in a specific county in this western state, and (c) the participants must be teachers of an AP Spanish Language course, an AP Spanish Literature course, and/or an IB Diploma Program Language B Spanish course in the selected school districts in a specific county in a western state of the United States.

Instrumentation

Instrumentation included the oral questionnaire that I used to conduct the interviews and the guiding questions that I used for the on-line reflective journal. As the researcher for this study, I designed both of these instruments. In addition, I developed specific protocols for conducting the interviews.

The oral questionnaire for the interviews (see Appendix B) was developed based on guidelines for conducting effective interviews that were developed by Merriam (2009). One of Merriam's recommendations for designing effective interview questions was that the questions be open-ended. The structure should be flexible and more like a conversation in order to expand upon a participant's response. The wording of the questions should be in familiar language so the participants understand what is being asked and broad enough to elicit a wealth of information. Merriam stated that "*good* interview questions are those that are open-ended and yield descriptive data, even stories about the phenomenon. The more detailed and descriptive the data, the better" (p. 99, author's emphasis). Some of these interview questions were used as part of a research project for an advanced qualitative research course that I was required to complete for Walden University. Some of these questions were included in the peer interviews that I conducted for the research project. I used the feedback from peers to revise some of these interview questions, which I then used for this study. Content validity for the interview questions for this study was established through the alignment of the interview questions with the central and related research questions (see Appendix D). In addition, I asked an expert panel, comprised of a few individuals with advanced degrees in

education, to determine if this alignment is appropriate. The panel agreed that the alignment of the central and related research questions was appropriate. However, one individual suggested that quantitative questions would yield more specific quantitative data that the school districts and the state department of education seek as a result of the resent reforms in school district, administrative, and teacher evaluations.

I also designed the reflective journal questions (see Appendix C), based on criteria recommended by Merriam (2009) for asking good questions. The reflective journal included three questions regarding teacher reflections on the instructional objectives, instructional strategies, and formal and informal assessments that they used to present their lessons to students. These questions were also aligned with the central and related research questions (see Appendix D). The questions for the reflective journal were interpretive questions. The expert panel agreed that the questions would yield good qualitative responses.

Procedures for Recruitment, Participation, and Data Collection

In relation to recruitment procedures, I located teacher email addresses and telephone numbers, which were available on the school websites in the identified county. I contacted all potential participants by e-mailing them a letter of invitation (see Appendix A) to explain the purpose of this study. In the letter of invitation, I provided participants with my Walden University e-mail address and telephone number. In that reply, I asked interested potential participants to include their telephone numbers and mailing addresses so that I could mail them a letter of consent, which they needed to sign and return to me in an enclosed self-addressed, stamped envelope within 1 week.

Once interested participants had signed and returned their consent letters, I began the data collection process. In relation to the interviews and the on-line reflective journals, I contacted the participants by e-mail or telephone to schedule and confirmed the interviews and the timeline and procedures for completing their written reflections. Telephone interviews were about 30 to 45 minutes in length and were conducted after school hours. I also recorded these interviews.

I collected documents related to the specific AP and IB courses in Spanish that were the focus of this study. Examples of these documents were the world language standards for each course, instructional guidelines for each course, and group student assessment data for these courses available on the school websites, which were in the public domain.

Data Analysis Plan

For this study, I conducted data analysis at two levels. At the first level, I first transcribed the interview and on-line reflective journal data and then coded this data line-by-line as recommended by Charmaz (2006) for qualitative research. I constructed categories from the coded data, using the constant comparative method recommended by Merriam (2009). I used a content analysis for the document review, which involved describing the purpose of the document, the organizational structure and content, and its use.

At the second level, I examined the coded and categorized data for patterns, themes, and relationships to determine emerging themes, discrepant data, and key findings. I presented these findings or results in relation to the central and related

research questions for this study. In addition, I used specific strategies to enhance the credibility, the transferability, the reliability, and the confirmability of this qualitative research. I also presented an interpretation of the results in relation to the conceptual framework and the literature review.

Issues of Trustworthiness

Issues of trustworthiness as they relate to qualitative research, according to Merriam (2009), include credibility, transferability, dependability, and confirmability. Merriam noted that qualitative research must be rigorous with attention to presenting objective results and interpretations that are authentic and truthful. Ensuring that qualitative research is trustworthy can be challenging, but not impossible.

Credibility

According to Merriam (2009), credibility is the internal validity that "deals with the question of how research findings match reality" (p. 213). The analysis and interpretation of qualitative data must be believable, plausible, and realistic. In order to ensure the credibility of a qualitative study, Merriam recommended several strategies, including triangulation, member checks, adequate engagement in data collection, and peer review.

For this study, I used all of these strategies to enhance the credibility of this study. I used triangulation by comparing and contrasting multiple sources of data, including interviews, reflective journals, and course documents. I also used the strategy of member checks to enhance credibility by asking participants to review the tentative findings of the study for their plausibility. In addition, I used the strategy of adequate engagement in the

data collection process by continuing to collect data until I had reached a saturation point. Finally, I used the strategy of peer review by asking some of my colleagues to scan some of the raw data to determine if the findings were plausible.

Transferability

Merriam (2009) defined transferability as external validity, which pertains to "the extent to which the findings of one study can be applied to other situations" (p. 223). In order to establish transferability, the researcher must employ rich, thick description of every facet of the study. After reading and studying the rich description of the setting, participants, and findings of a study, readers can decide for themselves if the findings could be transferable or generalizable to their own situation.

To improve the transferability of this study, I used the strategy of rich, thick description by presenting a detailed analysis of the setting, the participants, and the findings. In addition, I used the strategy of typicality by purposefully selecting courses that are typical of AP and IB Spanish courses offered in this western state.

Dependability

Dependability refers to the ability to repeat the study and replicate the research findings. However, as Merriam stated, "human behavior is never static" (p. 220), so exact replication may not be feasible. Even though replication may not elicit the same results, "there can be numerous interpretations of the same data" (Merriam, p. 221). Consistency between the findings and the collected data is essential for demonstrating dependability.

To improve the dependability of this study, I used the strategy of triangulation by comparing and contrasting data from multiple sources, including interviews, reflective journals, and course documents. In addition, I used an audit trail or research log to enhance the credibility of this study. The research log that I maintained was used to describe "in detail how data were collected, how categories were derived, and how decisions were made throughout the inquiry" (Merriam, 2009, p. 223). In addition, this audit trail included letters of consent, instrumentation, and coding samples in the appendices.

Confirmability

Confirmability, or objectivity, is essential for conducting ethical qualitative research. Merriam (2009) stated that "investigators need to explain their biases, dispositions, and assumptions regarding the research to be undertaken" (p. 219). Making assumptions, biases, experiences, and theoretical orientation clear to the reader "allows the reader to better understand how the individual researcher might have arrived at the particular interpretation of the data" (p. 219).

To improve the confirmability of this study, I used the strategy of researcher's position or reflexivity by keeping a research log, which provided me with an opportunity for critical self-reflection. I reflected on the assumptions and biases that I held about AP and IB courses and any variations in the data collection process that may have affected the results of this study.

Ethical Procedures

Merriam (2009) stated that "to a large extent, the validity and reliability of a study depend upon the ethics of the investigator" (p. 228). Ultimately, the values and ethics of the researcher shape and influence the ethical practices and outcomes of research and any issues that arise in the field during research. Participants in a study must not be harmed. The researcher must be sensitive to the privacy of the participants and must ensure that the participants have given their informed consent to participate in the study. In addition, full disclosure of the results and analysis as it applies to the participants is required. Patton (2002, as cited in Merriam, 2009, pp. 233-234) provided a checklist of ethical issues. The 10 items to consider when conducting qualitative research are (a) explaining the purpose of the inquiry and the methods to be used, (b) promises and reciprocity, (c) risk assessment, (d) confidentiality, (e) informed consent, (f) data access and ownership, (g) interviewer mental health, (h) advice (who will be your counselor on ethical matters), (i) data collection boundaries, (j) ethical versus legal conduct (pp.408-409).

To ensure that my research study was ethical, I closely followed procedures that I developed in order recruit and select participants and to ensure appropriate treatment of human subjects. I submitted an application to the Institutional Review Board (IRB) at Walden University for approval to collect data for this study (Walden University IRB Approval Number 02-05-13-0104632, expiration February 11, 2015). Once IRB approval was received, I contacted the prospective participants to explain the purpose of my study and to seek a signed consent form for participation.

I also followed strict protocols for data collection and analysis. Once the interview began, the participant was allowed to discontinue the interview at any time if any problems arose. I also kept all data confidential, and I used pseudonyms for the school districts, the schools, and the participants. I stored all data on my personal laptop computer, which was password protected. I also stored audio recordings of the interviews on the my personal laptop computer. I stored all field notes, audio tapes, and documents in a secure, private location, in a locked file in my home office.

Summary

In this chapter, I described the research method, which was a multiple case study research design (Yin, 2009). The case or unit of analysis was at the course level and included three different Spanish courses in a specific county in a western state. I presented the rationale for this design and explained the role of the researcher. I also described the methodology in order that other researchers could replicate this study, and this description included an explanation of participant selection logic, instrumentation, procedures for recruitment and participation and data collection, and the data analysis plan. This section was followed by a discussion of issues of trustworthiness in qualitative research, which included an explanation of the strategies that I used to improve the credibility, transferability, dependability, and confirmability of this study. Finally, I described the ethical procedures that I used to conduct this study, including recruitment and selection of participants and how I planned to keep the data confidential.

Chapter 4 includes the results of the study. In this chapter, I describe the setting for this study, the participant demographics, and the data collection process that I used.

In addition, I describe the data analysis process that I used to conduct both the single case analysis and the comparative cross case analysis. I also discuss the strategies that I used to provide evidence of trustworthiness, and I present the results or key findings of the study in relation to the central and related research questions.

Chapter 4: Results

The purpose of this qualitative case study was to explore how teachers of AP and IB courses provide instruction for high school students who demonstrate advanced proficiency in Spanish. Educators need a deeper understanding of how to address the instructional needs of students who demonstrate advanced proficiency in world languages, and therefore, I hoped to discover how AP and IB teachers identify these students and how they differentiate instruction in order to meet the unique learning needs of these gifted and talented students. In addition, I hoped to discover how AP and IB courses are designed in order to address the unique learning needs of these students.

The research questions for this case study were based on the conceptual framework for this study, which includes Krashen's (1981) second language acquisition theory and Gardner's (1983/2004) multiple intelligence theory, particularly in relation to linguistic intelligence. These research questions were also designed in relation to a typical instructional program in Spanish at the high school level, which often includes AP and/or IB courses. The central research question was the following: How do teachers of AP and IB courses provide instruction for high school students who demonstrate advanced proficiency in Spanish? The related research questions included the following:

1. How are high school students who demonstrate advanced proficiency in Spanish identified?
2. What curriculum and/or standards do teachers of AP and IB courses use to provide instruction for high school students who demonstrate advanced proficiency in Spanish?

3. What instructional strategies do teachers of AP and IB courses use to meet the learning needs of high school students who demonstrate advanced proficiency in Spanish?
4. How do teachers of AP and IB courses assess the learning of high school students who demonstrate advanced proficiency in Spanish?
5. What perceptions do teachers of AP and IB courses hold about how to meet the learning needs of high school students who demonstrate advanced proficiency in Spanish?
6. How do teachers of AP and IB courses perceive their success in meeting the learning needs of high school students who demonstrate advanced proficiency in Spanish?
7. What do district and school documents reveal about AP and IB courses for high school students who demonstrate advanced proficiency in Spanish?

In this chapter, I present the results of the study. I describe the setting for this study, the participant demographics, and the data collection process that I used. In addition, I include the process that I used to conduct both the single case analysis and the cross case analysis. I also discuss the strategies that I used to provide evidence of trustworthiness, and I present the results or key findings of the study in relation to the central and related research questions.

Setting

The setting for this study was a specific county in a western state that I purposefully selected because it is comprised of both rural and suburban schools that

offer both AP and IB courses. This county is located in the northeastern area of the state with a total population of 441,703, according to 2010 United States census data. This county is the fifth most populous of the 64 counties in the state and measures 72 miles from East to West and 17 or 18 miles from North to South. Nine cities or towns and 12 school districts are located in this county. For 2013-2014, this county included 17 high schools. At least 10 high schools in this county offered AP and/or IB Spanish courses. Therefore, the pool of potential participants for this study included 20 to 25 AP and IB Spanish teachers.

Two public school districts from this county were included as the sites for this study. School District A (pseudonym) was located in the western section of the county, in an urban area about seven miles north of the downtown area, with a K-12 enrollment of approximately 42,000 students and including 57 schools and learning centers, of which eight were high schools. In 2013-2014, during the time of this study, 1,774 students were enrolled in High School A (pseudonym). According to the school website, High School A was the fourth oldest IB Diploma Program school in the state. According to the registration guide for 2013-2014, this high school offered world languages courses in Spanish, French, German, Arabic, and Spanish for Native Speakers. High School A also offered AP Spanish Language and IB French and Spanish courses, including a combined AP/IB Spanish 5 course.

School District B (pseudonym) was located in the extreme southwestern area of the county, with a K-12 enrollment of 10,101 students in 2013-2014. This school district included 21 schools, of which two were high schools. During the 2013-2014 school year,

High School B (pseudonym) enrolled about 2,500 students in Grades 9 through 12. According to the course catalog for 2013-2014, this high school offered French and Spanish language courses, Spanish for Fluent Speakers, AP Spanish, and IB French and Spanish Diploma Program courses.

Several factors related to the setting may have influenced the results of this study. Due to the reduction in graduation requirements for world languages by the State Department of Education from 2 years to 1 year, school boards and educators in many public school districts in the state selected for this study lowered world language graduation requirements. Some districts even eliminated the requirement. Therefore, a reduced demand for advanced Spanish language courses existed in this state. According to the school district websites for this county, only one high school offered the AP Spanish Language course and the AP Spanish Literature course. Two high schools offered the IB curriculum, including the Diploma Program Language B Spanish course. Two public school districts in this county offered the AP Spanish Language course, the AP Spanish literature course, and the IB Diploma Program Language B Spanish course. Even though the high school course guide listed the availability of the AP courses, these courses were not necessarily offered each year, or even every other year. One of the reasons why these courses were not offered was low student enrollment, leading to cancellation of the course. Program funding reductions and/or reassignment of staff may also have influenced the results for this study. At least one potential participant declined to participate because he did not teach AP Spanish at the time that I collected data for this study. Of the approximately 20 potential participants, only two teachers agreed to

participate in this study, an indication that fewer teachers provided instruction for upper level Spanish courses such as AP Spanish Language and AP Spanish Literature in this particular county.

Participant Demographics

For this study, I determined potential participants according to the following inclusion criteria: (a) the participants must be employed as licensed teachers certified to teach Spanish, (b) participants must be employed in a public school district in a specific county in a western state, and (c) the participants must be teachers of an AP Spanish Language course, an AP Spanish Literature course, and/or an IB Diploma Program Language B Spanish course in the selected school districts in a specific county in a western state of the United States. I used the strategy of purposeful sampling to select the two participants for this study who represented the three courses included in this study as cases.

Maestra A (pseudonym) taught Spanish courses for 16 years in School District A and for 12 years at High School A. Maestra A taught the AP Spanish Language and AP Spanish Literature courses for 7 years. Maestra A taught the IB Diploma Program Spanish for 12 years, and the combined AP/IB Diploma Program Language B Spanish 5 course for 4 years. Maestra A had earned a master's degree in Spanish and frequently attended the state conferences for world languages, as well as given presentations. In addition to identification as a highly qualified Spanish teacher according to NCLB criteria, Maestra A was the department chairperson for world languages.

Maestra B (pseudonym) taught all levels of Spanish courses for 17 years. Maestra B taught in School District B for 14 years and at the same high school, High School B, for 14 years. In addition, Maestra B taught the IB Diploma Program Language B Spanish course for 2 years. Maestra B earned a master's degree in Spanish and frequently attended the state conferences for world languages. Maestra B was also identified as a highly qualified Spanish teacher according to NCLB criteria and served as the department chairperson.

Data Collection

For this study, I collected data from multiple sources for each case, including individual telephone interviews with participants in order to include oral responses, reflective journals that participants maintained in order to include written responses, and documents related to the AP and IB programs. Initially, I accessed the county website in February, 2014 to obtain the list of public school districts and their respective website links. When I accessed the school district websites, I searched for the high schools, staff directories, course guides, and contact information. Some of the high school websites did not cross reference teacher information with the courses they taught. For those districts, I was unable to identify participants who met my criteria. Five of the 12 school districts provided adequate information so that I was able to identify potential participants and their contact information. I sent letters of invitation to these participants by email on March 10, 2014. Some of these potential participants responded that they were no longer teaching AP or IB or no longer teaching in the specified school district. One potential participant requested additional information about this study, which I sent. After 3 weeks

with few responses, I sent a reminder e-mail with the letter of invitation on March 31, 2014. I sent a follow-up e-mail to a respondent to request a phone number for initial contact. I called this participant and scheduled the interview for Saturday evening, April 12, 2014 at 7:00 p. m. On April 13, 2014, I sent a second reminder e-mail. One respondent agreed to participate and requested the interview questions ahead of time. I sent that potential participant the interview questions and a letter of consent by e-mail. I followed up with a phone call to schedule the interview for Saturday morning, April 19, 2014 at 11:00 a. m. I received one response from an AP teacher who was not teaching AP at this time and would not be teaching this course next year. Other respondents also stated that they were not teaching AP at this time. I sent a final reminder e-mail on May 22, 2014 to the potential participants who had not yet responded to my first three e-mails. I received no new responses. I began the data collection process with two participants who provided instruction for the two AP courses and the one IB course that represented the cases for this study.

Interviews

I called Maestra A on April 12, 2014 at 7:10 p. m. to conduct the interview, which lasted 34 minutes. I called Maestra B on April 19, 2014 at 11:10 a. m. to conduct the interview, which lasted 31 minutes. I began both interviews with general demographic questions, asking how long they have been teaching Spanish courses, including AP and/or IB Spanish. I asked seven questions from the interview guide, which I provided to participants ahead of time. I recorded the interviews, as I advised participants in the

consent letter, using the hands-free speaker phone feature for my cell phone. I also took notes during the interview, which I later transcribed with the recordings.

Reflective Journals

I sent three reflective journal questions by e-mail to Maestra A on April 12, 2014, and to Maestra B on April 14, 2014. I received the reflective journal responses from Maestra A on May 27, 2014 and from Maestra B on May 25, 2014. I asked both participants to reflect on the needs of linguistically gifted AP and/or IB Spanish language students. I also asked participants to describe the instructional strategies they used to meet the needs of linguistically gifted students in Spanish and their success in meeting those needs. In addition, I asked participants to describe the differentiated instruction they believed linguistically gifted students in Spanish need.

Documents

The documents that I planned to collect for this study were related to the AP and IB programs, including state world language standards, course descriptions, group student assessment data, and documents related to AP and IB programs. However, instructional guidelines and group assessment data were not available through the school district websites or through the AP College Central or IB websites. AP and IB school district group assessment results were not available through the school websites as I had originally anticipated, and therefore, I was unable to include these data in this study.

Data Analysis: Single Case

For this comparative case study, I first analyzed the data in relation to each data source for each case. For the interview data, I analyzed and compared the responses of both participants for each interview question. For the reflective journal data, I analyzed and compared the responses of both participants for each reflective journal question. For the documents, I used a content analysis, in which I examined the purpose, structure, content, and use of each document from each high school where participants taught. The results of these analyses for each data source are presented below.

Interviews

Interview Question 1 asked, "*How are students who demonstrate advanced proficiency in Spanish identified at this high school?"*

At High School A, Maestra A reported that teachers of Spanish courses did not formally identify students who demonstrated advanced proficiency in Spanish. At the beginning of each school year, however, teachers assessed student proficiency in Spanish through written essays and speaking assignments. In order to place students in appropriate Spanish courses at the beginning of the school year, Maestra A used teacher recommendations and, for native Spanish speakers, an assessment designed specifically for native Spanish speakers. However, Maestra A reported the Spanish teachers did not use any diagnostic test to assess students' proficiency in Spanish as they moved from level to level, and they did not use any assessments to identify students with advanced proficiency in Spanish.

At High School B, according to Maestra B, students applied to the IB Diploma Program in their junior year. If students satisfactorily completed the Spanish 1 and/or 2 and/or 3 courses, teachers admitted them into the IB program. If students had not completed any Spanish courses or had completed only the 1-year Spanish course, they were admitted to the IB ab initio course, which was defined as a beginning IB Spanish course.

Interview Question 2 asked, "*What is the relationship between students who are identified as gifted and/or talented and students who demonstrate advanced proficiency in Spanish?"*

Teachers reported that this relationship was unclear. For High School A, Maestra A reported that district gifted and talented coordinator notified teachers at the beginning of the school year, through the on-line gradebook, about those students who were identified as academically gifted and talented. However, Maestra A noted that these identified students did not always demonstrate advanced proficiency in Spanish. Maestra A also reported that few native speakers were identified as academically gifted and talented; instead, they were often identified as English language learners. At the classroom level, Maestra A assessed students' proficiency levels in writing and speaking Spanish after students completed their first assignments.

Maestra B reported that no students in the Spanish courses at High School B were identified as gifted and/or talented during the time of this study. Maestra B also reported that no process was in place to identify students who demonstrated advanced proficiency in Spanish. Maestra B added, "None of them are in the specified gifted and talented

program and so I don't have anything to compare." Maestra B also noted that Spanish teachers informally discussed students' individual proficiencies in the language with each other at the beginning of the school year, and these discussions helped them address students' individual learning needs in the IB Spanish courses.

Interview Question 3 asked, "*What standards do you use to direct your instruction in this course?"*

In terms of providing instruction in their Spanish courses, both teachers reported that they used the state standards in world languages to guide their instruction. Maestra A noted:

> We use the state standards, but we also use the IB objectives, since we are an IB school where we are required to use that. All of the IB objectives fit easily within the state standards.

The standards and objectives that Maestra A focused on were dependent on the topics addressed in the course. However, as Maestra A added, "Communication is the one [standard] I think that most language teachers use on a daily basis." The state standards document supported this comment by noting that communication in languages other than English is standard number one. This document also defined communication in world languages as interpersonal, interpretive, and presentational in nature and encompasses written and oral conversations, comprehension of spoken and written language, and oral or written presentations in the target language.

Maestra B reported using the highest range level expectation, intermediate-mid, of the state standards. Maestra B added,

> What that means is, in our building, for example, the IB standards would be called the intermediate mid [level], which would be the same for our Spanish 4 program and the same for our program for our heritage speakers because we have this three-way thing [IB DP Spanish/Spanish IV/heritage speaker courses] going on.

The problem, according to Maestra B, is that the teachers must consider two curriculums, the Spanish curriculum and the IB Spanish curriculum, in order to align them with the state standards, which is often difficult to resolve.

Interview Question 4 asked, "*What instructional strategies do you use to meet the needs of students who demonstrate advanced proficiency in Spanish?"*

Teachers at both sites reported using a variety of instructional strategies in their courses to meet the needs of students who demonstrated advanced proficiency in Spanish. At High School A, Maestra A used the instructional strategy of scaffolding, which involved beginning with what the student already knows, using comprehensible input and adding new vocabulary and concepts. For each course, Maestra A presented students with a minimum set of requirements for all projects and assessments, which allowed students to extend their work beyond the minimum requirements. Maestra A explained,

> In particular, in my IB classes, they know that if they just focus on the minimum requirements, that's not going to get them any higher a grade than a B, and many of those kids want the A. So for those more advanced students, the opportunity [is there] to just kind of create with the language.

In addition, Maestra A offered different creative writing and speaking prompts. Maestra A believed that providing choices for advanced students allowed them to use their creative abilities with language.

At High School B, Maestra B did not believe in using the instructional strategy of total immersion because of the various student proficiency levels often found in the classroom. Instead, Maestra B used at least 60-70% Spanish language immersion strategy for most instructional activities. Maestra B also reported using a holistic method of teaching, adding, "I approach [instruction] with thematic units based on what assessment we are moving towards." For these thematic units, Maestra B required two oral assessments and three written assessments to determine the instructional units. Maestra B concluded, "There are lots of components to the IB program, but grammatically, and dealing with vocabulary, I pretty much use the same strategies I would use for any Spanish class."

Interview Question 5 asked, "*How do you assess student learning in this course*?"

Both teachers reported using a variety of strategies to assess student learning in their AP and IB Spanish courses. Maestra A reported using different types of formative assessments to assess student learning in addition to the AP and IB summative examinations. For example, Maestra A required students to maintain a journal several times a week as a formative assessment of their writing skills in Spanish. Students also discussed and analyzed different literature selections and completed quizzes at the end of these selections to assess their reading comprehension. Maestra A also reported

formatively assessing speaking competency through skits and oral interviews with the students.

Maestra B formatively assessed reading, writing, and verbal skills on a daily basis in small groups. For example, Maestra B asked students to assess each other on correct use of vocabulary and grammar in these small groups. Maestra B also assessed students' reading, writing, and speaking skills during their participation in the second language or ab initio thematic units. In addition, Maestra B monitored student progress through practice assessments that mirrored the style of the IB summative assessments. Maestra B provided sample practice assessments from the IB curriculum guides, which were available to IB member schools. Maestra B noted that teachers could personalize these assessments, based on the world language curriculum used at the district and school level.

Interview Question 6 asked, "*What do you believe about how to meet the learning needs of students who demonstrate advanced proficiency in Spanish in your course?"*

Both teachers believed that meeting the learning needs of all students included those students who demonstrated advanced proficiency in Spanish. Maestra A stated, "I know I push them to try things that they haven't considered before, and some students really excel at it and some don't or some will really struggle with it." In addition, Maestra A provided authentic literature for all students to read, discuss, analyze, and synthesize. Maestra A used guiding questions and presented themes from the stories in order to help all students synthesize their learning. The IB students, Maestra A noted, were successful in synthesizing and demonstrating learning creatively through an art project. According to Maestra A, Spanish speakers in the AP course struggled with the

IB format because they were not enrolled in the IB program and were not used to the IB format for analyzing literature and synthesizing their learning.

Maestra A also believed that students who demonstrated advanced proficiency in Spanish were often bilingual. Maestra A often encouraged these students to complete a project about a specific country, in which she asked them to develop their own essential questions. However, these students often struggled with creating essential questions. Maestra A concluded,

> That's higher order thinking skills they struggle with. They can write fact-based questions, no problem, but when it comes to the bigger picture ideas, it was really hard for them to do it. But I did the same project last year, and the kids had an amazing project!

Maestra A pushed these students to excel and synthesize their learning, thereby meeting the needs of students with advanced proficiency in Spanish, which she believed was evidenced by their student projects.

Maestra B believed that students who demonstrated advanced proficiency in Spanish should help their peers who were struggling to achieve mastery of particular standards or lesson objectives. However, Maestra B also believed that she met the needs of these students by requiring all students in her courses to demonstrate their mastery of the standards, followed by reteaching when needed. Maestra B added, "I've learned to not make assumptions, but to say okay, this is what we're going to do today, here's what I'd like the outcome to be, and teach toward that outcome." .

Interview Question 7 asked, "*How do you know you are successful in meeting the learning needs of students who demonstrate advanced proficiency in Spanish in your course?"*

Both teachers expressed strong opinions about their success in meeting the learning needs of students who demonstrate advanced proficiency in Spanish in their courses. Maestra A believed that AP and IB examination results were not the only indicator of her success in meeting the learning needs of students who demonstrated advanced proficiency in Spanish. Maestra A believed that the positive feedback that she received from advanced students who took Spanish in college indicated that she was successful in meeting the needs of these students. Maestra A also believed that she was successful in meeting the learning needs of advanced students because they often improved their writing skills over the school year. In the IB Spanish courses, Maestra A required students to write practice essays in preparation for the IB examination. Maestra A also observed student growth in writing and speaking because students heard Spanish spoken in class by native speakers, they read literature in Spanish, and watched videos and news channels in Spanish. Maestra A believed that in order to teach grammar to other students, advanced students must understand the material. In addition, Maestra A believed that assessing students by observing what they are doing and listening to what they are saying is more tangible than tests and quizzes. According to Maestra A, advanced students who try to speak Spanish will succeed in speaking Spanish, even if they do not earn high scores on the AP tests.

Maestra B believed that formative and summative assessments helped her ascertain her success in meeting the needs of students who demonstrate advanced proficiency in Spanish. For example, Maestra B reported that she corrected grammar errors on the spot, reteaching as needed. In addition, Maestra B assessed the same proficiency level by offering different assessment activities, thereby differentiating both instruction and assessment.

Table 2 gives a summary of the major categories from the interview analyses.

Table 2

Summary of Major Categories From Interview Analyses

Interview questions	Categories
IQ1: Identification	No formal identification process Formative and summative class assessments Teacher recommendations Previous course completion in Spanish
IQ2: Relationship of G/T to advanced proficiency	Relationship unclear
IQ3: Standards	Use state standards Use IB standards and course objectives Use AP course objectives
IQ4: Instructional strategies	Scaffolding Minimum requirements for desired grade Optional writing prompts Thematic units Differentiated instruction Partial Spanish language immersion
IQ5: Assessments	AP summative examinations IB summative examinations Formative assessments: Journals Skits Oral interviews Teacher-designed quizzes Teacher observations Peer tutoring/teaching
IQ6: Teacher beliefs about meeting the needs of advanced Spanish students	Encourage students to learn new ideas Provide authentic literature Encourage students to generate guiding questions Use assessments to inform instruction Provide differentiated instruction Encourage peer teaching
IQ7: Teacher beliefs about success in meeting needs of advanced Spanish students	Expressed no doubts about their success Believed tests not indicative of advanced proficiency Observed student growth in Spanish proficiency Received positive feedback from college students Encouraged advanced students to teach others Observed students communicating in Spanish Differentiated formative and summative assessments

Reflective Journals

Reflective Journal Question 1 asked, "*Please describe any instructional strategies that you use in your AP and/or IB Spanish classroom to meet the needs of linguistically gifted students in Spanish".*

Both teachers reported that the instructional strategies that they used in their AP and/or IB courses to meet the needs of students who demonstrate advanced proficiency in Spanish were similar to the strategies that they used for all students. Maestra A remarked, "when working with linguistically gifted students, I don't use different strategies from what I do with other students." Maestra B also reported using the same instructional strategies for all students with the exception that she paired students with greater fluency with less fluent students for pronunciation exercises and oral practice. Maestra B added,

> I prefer to teach grammar and vocabulary in context, either through authentic sources or through the IB textbooks. Students are responsible for keeping a personal dictionary of new vocabulary, and for utilizing the new vocabulary in their unit writings. I utilize our fluent speakers as "experts" in pronunciation and pair them frequently with the other students for oral practice.

In addition to these strategies, Maestra B used IB rubrics and IB practice exams to meet the needs of all students including those students who demonstrate advanced proficiency in Spanish.

Reflective Journal Question 2 asked, "*How would you describe your success in meeting the needs of linguistically gifted students in Spanish?"*

Both teachers described their success in meeting the needs of students who demonstrate advanced proficiency in Spanish differently. Maestra A believed that she was able to demonstrate how linguistically gifted students in Spanish improved their language skills by comparing how they began the year and how they ended the year. Maestra A added,

> With my native Spanish speakers this year, I was surprised at how the students were able to write their final exam [a 200 word composition] in 50 minutes, whereas last year it took four days. They were surprised when I told them this, and I could see the pride shining in their eyes. Knowing that they improved that much in two years helped them to see the benefits of the class and their own skills.

Maestra A believed she was able to clearly identify the progress students made over the school year.

Maestra B used the results of the five IB examinations to determine her success in meeting the needs of students who demonstrate advanced proficiency in Spanish. She noted,

> Last year's results were encouraging, as the goal is to achieve a score of between 4 and 7 in order to receive college credit for their high school courses. Approximately 75% of my students from the 2012-13 school year did achieve a composite score of 4 or above. Scores on our oral exams this year [2013-14]were not as high as I had hoped, but our students' stronger writing ability was evident in their written exams. I recognize the need for daily practice with oral language

> and the need for greater vocabulary development. My students need more opportunities for input of the language, which will enhance their production and increase their control and confidence with the language.

Maestra B was able to see improvement in all students' writing skills over a two-year period. In addition, Maestra B recognized a need for more opportunities for all students to practice using daily oral language in Spanish in order to improve their language production and oral examination scores.

Reflective Journal Question 3 asked, "*Please comment on the type of differentiated instruction you believed linguistically gifted students in Spanish need.*"

Both teachers believed that students who were linguistically gifted in Spanish needed differentiated instruction. Maestra A believed that providing challenge and opportunity for self-designed learning are important for linguistically gifted students. She commented,

> I think the students need to be challenged and given materials suited to their ability. Using texts that are a slight challenge for them, being given choice in topics for speaking and writing assessments, and having the opportunity to design their own learning are important.

According to Maestra A, challenge, choice, and opportunity to self-design and direct their own learning are keys to differentiating instruction for linguistically gifted students.

As part of intentional planning to differentiate instruction for all students, Maestra B used flexible grouping, in which she grouped students by proficiency level, in the IB

program courses. These three groups included fluent speakers, standard level students, and beginning level students. Maestra B added,

> My fluent speakers require vocabulary development reading skills; the SL [standard level] students also require vocabulary development, specific grammar skills, and control of tenses and text types; the ab initio students require thematic vocabulary growth and basic grammar skills, all wrapped by the skills and practices required to be successful on the IB exams. Text type specifics, synthesizing information from a variety of texts in order to produce new and creative texts, are just a few [of the required skills to be successful].

According to Maestra B, differentiating instruction for all students was the norm in her classrooms, and therefore, she differentiated instruction for linguistically gifted students in her courses by providing different levels for activities related to vocabulary development, grammar skills, synthesizing information from a variety of texts, and production of new and creative texts in Spanish.

Table 3 shows a summary of the major categories from the reflective journal analyses.

Table 3

Summary of Major Categories From Reflective Journal Analyses

Journal questions	Categories
JQ1: Instructional strategies	Similar to strategies used for all students Pairing fluent and less fluent students Using authentic texts Students keep personal dictionary of new vocabulary Students use new vocabulary in assignments Fluent speakers used as "experts" in pronunciation Fluent speakers paired for oral practice Early exposure to IB rubrics and practice exams
JQ2: Success	Described success differently Used assessment results to show student growth Used assessment results to plan future instructional strategies Compared student progress over a two-year period
JQ3: Differentiated instruction	Provided challenge and choice Provided students opportunity to self-design and direct own learning Grouped students flexibly within one classroom Focused on vocabulary development / grammar skills Required students to synthesize information from variety of texts Required students to produce new texts in Spanish

Documents

For this study, I used a content analysis to examine two different types of documents: (a) the state standards for world languages, and (b) AP and IB course documents. The content analysis involved a description of the content of the documents, their organizational structure, and their use. These analyses are presented below.

State standards. The state standards for world languages were available at the State Department of Education website. The standards were broken down into four major categories: (a) communication in languages other than English, (b) knowledge and understanding of other cultures, (c) connections with other disciplines and information acquisition, and (d) comparisons to develop insight into the nature of language and culture (State Academic Standards for World Languages, 2009). For Standard 1, which concerns communication in languages other than English, students are expected to know how to use the target language in culturally appropriate, shared or interpersonal activities. Students must be able to observe, listen, understand, read, speak, and write in the target language or languages. In addition to the interpersonal mode of communication, students must be able to use the interpretive and presentational modes of communication in conjunction with their knowledge of the target language culture, social practices, and perspectives, and be able to speak and write in culturally appropriate ways.

Communication occurs through the written word as well as spoken. Communication may be interpersonal, interpretive, and/or presentational. For Standard 2, which involves knowledge and understanding of other cultures, students should develop "familiarity with the cultures that use the [target] language" as well as develop "an awareness of how the [target] language and culture interact in society". For Standard 3, which involves connections with other disciplines and information acquisition, students should be able to connect these new skills and information with other subject areas and topics of personal interest that may be unrelated to their academic life. For Standard 4, which concerns comparisons to develop insight into the nature of language

and culture, students studying a language other than English should be able to develop a greater understanding of their own language and culture along with the target language and culture. As students compare their own language and the target language, they should be able to develop insights into the nature of language and culture.

Included in the state standards document (2009) are the expectations for student achievement. The levels of student achievement are described as (a) novice-low, (b) novice-mid, (c) novice-high, (d) intermediate-low, and (e) intermediate-mid. The expectations for achievement become more rigorous as students progress through each level. For example, even though the modes of communication are the same for all levels, the novice-low level student should be able to "communicate about very familiar topics (written or oral) using isolated words and high-frequency phrases" (State Academic Standards for World Languages, 2009, p. 21), while the intermediate-mid level student should be able to "initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures" (State Standards, 2009, p. 17).

In this western state, State Department of Education administrators and public school administrators expect teachers to use the State Academic Standards for World Languages as a basis for curriculum development and as a guide for instruction and assessment. Teachers are expected to align these state standards with the AP or IB standards, curricula, and goals. Teachers must understand the standards and student performance expectations for each grade level and course because they provide guidance for instructional practices and assessment design for each instructional unit.

Course documents. The course documents that I collected for this study included the course guides or catalogs from High School A and High School B. I collected these documents from the school websites. In addition, I collected the AP Program and IB Diploma Program general course descriptions from the program websites.

***High school course guides or catalogs*.** The course catalogs at High School A and High School B do not include a separate course description for the AP Spanish Language course and the AP Spanish Literature course. According to the AP Spanish course descriptions in both high school guides or catalogs, the AP Spanish Language course and the AP Spanish Literature course are combined. Students must pay for and take the AP Spanish Language examination, but the AP Spanish Literature examination is not mentioned in either course catalog.

According to the High School A course catalog, the AP Spanish courses are designed to parallel the third-year college-level courses in Spanish composition and conversation. The description for the AP Spanish courses states that students develop their ability to express themselves and understand others in Spanish as they communicate in formal and informal situations accurately, coherently, and fluently. The course description also states that students develop a vocabulary large enough to understand literary texts, magazine and newspaper articles, films, and television productions. In order for students to enroll in an AP Spanish course, they must have successfully completed the Spanish IV course or the Native Speakers III course, submit an application, and receive approval from the AP course instructor. Once accepted, students

are required to pay a fee for the required AP examination and complete the required summer homework.

According to the course guide for High School B, the AP Spanish courses are based on a required reading list that includes literary works that are considered significant and representative of various historical periods, literary movements, genres, geographical areas, and population groups within the Spanish-speaking world. In addition, the course focuses on the ability of students to fluently and accurately express ideas orally and in writing and emphasizes the use of advanced grammar in Spanish. These courses also prepare students to take the mandatory AP Spanish examination.

For the IB Diploma Program (DP) courses, the course registration guide for High School A included Spanish I and Spanish II as IB Middle Years Programme (MYP) Spanish and the Spanish III and Spanish IV as IB DP courses. In the Spanish III courses, students spontaneously express increasingly complex concepts verbally and in writing. In addition, the course guide states:

> Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. (High School A course registration guide, 2014)

The prerequisite for Spanish III is successful completion of Spanish II and approval from instructor. The IB DP Spanish IV course is described as:

> advancing students' skills of and abilities to read, write, speak, and understand the Spanish language so that they can maintain simple conversations with sufficient

> vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary. (High School A course registration guide, 2014)

The prerequisite for IB DP Spanish IV is the successful completion of Spanish III and approval from the instructor. Both courses build on students' increasing proficiency in Spanish language skills and abilities, require successful completion of the previous level Spanish course, and approval of the respective course instructor(s). According to the High School A course registration guide, all courses are NCAA and CDHE approved core courses.

As described in the course catalog for High School B, the IB Diploma Program (DP) Standard Level (SL) Spanish course is a two-year program designed for students who have had one or two years of previous experience in the Spanish language. An IB test fee is required for the IB DP exam. The IB DP Standard Level course is designed "to advance the student's reading comprehension, oral, listening and writing proficiency through the study of a variety of texts, literature and current events" (High School B course catalog, 2014). In addition, the course description indicates that "students will gain a more thorough understanding of the Spanish speaking cultures, while connecting knowledge with other disciplines on a global spectrum" (High School B course catalog, 2014). Fluent Spanish speakers are encouraged to take French language courses instead of the IB DP Spanish IV course.

AP program course descriptions. The course descriptions for the two AP Spanish courses included in this study were found on the College Board website. According to the College Board, AP Spanish courses are based on three modes of communication, including interpersonal, interpretive, and presentational, as defined and described in the Standards for Foreign Language Learning in the 21st Century in the ACTFL Performance Descriptors for Language Learners (2012). A content analysis of these course descriptions are presented below.

AP Language and Culture course. The standards for this course require students to communicate through the application of interpersonal, interpretive, and presentational skills in real-life situations. The AP Language and Culture course, taught almost exclusively in Spanish, "includes vocabulary usage, language control, communication strategies, and cultural awareness" (College Board, 2014). According to the College Board, the goals of the AP Spanish Language and Culture course are as follows: (a) to engage students in an exploration of culture in contemporary and historical contexts, and (b) to develop students' awareness and appreciation of cultural products, such as tools, books, music, laws, conventions, institutions; practices or patterns of social interactions within a culture; and perspectives or values, attitudes, and assumptions. Even though students are typically in their fourth year of high school, no prerequisites are required for the AP Spanish Language and Culture course. The six themes of the AP Spanish Language and Culture Course include (a) beauty and aesthetics, (b) contemporary life, (c) families and communities, (d) global challenges, (e) personal and public identities, and (f) science and technology. These six interrelated themes may be combined. The

College Board AP Spanish Language and Culture course objectives are as follows: (a) to engage in spoken interpersonal communication; (b) to engage in written interpersonal communication; (c) to synthesize information from a variety of authentic audio, visual, and audiovisual resources; (d) to synthesize information from a variety of authentic written and print resources; (e) to plan, produce, and present spoken presentational communications; and (f) to plan and produce written presentational communication. The proficiency levels that students should be able to demonstrate in the AP Spanish Language and Culture course range from the intermediate to the pre-advanced range in each of the three modes of communication.

AP Spanish Literature and Culture course. According to the College Board overview for this course, teachers should use a thematic approach to introduce students to representative texts from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies and hone their critical reading and analytical writing skills across the interpersonal, interpretive, and presentational communication modes as defined in the Standards for Foreign Language Learning in the 21st Century and described in the ACTFL Performance Descriptors for Language Learners. Students examine literature within the context of its time and place and reflect on the diverse voices and cultures of the required readings. The course focuses on cultural connections and comparisons and explores various audio, print, and written media, such as art, film, articles, and literary criticism. No prerequisites are required for the AP Spanish Literature and Culture course; however, it is designed for students who have successfully completed at least three years of high school Spanish language study.

All texts are presented in Spanish. The AP Spanish Literature and Culture course is based on the following themes: (a) societies in contact, (b) the construction of gender, (c) time and space, (d) literary creation, (e) interpersonal relationships, and (f) the dual nature of being. These interrelated themes may be combined. According to the College Board, the AP Spanish Literature and Culture learning objectives outline the expectations for what students should know and be able to do, and they are aligned with the following five goal areas, or the "five C's", of the Standards for Foreign Language Learning for the 21st Century: (a) communication, (b) cultures, (c) connections, (d) comparisons, and (e) communities. For the communication standard, students are expected to continue to develop proficiency in the three modes of communication: interpersonal, interpretive, and presentational. For standards of cultures, connections, comparisons, and communities, "students gain knowledge and understand the relationship between products, practices, and perspectives of the cultures studied in literary texts and through other media" (College Board, 2014). The course objectives for both the AP Spanish Language and Cultures and the AP Spanish Literature and Cultures courses are aligned with the National Standards for Foreign Language Learning for the 21st Century and the ACTFL Performance Descriptors for Language Learners. According to the College Board, these courses provide students with opportunities to demonstrate their proficiency from the intermediate to the pre-advanced levels in interpersonal, interpretive, and presentational modes of communication. AP teachers are also able to use AP global group assessment data to compare their students' test scores with students worldwide.

IB diploma program course description. The following general information is about language acquisition courses is presented on the IB program website:

> Language B Standard Level (SL) and Higher Level (HL) are language acquisition courses for students with some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it [the target language] (IB, 2014).

A content analysis of the course description for the IB course included in this study is presented below.

IB Language B Spanish course. This course is organized according to the following core themes: (a) communication and media, (b) global issues, and (c) social relationships. Teachers select two or more additional themes from the five optional themes that the IB program provides. In addition, for the higher level (HL) course, students are required to read two works of literature written in that language. One of the key features of the IB standard level and higher level courses is that the minimum prescribed number of instructional hours for the standard level is 150 hours, and for the higher level, it is 240 hours. In addition, contextualized study of language, texts, and themes is used to aid students in developing interactive, productive, and receptive skills in the target language. Two primary goals of the IB Language B Spanish course are that students are able to develop intercultural understanding and plurilingualism. Students acquire proficiency in the language as they are exposed to a variety of authentic texts and produce work in a variety of communicative contexts (IB, 2014). Through the IB

program, standard level and higher level student are assessed both externally and internally, according to the following guidelines:

- External assessment at SL [standard level] consists of exercises to demonstrate understanding of authentic print texts based on the core themes (receptive skills), a writing exercise based on the options (productive skills), and a written assignment based on the core themes (integrating receptive and productive skills).
- External assessment at HL [higher level] consists of exercises to demonstrate understanding of authentic print texts based on the core themes (receptive skills), two writing exercises, one based on the core and the other based on the options (productive skills), and a written assignment based on one of the literary texts (integrating receptive and productive skills).
- Internal assessment at both SL [standard level] and HL [higher level] tests students' abilities in listening and speaking in a genuine conversation format (integrating receptive, productive and interactive skills). Internal assessment consists of an individual oral [assessment] based on the options (presentation and discussion with the teacher), and an interactive oral [assessment] based on the core (three classroom activities assessed by the teacher; IB, 2014).

IB Diploma Program assessments are two-fold: (a) internal, which are locally administered and graded, and (b) external, which are locally administered and graded by teachers in the regional or international IB organization but not directly connected to the students they are grading. A score of three or higher indicates that the student passed the

IB examination. IB teachers are also able to compare their students' scores with the IB group assessment data. The data may be useful in determining the overall growth of the local IB Diploma Program in comparison with the international IB Diploma Program.

Table 4 gives a summary of the major categories from the course document analyses.

Table 4

Summary of Major Categories From Course Document Analyses

Courses	Categories
AP Spanish language	High School A course catalog description included information about prerequisites, course objectives, summer homework, and the AP examination
	High School B course catalog description included information about prerequisites, required reading list, course objectives, summer homework, and the AP examination
	AP program course description included an overview of the modes of communication and themes, prerequisites, course objectives and requirements, language of presentation and interaction, suggested ancillary course materials, standards and performance descriptors, and the AP examination
AP Spanish literature	High School A and High School B course catalog included no separate description for this course
	AP program course description included prerequisites, course objectives and curriculum outline, interrelated themes and goal areas, communication modes and proficiencies, standards and performance descriptors, and the AP Spanish literature examination
IB Spanish language B	High School A course description for IB Spanish IV (first year) included prerequisites for each course/level, curriculum outline and course objectives for each level, learning objectives and goals, skill level expectations, and IB examination.
	High School A course description for IB Spanish V (second year) included curriculum outline and course objectives and goals, learning objectives and goals, skill level expectations, and IB examination
	High School B course description for IB Spanish includes prerequisites, course outline, learning objectives and goals, and the IB DP examination
	The IB website course description includes prerequisites for the course, goals and objectives, core themes, course level minimum prescribed hours of instruction, course outline, formative and summative assessments, and the IB examination

Data Analysis: Cross Case

I conducted a cross case analysis by examining the categories that I constructed for all three data sources and all three courses or cases to determine emerging themes and discrepant data. The three cases included the AP Spanish Language and Culture course, the AP Spanish Literature and Culture course, and the IB Diploma Program Spanish Language B course. The three data sources were the participant interviews, participant journals, and course documents.

Emergent Themes

After constructing my categories for each data source, I identified six themes that emerged across all data sources and all three courses or cases. These themes are described below.

Theme 1: Identification of students who demonstrate advanced proficiency in Spanish is informal and not systemic. Educators in public school districts in this western state are required to submit a plan for meeting the needs of gifted and talented learners to the State Department of Education. However, both teachers who participated in this study reported that a formal process to identify students with advanced proficiency in Spanish did not exist at either high school. Teachers also reported that students who demonstrate academic giftedness are formally identified, but that information is not always shared with Spanish teachers. Maestra A commented,

> We have students who are GT identified and we usually find that out at the beginning of the year, but they [the students] might not necessarily be GT in Spanish. I don't really do anything to identify them [the GT students in Spanish].

> We don't have any type of diagnostic test that we give when they [the students] move from level to level.

Maestra B added, "I don't believe that there is an assessment. They [the students] are not assessed for advanced proficiency. Students who have passed their Spanish program for Spanish 1 and/or 2 and/or 3, are admitted into the IB program in their junior year." In addition, document analysis revealed no formal identification process for those students who demonstrated advanced proficiency in Spanish. Instead, document analysis revealed prerequisites for the AP and IB courses as noted in the course catalogs for both high schools and in the AP and IB program documents. The prerequisites for all three courses included completion of one to four years of Spanish, application to the AP or IB program, and instructor approval. The combination of prerequisites increased the likelihood that students who demonstrated advanced proficiency in Spanish were enrolled in these courses. However, these documents revealed no formal identification process to determine advanced proficiency or linguistic giftedness in Spanish at either high school or in the AP and I B program course descriptions.

Theme 2: The relationship between students identified as gifted and talented and students who demonstrate advanced proficiency in Spanish is unclear. The identification of students as gifted and talented does not ensure that these students are also gifted in Spanish. According to Maestra A, students are gifted language students because they are often bilingual or multilingual. However, Maestra A noted,

> Very few of my native speaker students are [identified as] gifted. They are identified as English Language Learners, but [I believe] they are gifted. Maybe

> they aren't gifted in languages, [but] they are gifted in our school in languages. In Mexico or Cuba, they may not be [identified as gifted because] some of them struggle with Spanish, too.

Maestra A added,

> Whether or not those [native-speaker] kids are gifted as well, because [I know] there are gifted language students language ability-wise, some of them are bilingual students. They know two languages [and are able to] merge two languages. I pushed them, and I wouldn't let them give up [on advancing their language skills].

Maestra B added, "I have probably 70 students all together [and] none of them are in the specified gifted and talented program, so I don't have anything to compare nor do I know the identification process for gifted and talented." Both teachers reported that students who enroll in advanced courses such as AP and IB Spanish courses often demonstrate advanced proficiency because they meet the prerequisites of the courses. However, no data emerged linking advanced proficiency in Spanish to identification as academically gifted and talented. Both teachers also reported that they did not use any assessments to identify students who demonstrated advanced proficiency in Spanish. Document analysis also revealed no evidence of a relationship between the identification process for gifted and talented students and the identification of students who demonstrated advanced proficiency in Spanish.

Theme 3: AP and IB program Spanish courses are standards-based.

According to both teachers, they aligned their curriculum with the state standards in

world languages and with the AP and/or IB standards in world languages. Maestra A commented,

> We use the state standards, but we also use the IB objectives, since we are an IB school where we are required to use [IB objectives], but all of the IB objectives fit easily within the state standards.

Maestra B added,

> I must use, in terms of [the on-line] gradebook, the standards. The highest level of standards for [the State] Department of Education are what we post to. What that means is, in our building for example, [that] the IB standards would be called the intermediate mid [proficiency level], which would be the same for our Spanish 4 program, and the same for our program for our heritage speakers.

In addition to teacher alignment of the course curricula, the state standards documents and the AP and IB course descriptions were also aligned with the national standards and ACTFL performance guidelines.

Theme 4: AP and IB teachers reported using a variety of strategies to differentiate instruction for students who demonstrated advanced proficiency in Spanish. Both teachers reported that they used strategies such as scaffolding, peer tutoring or teaching, small group and whole group instruction, and choice to meet the unique learning needs of students who demonstrated advanced proficiency in Spanish. Maestra A remarked that she scaffolded Spanish instruction for all students, "using comprehensible input and building on vocabulary and concepts we've studied in class." For advanced students, Maestra A reported that she gave them an opportunity to go

beyond the minimum requirements to create original communication in the language by offering choice in the different writing and speaking prompts. Maestra A believed that offering choice in instructional activities is particularly important to advanced students because it allows them to use their skills and creative abilities to reach their highest potential. In the reflective journal, Maestra A commented that when she worked with linguistically gifted students who were often creative writers, she tried not to limit their writing by giving them a minimum word count instead of a maximum word count. In addition, Maestra A gave all students choices when reading articles, writing compositions, and performing scenarios. Maestra B believed that immersion is the best way to teach Spanish for all students, and therefore, she presented at least 60-70% of her instruction in the Spanish language. In addition, Maestra B believed in using a linear and holistic method of teaching that included thematic units, which she designed with the final outcomes in mind In particular, Maestra B noted her use of the backward planning strategy, as recommended by Wiggins and McTighe (2005), to design her instructional units because she believed the assessments should determine the outcomes. In the reflective journal, Maestra B wrote that she preferred to teach grammar and vocabulary in context, using authentic sources or the IB textbooks. Maestra B also emphasized vocabulary instruction, noting that students maintained a personal dictionary of new vocabulary. Students also engaged in peer editing and process writing. Maestra B also commented, “I utilize our fluent speakers as “experts” in pronunciation and pair them frequently with the other students for oral practice.” In addition, Maestra B used peer teaching as a strategy to meet the learning needs for advanced students, which she

believed helped these students hone their speaking, reading, and writing skills. However, the AP and IB program course descriptions were devoid of any descriptions of strategies used to differentiate instruction for students who demonstrate advanced proficiency in Spanish.

Theme 5: AP and IB teachers reported using a variety of assessments to monitor learning for all students, including students who demonstrate advanced proficiency in Spanish. These assessments included individual and group assessments, projects, interviews, and student-designed demonstrations of proficiency in the language. Maestra A used formative and summative assessments to assess student learning in these courses in addition to the AP and IB examinations. Maestra A added,

> For all of these courses, they [the students] journal at least twice a week on different writing prompts that I write on the board. We discuss literature once we've read a selection, then do some different analysis activities, and then they will take a quiz on it at the end of the reading. [For] speaking assessments, either [students perform] a skit [or an] oral interview. [There is] in class practice of all the different ways that I assess students.

Maestra A believed that using a variety of formative and summative assessments was an effective method of monitoring the progress of all students, including advanced students.

Maestra B shared this same belief by formatively assessing reading, writing, and verbal skills on a daily basis through small group instruction and by requiring students to assess each other's performances. Maestra B added,

> We have basically reading writing and verbal skills, so we do formative assessment in the classroom on a daily basis. Some of it very informal. It's much easier to formatively assess in a smaller group. The kids help kind of police each other and assess each other. In my larger groups, I [assess] real clearly based on either SL [standard level] or ab initio and the thematic unit. It's [assessment is] based on practice assessments toward the IB assessment. There's a lot of assessing that goes on on a daily basis.

Maestra B believed that it was important to assess students on a daily basis and to consider the informal assessments that advanced students completed of their peers' written and verbal skills in addition to the larger group practice assessments related to the IB thematic units. The school course descriptions and the AP and IB program course descriptions specified only the official AP and IB examinations as summative assessments. These documents did not include any descriptions of formative assessments that could be used to monitor progress for students who demonstrated advanced proficiency in Spanish.

Theme 6: AP and IB teachers believed that they were successful in meeting the learning needs of students who demonstrate advanced proficiency in Spanish. Both teachers believed that student feedback and formative and summative assessments determined their success in meeting the needs of students who demonstrate advanced proficiency in Spanish.

In relation to student feedback, Maestra A noted that former AP students often gave her positive feedback after their first year in college.

> The kids told me when they got to college the next year and were taking Spanish class, [the students were] acing Spanish class because [I] prepared [them] so well in the AP class, [that] it was rigorous and prepared [them] well. It's things like that that come back to me.

In addition to this feedback, Maestra A believed that the AP and IB examination results were only one indicator of her success in meeting the needs of advanced students. Maestra A also believed that other formative and summative assessments administered in the course were effective determinants of her success. Maestra A also believed that her effectiveness in meeting the needs of advanced students was reflected in their improved writing and speaking skills during the school year. Maestra A added, "In writing, I've seen a huge improvement from the beginning of the year to now. It's very tangible to see the growth in their writing now and also in their speaking." In her reflective journal, Maestra A wrote, "I know that the students I have had that are linguistically gifted in Spanish improve their language skills each year by comparing where they begin the year and how they end it."

Maestra B believed she was successful in meeting the needs of advanced students in Spanish because she used formative and summative assessments to ascertain improvement in their learning. Maestra B added, "Assessment informs instruction, so based on again a particular unit, it's based on what the student demonstrates they can and cannot do." Maestra B also reported that advanced students often help other students in the class.

> A lot of times, in the mixed classes, the kids are so helpful in saying 'no, remember this is how we do it.' They can provide examples. It's a little bit different because of the advanced kids.

Maestra B believed that the advanced students in the class enriched the learning of all students through peer teaching, which also helped her to informally assess student proficiency in Spanish. In her reflective journal, Maestra B wrote,

> The results of the five IB exams reflect the success of meeting the individual needs of our students. Our students' stronger writing ability was evident in their written exams. I recognize the need for daily practice with oral language, and the need for greater vocabulary development. My students need more opportunities for "input" of the language, which will enhance their "production" and increase their control and confidence with the language.

Maestra B believed that she met the needs of advanced students in Spanish because their superior writing skills were evident in their written essays. However, Maestra B also believed advanced proficiency students needed more opportunities for oral production of Spanish to increase their control and confidence in speaking Spanish.

Discrepant Data

For case study research, Yin (2009) defined discrepant data as rival explanations that challenge the theoretical proposition of the study. For this study, the theoretical proposition was that AP and IB teachers provide appropriate or differentiated instruction for students who demonstrate advanced proficiency in Spanish. After reviewing the categories for each data source and the emerging themes, I identified one discrepancy that

challenged this theoretical proposition. This discrepancy was that AP and IB teachers in this study did not consistently differentiate instruction for students who demonstrate advanced proficiency in Spanish. Instead, teachers followed an established curriculum for each AP and IB Spanish course included in this study, and therefore, they reported that they often used instructional strategies that they believed were effective for all students, including advanced students. These strategies included partial or total immersion in the language, flexible grouping, and sheltered instruction. In addition, both teachers reported that they differentiated instruction for advanced students by offering choice in some of the instructional activities and assessments as well as tiered assignments, Socratic questioning, depth and complexity in expression, and challenge through independent study. However, both teachers also believed that AP and IB courses were designed to meet the needs of advanced students due to their inherent rigor and complexity, particularly in relation to the examinations.

Evidence of Trustworthiness

Presenting evidence of trustworthiness is important in qualitative research because it is necessary to show that the results of the research are reliable and valid. It is also important to present the results objectively and to show that the interpretations are authentic and truthful. The four constructs of trustworthiness for qualitative research include credibility, transferability, dependability, and confirmability. In the section below, I describe the specific strategies that I used to improve the trustworthiness of this qualitative study.

Credibility

Credibility is the internal validity that "deals with the question of how research findings match reality" (Merriam, 2009, p. 213). The analysis and interpretation of qualitative data must be believable, plausible, and realistic. In order to ensure and enhance the credibility of this qualitative study, I used several of the strategies Merriam recommended, including triangulation, member checks, adequate engagement in data collection, and peer review. I used triangulation by comparing and contrasting multiple sources of data, including interviews, reflective journals, course documents, and standards documents. I also used the strategy of member checks to enhance credibility by asking participants to review the tentative findings of the study for their plausibility. In addition, I used the strategy of adequate engagement in the data collection process by continuing to collect data until I believed I had reached a saturation point. Finally, I used the strategy of peer review by asking some of my colleagues to scan some of the raw data to determine if the findings were plausible. One colleague stated that the research questions were aligned with the findings and raw data. This colleague also suggested that a definition for advanced proficiency would be helpful, which I have added to the definitions presented in Chapter 1.

Transferability

Merriam (2009) defined transferability as external validity, which pertains to "the extent to which the findings of one study can be applied to other situations" (p. 223). To improve the transferability of this study, I used the strategy of rich, thick description by presenting a detailed analysis of the setting, the participants, and the findings. In

addition, I used the strategy of typicality of the sample by purposefully selecting courses that were typical of AP and IB Spanish courses offered in this western state. As a result of implementing these strategies, I believe that I have provided readers with an opportunity to decide for themselves if the findings could be transferable or generalizable to their own situation.

Dependability

Dependability refers to the ability to repeat the study and replicate the research findings. However, because "human behavior is never static" (Merriam, 2009, p. 220), exact replication may not be feasible. Consistency between the findings and the collected data is essential for demonstrating dependability. To improve the dependability of this study, I used the strategy of triangulation by comparing and contrasting data from multiple sources, including interviews, reflective journals, course documents, and standards documents. In addition, I used an audit trail to enhance the credibility of this study. As part of this audit trail, I used a research journal to reflect on the procedures that I used for data collection, data analysis and data interpretation. By reviewing the raw data, the coding and categorization strategies that I used, my personal reflections about the decisions that I made during data collection and analysis, I could determine if I had answered the central and related research questions. In addition, this audit trail included letters of cooperation and consent and instrumentation to improve the dependability of this study.

Objectivity

Confirmability, or objectivity, is essential for conducting ethical qualitative research. To improve the confirmability of this study, I used the strategy of reflexivity (Merriam, 2009) by maintaining a research journal, which provided me with opportunities for critical self-reflection concerning data collection and analysis and interpretation. I also reflected on the assumptions and biases that I held about AP and IB courses and any variations in the data collection process that may have affected the results of this study.

Results

The results of this study are presented in relation to the central and related research questions. The related research questions are presented first because the central research question is a synthesis of the findings for the related research questions.

Related Research Question 1

This question was: How are high school students who demonstrate advanced proficiency in Spanish identified? The key finding was teachers for these three courses reported that they informally identified students who demonstrated advanced proficiency in Spanish. They based their identification on (a) the evaluations of student performance from other world language teachers and (b) their own observation of student proficiency in their use of the Spanish language.

Previous evaluations of student performance. In relation to this informal identification process, both teachers reported that they relied on records of students' past

performance, such as grades and conversations with other world language teachers about individual students. Maestra B noted,

> Students who have passed their Spanish program for Spanish 1 and/or 2 and/or 3, are admitted into the IB program in their junior year. Students who apply into their junior year who have had no Spanish or only one year can apply and be admitted to the ab initio program.

Maestra A reported that identification and placement of advanced proficiency students is based on teacher recommendations when students enter Grade 9. However, native Spanish speakers complete a written assessment, which teachers use to place them in the appropriate course.

Observations of classroom performance. Both teachers also identified students who demonstrated advanced proficiency in Spanish from their own observations of students' speaking skills and from written assessments. Maestra A noted, "I just get to know them as students at the beginning of the year and then usually by the first written essay or their first speaking assessment, that's when I start to learn what [is] their proficiency in the language." However, Maestra A also remarked, "We don't have any type of diagnostic test that we give when they move from level to level." She added, however, "We do have an assessment that we give to native Spanish speaker students to place them into the appropriate class." Maestra B added, "I don't believe that there is an assessment. They [the students] are not assessed for advanced proficiency." Thus, both teachers relied on observations, assessments, and recommendations from previous teachers to identify the proficiency levels of advanced students.

Related Research Question 2

This question was: What curriculum and/or standards do teachers of AP and IB courses use to provide instruction for high school students who demonstrate advanced proficiency in Spanish? The key finding was that teachers for these three courses provided instruction for all students, including students who demonstrated advanced proficiency in Spanish, by using (a) the state standards for world languages and (b) the AP and/or IB program course curriculum.

State standards. Both teachers reported that they used the state content standards for world languages to determine the scope and sequence of their instruction. Maestra A remarked that she used the state standards and the IB objectives to direct her instruction. Maestra B commented that she aligned the IB curriculum and assessments with the state standards and created related rubrics for student use in the classroom. The state content standards documents for world languages that teachers used were organized in relation to the following four major standards: (a) communication in languages other than English (Standard 1); (b) knowledge and understanding of other cultures (Standard 2); (c) connections with other disciplines and information acquisition (Standard 3); and (d) comparisons to develop insight into the nature of language and culture (Standard 4) (State standards, 2009, p. 2). In addition, 21st century and postsecondary workforce readiness skills were incorporated in the standards. Instead of using grade-level expectations for benchmarks, the ACTFL guidelines were used to define the proficiency levels for each range, from novice-low through intermediate-mid level proficiency and prepared graduate competencies. One of the major goals of this standards document is

that students will achieve proficiency in another language because communication in more than one language is essential for students who will live and work in the 21st century. In addition, to acquire the language, students and teachers must use the target language almost exclusively. Language acquisition occurs through listening, reading, and viewing, and therefore, acquisition is demonstrated through speaking and writing the target language (State standards, 2009). To aid in curriculum planning and alignment, the standards document included a template, a detailed explanation and description of each standard, competencies in world languages for Grades pre-K-12, the range of expectations from low-novice through intermediate-mid levels, and the 21st century skills and readiness competencies for world languages. The world language content standards were also noted in the course guides as additional evidence that teachers have aligned the AP and IB course outcomes with the state standards for world languages.

AP and IB course curriculum. Both teachers reported that they were required to align the AP and IB curriculum to their courses with the state standards, which were also aligned with the national standards. In addition, a content analysis of the state standards documents and the course documents revealed that the AP and IB courses were aligned with the national standards and ACTFL proficiency guidelines. Maestra A commented,

> We use the state standards, but we also use the IB objectives, since we are an IB school where we are required to use [the IB objectives]. All of the IB objectives fit easily within the state standards, so it depends on what I am teaching at the time. We do a lot of writing for communication, [such as] speaking, but

> communication is the one [standard] I think that most language teachers use on a daily basis.

Maestra B added,

> I must use, in terms of gradebook, the [state] standards. The highest level of standards for [the State] Department of Education are what we post to. The IB standards would be called the intermediate mid [level], which would be the same for our Spanish 4 program and the same for our program for our heritage speakers, because we have this three-way thing going on. The problem we are having, as I expressed [earlier], is that we look at our curriculum or cores and our options and our suggested curriculum [and] trying to fit that into the standards is a bit difficult.

The world language proficiency range levels were available for reference and download on the state department of education website and the world languages state standards page. Both teachers reported that they were required to integrate the world language curriculum in their AP and IB courses with the state standards, proficiency guidelines, and proficiency levels.

Related Research Question 3

This question was: What instructional strategies do teachers of AP and IB courses use to meet the learning needs of high school students who demonstrate advanced proficiency in Spanish? The key finding was that both teachers reported that they used a variety of instructional strategies to meet the learning needs of all students, regardless of proficiency level. However, they described specific strategies that they believed were

effective in meeting the learning needs of advanced students in Spanish, which included (a) scaffolding instruction, (b) providing choice,(c) presenting thematic units, (d) encouraging peer tutoring, and (e) using flexible grouping.

Scaffolding instruction. Both Maestra A and Maestra B reported that they used scaffolding to build on what advanced students already know and to challenge them to exceed the course expectations. Maestra A noted, "I try to teach my classes only in Spanish, in scaffolded Spanish, using comprehensible input and building on vocabulary and concepts we've studied in class." Maestra A used scaffolding to help all students develop higher order thinking skills in Spanish by requiring them to create skits and conduct interviews using vocabulary and concepts they were already familiar with while incorporating new vocabulary and concepts they studied in class. Because Maestra B spoke Spanish during70% of instructional time, she used practice conversations in Spanish as a tool to help students build on vocabulary and concepts they had previously learned.

Providing choice. Maestra A reported that she presented minimum requirements for each letter grade and gave students options about the grade they wished to achieve. She added,

> For projects and assessments, major writing assessments, speaking assessments, students are given a minimum set of requirements that they have to achieve. In particular, in my IB classes, they [the students] know that if they just focus on the minimum requirements, that's not going to get them any higher a grade than a B and many of those kids want the A. So for those more advanced students, [I give

> them] the opportunity to just kind of create with the language and go with it [using the language]. For example, I'll say you [the students] have to speak fluently for five minutes for this assessment or you have to write at least 200 words. [Often,] IB requires 200-400 [words in Spanish]. I try to tell them at least this many [200-400 words]. That allows them the creativity to really go with what they are doing.

Maestra A also described how she used choice in relation to writing and speaking activities:

> I also offer different creative writing prompts or creative speaking prompts [for the advanced proficiency students] so they can pick and choose what they want to do. Making a choice [is what] I think is really important for the advanced students. It's important for any students, but [for] advanced students in particular, [I] think giving them choice allows them to use those creative abilities or go with the best of their ability. They [the advanced proficiency students] might have three writing prompts or three speaking prompts. They can choose one of them, which is also how the [IB] exam is set up.

Maestra A believed that giving advanced students choices would help them reach their potential in using the language more creatively.

Presenting thematic units. Maestra B used thematic units, suggested in the IB curriculum guides, as an instructional strategy because of their emphasis on higher order thinking skills, such as analysis and synthesis, which often appeals to advanced students. She noted,

> I approach it [instruction] with thematic units, and the thematic units are based on what assessment we are moving towards. There are two oral assessments in IB and three written assessments and so we kind of gear towards those based on the IB curriculum. In so doing, I present thematic units which also incorporate the students learning the text types that they be directed to use in their writing.

Using the thematic approach also helped Maestra B prepare students for summative assessments such as the IB examination.

Encouraging peer tutoring. Both teachers also used the instructional strategy of peer tutoring by requiring advanced proficiency students to help students who were not as proficient in Spanish as they were. Maestra B noted,

> I utilize our fluent speakers as "experts" in pronunciation and pair them frequently with the other students for oral practice. Notes are taken Cornell style; peer editing and process writing are used; students are exposed to practice IB exams and their specific rubrics early in the program.

Both teachers believed that advanced proficiency students were able to model correct pronunciation and edit peer writing, which improved learning for everyone.

Providing flexible grouping. Maestra A grouped students for skits and interviews, by proficiency level, so that they could practice, and she could assess their speaking proficiency. Maestra A also allowed students to choose their own groups, which were usually based on friendships. Maestra B grouped students according to their level of proficiency, but she also altered the group structure so that students could work

in matched pairs or small groups. Maestra B also limited the size of the small groups for focused instruction and practice.

Related Research Question 4

This question was: How do teachers of AP and IB courses assess the learning of high school students who demonstrate advanced proficiency in Spanish? The key finding was that both teachers assessed the learning of all students, including advanced students, by using a variety of formative assessments to monitor progress in speaking, reading, and writing Spanish. The formative assessments included (a) oral fluency measures, which involved listening to students as they spoke conversational Spanish with other students and listening to students read text in Spanish, (b) reading comprehension measures, which involved asking students questions about what they read in Spanish, and (c) written fluency measures, which involved reviewing written assignments in Spanish. Both teachers also used the AP and IB examinations for each course as summative assessments.

Formative oral fluency assessments. Both teachers reported observing and listening to all students as they used the Spanish language, analyzed authentic literature, and synthesized their learning, regardless of their proficiency in Spanish. In addition, both teachers required students to perform skits and participate in interviews in order to assess their speaking skills. Maestra A said that "[For] speaking assessments, [there is] either a skit or oral interview and in-class practice of all the different ways that I assess students". Maestra B also described using various assessment strategies.

> We have basically reading, writing, and verbal skills, so we do formative assessment in the classroom on a daily basis. Some [assessment] [is] very informal. It's much easier to formatively assess in a smaller group, and the kids help police and assess each other. In larger groups, for example [in] my junior class, [there are] 37 people that I have to [assess]. I [assess] based on either SL [standard level] or ab initio [beginning level], and again it's based on the thematic unit, it's based on practice assessments toward the IB assessment, those types of things. There's a lot of assessing that goes on on a daily basis.

Formative reading comprehension assessments. Both teachers reported that students read authentic literature individually and in class. Both teachers facilitated analysis, synthesis, and evaluation of these reading selections by asking questions about the reading selections. Maestra A noted, "We discuss literature once we've read a selection, and then we do different analysis activities, and then they will take a quiz on it [the literature] at the end of the reading." After discussing the literature in class, students completed a written quiz. Maestra B often used an informal, small-group structure to assess students' understanding of their reading assignments.

Formative written fluency assessments. Both teachers reported that they required students to write essays in Spanish in order to assess their writing skills in Spanish and as practice for the AP and IB examinations. Maestra A added, "My students, for all of these [advanced] courses, journal at least twice a week, on different writing prompts that I write on the board." Maestra B based the formative written assessments

on the thematic unit and the practice IB assessments. She assessed reading, writing, and speaking skills daily.

Summative assessments. Both teachers identified the AP and IB examinations as rigorous summative assessments that they administered at the end of the school year. Maestra A reported that these summative assessments included a minimum set of requirements for speaking and writing assessments. Maestra A required students to "speak fluently for five minutes for this assessment, or, you have to write at least 200 words. IB [often] requires 200 – 400 [words]." Maestra B noted that the IB assessments were based on thematic units. She added, "There are two oral assessments in IB and three written assessments, so we kind of gear towards those based on the IB curriculum and toward each assessment." Document analysis indicated that AP and IB teachers do not score the examinations. The AP teachers send the examinations to the College Board where the multiple choice section of the AP examination is scored by computer. Experienced AP teachers and college professors score the essays and open-ended questions during the first two weeks of June. The IB examinations are sent to the IB organization and then to examiners who are retired teachers and university professors from all over the world. The examiners send the scored examinations to the IB assessment office, where scores are reviewed for consistency. For this study, both teachers did not design or administer any other summative assessments unique to students who demonstrated advanced proficiency in Spanish because they believed that the summative assessments they used were effective in monitoring the progress of these students.

Related Research Question 5

This question was: What perceptions do teachers of AP and IB courses hold about how to meet the learning needs of high school students who demonstrate advanced proficiency in Spanish? The key finding was that both teachers believed that students who demonstrate advanced proficiency in Spanish should be (a) given opportunities to be more creative in their oral and written expression, (b) given choice about instructional activities and assessments, (c) encouraged to go beyond the minimum requirements for the course using tiered assignments, and (d) encouraged to tutor other students in order to cement their own knowledge and improve their own levels of proficiency.

Creative expression. Maestra A offered different creative writing and speaking prompts for advanced students, with minimum requirements to write at least 200 words and to speak fluently for five minutes. Maestra A said, "I give a minimum word count instead of a maximum. I also give choices when reading articles, writing compositions and performing in scenarios for speaking assessments." She added, "This allows the students to use their skills creatively and reach their highest potential." Maestra B provided a variety of authentic texts for advanced students to analyze and synthesize the information as a basis for writing new and creative texts, such as essays, articles, poetry, and scripts for skits. Maestra B stated, "My fluent speakers require vocabulary development reading skills." She added, "Text type specifics, synthesizing information from a variety of texts in order to produce new and creative texts, are just a few [elements of differentiated instruction for the advanced students]."

Choice. Both teachers emphasized choice as an effective instructional strategy in providing instruction for advanced students in Spanish. Maestra A stated, "I also offer different creative writing prompts or creative speaking prompts, so they can pick and choose what they want to do, because making a choice, I think, is really important for the advanced students." She added,

> It's important for any students, but advanced students in particular think giving them choice allows them to use those creative abilities, or the best of their ability. So they might have three writing prompts or three speaking prompts. They can choose one of them, which is also how the [IB] exam is set up.

Maestra A also noted,

> I think the students need to be challenged and given materials suited to their ability. Using texts that are a slight challenge for them, being given choice in topics for speaking and writing assessments, and having the opportunity to design their own learning are important.

In relation to practice assessments, Maestra B offered choice in the writing and speaking prompts that followed the structure of the IB examinations.

Tiered assignments. Both teachers also encouraged advanced students to go beyond the minimum requirements for the course. Maestra A stated, "I know I push them to try things that they haven't considered before, and some students really excel at it and some don't, or some will really struggle with it." Maestra A noted that she presented minimum expectations for projects and assessments, writing assignments and

assessments, and speaking assignments and assessments, so that students could achieve their desired score or grade. Maestra A added,

> They [the students] know that if they just focus on the minimum requirements that's not going to get them any higher a grade than a B and many of those kids [the advanced students] want the A. So for those more advanced students, the opportunity [is there] to just kind of create with the language.

Maestra B used tiered assignments in her multi-level IB class to encourage advanced students to go beyond the minimum course requirements. She noted,

> Since I work with three distinct groups in our IB program, I naturally differentiate instruction. My fluent speakers require vocabulary development reading skills; the SL students also require vocabulary development, specific grammar skills and control of tenses and text types; the ab initio students require thematic vocabulary growth and basic grammar skills, all wrapped by the skills and practices required to be successful on the IB exams. Text type specifics, synthesizing information from a variety of texts in order to produce new and creative texts, are just a few.

If advanced students are offered choice in prompts and content for speaking and writing assignments and assessments, Maestra B believed they will be encouraged to exceed minimum expectations and use their creative abilities in expressing themselves in Spanish.

Peer tutoring. Both teachers were enthusiastic about this instructional strategy because they believed advanced students benefited from helping others. Maestra A

reported that she asked an IB student who demonstrated advanced proficiency in Spanish to teach a grammar point to another classmate. She asked him to explain to the second student why the subjunctive was used in one instance and the indicative in another. Maestra A added, "He did it beautifully, and I said: Look, if I can teach you, it's one thing, you remember it, and if you can teach someone else how, now you know it". Maestra B also invited advanced students to peer teach other students because they provided examples that engaged other students. Maestra B added, "A lot of times in the mixed [level] classes, the [advanced] kids are so helpful in saying 'no, remember this is how we do it'. They can provide examples or whatever so it's a little bit different because of the advanced kids." Maestra B believed that opportunities for peer tutoring are more abundant when advanced proficiency students are enrolled in her courses.

Related Research Question 6

This question was: How do teachers of AP and IB courses perceive their success in meeting the learning needs of high school students who demonstrate advanced proficiency in Spanish? The key finding was that both teachers perceived they were successful because of (a) student feedback they received about their instruction, (b) AP and IB examination results, and (c) observations of student performance in the classroom.

Student feedback. Both teachers believed that feedback from advanced students was important in helping them understand their instructional effectiveness. Maestra A commented,

> The kids told me [how successful they were] when they got to college the next year [after the Spanish 5/unofficial AP class] and were taking Spanish class. I got

> e-mails saying: I'm acing my Spanish class because you prepared me so well in the AP class; it was rigorous and it prepared me well and I'm doing really well in Spanish and I might even minor in it. It's things like that that come back to me.

Maestra B also reported that she experienced student feedback through observing and listening to students practice speaking conversational Spanish and explaining concepts to each other that they had previously learned.

AP and IB examination results. Both teachers also reported they used the annual AP and IB examination scores to reflect on their success in meeting the learning needs of advanced students. However, Maestra A believed that test results were one indicator, but not the only indicator, of her success with advanced students. She remarked, "Their [the students'] test scores are just another test score. The first year I taught AP, it wasn't even an official class in my school, it was just Spanish 5. But I gave them the AP exam." Maestra A added, "Yesterday, I was reading a practice essay for the [IB] exam and I was blown away by what one of my students wrote." She also noted, "It's very tangible to see the growth in their writing now and also in their speaking". Maestra A added,

> I know that the students I have had that are linguistically gifted in Spanish improve their language skills each year by comparing where they begin the year and how they end it. With my native Spanish speakers this year, I was surprised at how the students were able to write their final exam (a 200 word composition) in 50 minutes whereas last year it took four days.

Maestra B also believed the results of the IB examinations reflected her success in meeting the learning needs of advanced students. She remarked,

> The results of the five IB exams reflect the success of meeting the individual needs of our [advanced proficiency] students. Last year's results were encouraging, as the goal is to achieve a score of between 4 and 7 in order to receive college credit for their high school courses. Approximately 75% of my students from the 2012-13 school year did achieve a composite score of 4 or above. Scores on our oral exams this year (2013-14) were not as high as I had hoped, but our [advanced proficiency] students' stronger writing ability was evident in their written exams. I recognize the need for daily practice with oral language, and the need for greater vocabulary development. My students need more opportunities for "input" of the language, which will enhance their "production" and increase their control and confidence with the language.

Both teachers used test scores to evaluate their success with all students, including those students who demonstrated advanced proficiency in Spanish.

Classroom observations of student performance. Both teachers also reported that their observations of students as they used the Spanish language informed them of their successes with advanced students. Maestra A believed that these observations were often more tangible than test scores. She added,

> It's not the tests [for knowing that students' learning needs are being met]. They do well on the quizzes [or] they fail. It's more the tangible 'What do I see? What do I hear?' I had four AP students in class last year, and for variety of reasons,

> only two of them took the test and failed it. But [for] those two students, it [the AP examination] didn't do them justice. The way the AP test is set up, it sets the kids up to fail. [For] those kids, and how well they are trying to speak Spanish, they are going to be speaking Spanish. I've seen [success in meeting their learning needs] in [student] writing. I've seen a huge improvement from the beginning of the year to now.

Maestra A added an anecdote regarding an IB practice essay:

> Just yesterday I was reading a practice essay for the [IB] exam and I was blown away by what one of my students wrote and that he consciously used. He doesn't necessarily talk up much in class, but he's used to hearing Spanish being spoken by other native speakers in the class and he's been reading nonstop in my class all year. They've been reading literature, [the students], but also they've just finished a unit on fair trade, so kids are reading articles off the internet and watching videos in Spanish, different Spanish news channels I could find on YouTube, reports and things like that. It's very tangible to see the growth in their writing now and also in their speaking. It's pretty great to see that [growth]!

In addition, Maestra A observed the progress of advanced students at the beginning of the year and compared those observations to their progress at the end of the year:

> I know that the students I have had that are linguistically gifted in Spanish improve their language skills each year by comparing where they begin the year and how they end it. With my native Spanish speakers this year, I was surprised at how the students were able to write their final exam (a 200 word composition)

> in 50 minutes whereas last year it took four days. They were surprised when I told them this and I could see the pride shining in their eyes. Knowing that they improved that much in two years helped them to see the benefits of the class and their own skills.

Thus, both teachers believed that student feedback about their instruction and their own observations and assessments were often more indicative of their success in meeting the learning needs of advanced students in Spanish than results on AP and IB examinations, although they found these results useful for tracking student progress from year to year and identifying areas where students needed more practice.

Related Research Question 7

This question was: What do district and school documents reveal about AP and IB courses for high school students who demonstrate advanced proficiency in Spanish? The key finding was that district and school documents revealed that the three AP and IB courses included in this study were offered as specialized courses that were rigorous and college preparatory in nature. These courses incorporated higher order thinking skills in the course objectives such as analysis, synthesis, and evaluation. Students received college credit based on their scores on the AP and IB examinations. Therefore, these courses were particularly good options for linguistically gifted and talented students because they offered the depth and complexity and rigor these students need. In addition, program and course documents revealed that in order to enroll in any of these three courses, high school students must demonstrate advanced proficiency in Spanish through prior experience in the language. Documents included statements that these courses were

designed to expand on students' current knowledge and use of the Spanish language and to offer them new and extended experiences through authentic literature, media, and other avenues of expression.

Central Research Question

This question was: How do teachers of AP and IB courses provide instruction for high school students who demonstrate advanced proficiency in Spanish? The key finding was that both teachers reported that they provided instruction for high school students who demonstrated advanced proficiency in Spanish by using a variety of instructional strategies that they believed were also effective for all students. These instructional strategies included (a) flexible grouping (b) scaffolding, (c) peer tutoring, (d) choice, (e) self-designed learning, and (f) higher order thinking skills such as analysis, synthesis, and evaluation.

Flexible grouping. Maestra B noted that she grouped students according to proficiency level: (a) ab initio, (b) standard level, and (c) higher level. The ab initio students were beginning Spanish language learners. The standard level students were students who had been studying Spanish for one to three years. The higher level students were the students who had demonstrated advanced proficiency. Maestra A grouped students as needed for projects, paired them for assessments such as skits and interviews, and paired them for peer teaching of previously taught concepts.

Scaffolding instruction. Maestra A believed in building on the knowledge and abilities that students already have about the Spanish language and culture and encouraging them to expand their knowledge by scaffolding instruction. Maestra A

encouraged students to read newspapers, magazines, and other authentic literature selections. In addition, she encouraged them to listen to music, view videos and movies in Spanish, and view works of art. Maestra A believed that scaffolding instruction included challenging advanced students to reach beyond their current skill level: "I think the students need to be challenged and given materials suited to their ability. Using texts that are a slight challenge for them [is] important." Because scaffolding involves moving students to progressively more difficult tasks, both teachers believed that it was an effective instructional strategy for improving the learning of advanced students in Spanish.

Peer tutoring. Both teachers also used peer tutoring as an instructional strategy to meet the learning needs of advanced students in Spanish. Maestra A encouraged advanced students to explain grammar concepts to other classmates. Maestra B enlisted more fluent speakers to demonstrate correct pronunciation to their classmates. Maestra B also encouraged advanced students to explain concepts to their peers or to remind them about concepts and skills they had learned in previous lessons. Both teachers were enthusiastic about peer tutoring for advanced students because they believed that it helped them cement their own knowledge while providing a learning model for their peers.

Choice. Another strategy that both teachers used to differentiate instruction for students who demonstrate advanced proficiency in Spanish was choice. They incorporated choice in the writing and speaking prompts that they presented to students, which followed the IB format for practice activities and practice examinations. Maestra

A noted, “They might have three writing prompts or three speaking prompts. They can choose one of them, which is also how the [IB] exam is set up.” Maestra B also stated that the daily formative assessments she used were “based on the thematic unit. It’s based on practice assessments [like] the IB assessment.” Maestra A also provided students with a tiered grading structure, including minimum requirements for them to earn their desired grade on an assignment or assessment. Maestra A added, “I also give choices when reading articles, writing compositions and performing in scenarios for speaking assessments. This allows the students to use their skills creatively and reach their highest potential.” Maestra B also used tiered assignments and assessments based on students’ proficiency levels. Some students were given the option to earn the IB Diploma and others were given the option to earn the IB Certificate. These options were based on students’ performance and proficiency levels, as well as whether the students were enrolled in the IB Diploma Program or solely desired to earn an IB Certificate in the language. Both teachers allowed their students to make choices guided by the course objectives.

Self-designed learning. Both teachers believed that independent study projects were particularly effective for advanced students in Spanish. Maestra A assigned projects to all students, which included a requirement that students design essential and guiding questions for their projects. For a project about a specific country, Maestra A noted that students were required “to write their own essential questions of study of particular aspect, product, or perspective of a country that they are interested in learning

about." She added, "That's higher order thinking skills." Maestra A noted that students were often challenged to "see the bigger picture", and they turned in "amazing" projects.

Higher order thinking skills. Both teachers believed that the standards and objectives for the AP and IB courses emphasized higher order thinking skills such as analysis, synthesis, and evaluation. Maestra A noted that advanced students in the combined AP/IB Spanish course "had to synthesize everything that they had learned, using at least one of the guiding questions that we used to guide our learning throughout the unit." She added, "We read six stories and throughout all of the discussions and pulling out the themes of the stories, I had four guiding questions. They [the students] had to choose two stories and one question and synthesize their learning." Maestra B believed that advanced students needed additional vocabulary development by "synthesizing information from a variety of texts in order to produce new and creative texts." Both teachers believed that synthesizing information from authentic texts and then creating new texts based on their synthesized learning is how advanced students demonstrated their higher order thinking skills and advanced proficiency in Spanish.

Table 5 provides a summary of the key findings in relation to these research questions.

Table 5

Summary of Key Findings for Central and Related Research Questions

Research Question	Key Findings
RRQ1: Identification	Previous evaluations of student performance Observations of classroom performance
RRQ2: Standards/Curriculum	State standards for world languages AP and IB course curriculum
RRQ3: Instructional strategies	Scaffolding instruction Providing choice Offering thematic units Encouraging peer tutoring Flexible grouping
RRQ4: Assessments	Oral fluency formative measures Reading comprehension formative measures Written fluency formative measures AP and IB summative examinations
RRQ5: Student needs	Creative expression Choice Tiered assignments Peer tutoring
RRQ6: Teacher success	Student feedback AP and IB examination results Observations of student performance
RRQ7: Documents	Rigorous course option for advanced students
CRQ: Instruction	Flexible grouping Scaffolding Peer tutoring Choice Self-designed learning Higher order thinking skills

Summary

This chapter was about the results of the study. In order to present those results clearly, I described the setting for the study, the participant demographics, data collection, and variations in data collection. I also described how I conducted the single case analysis in relation to the interview data, the reflective journal data, and the documents for each of the three courses or cases included this study. I also described how I conducted the cross case analysis, which included a discussion of the themes and discrepant data that emerged across all data sources for all cases and that formed the key findings for this study. In addition, I described the specific strategies that I used to enhance the trustworthiness of this qualitative study. I presented the results of the study in relation to the central and related research questions with summary tables at critical points.

In Chapter 5, I present a discussion of the findings, recommendations, and implications related to this study. In order to do that, I include a summary and an interpretation of the results based on the conceptual framework and literature review for this study. In addition, I discuss the limitations of this study, recommendations for future research, and implications for social change.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this qualitative case study was to explore how teachers of AP and IB courses provide instruction for high school students who demonstrate advanced proficiency in Spanish. This study is important because it will provide educators and researchers with a deeper understanding of how to address the instructional needs of students who demonstrate advanced proficiency in world languages. If properly prepared, these students could make significant contributions to the global society of the 21st century.

Several key findings emerged from the data analysis. One of the key findings was that the identification of students who demonstrate advanced proficiency in Spanish was accomplished through previous evaluations of student performance and observations of classroom performance. Another finding was that AP and IB teachers use the state standards for world languages and AP and IB course curriculum to guide their instruction and assessment. Another finding was that teachers used a variety of instructional strategies to meet the learning needs of advanced students, including scaffolding instruction, providing choice, presenting thematic units, encouraging peer tutoring, and using flexible grouping. In addition, teachers used a variety of formative assessments, including oral fluency measures, reading comprehension measures, and written fluency measures, to meet the needs of all students, including advanced proficiency students. The summative assessments that both teachers used were the rigorous AP and IB examinations that they administered at the end of the school year. Another finding was that teachers believed advanced students should be given opportunities to be more

creative in their oral and written expression, given choices about instructional activities and assessments, encouraged to go beyond the minimum requirements for the course using tiered assignments, and encouraged to tutor other students in order to cement their own knowledge and improve their own levels of proficiency. Both teachers also believed they were successful in meeting the needs of advanced students as a result of student feedback they received, the AP and IB examination results, and their observations of student performance. Another finding was that program and course documents revealed that the three AP and IB Spanish courses included in this study were recommended as rigorous options that were particularly suitable for advanced Spanish students. In relation to the central research question, both teachers reported that they provided instruction for high school students who demonstrate advanced proficiency in Spanish by using a variety of instructional strategies, including flexible grouping, scaffolding, peer tutoring, choice, self-designed learning, and higher order thinking skills.

Interpretation of Findings

The interpretation of findings is presented in relation to the conceptual framework of this study and the review of the literature conducted in Chapter 2. The conceptual framework is based on Krashen's (1981) second language acquisition theory and Gardner's (1983/2004) multiple intelligences theory, with an emphasis on linguistic intelligence. The constructs of second language acquisition and linguistic intelligence are the basis for understanding the unique instructional needs of students who demonstrate advanced proficiency in any language. Several major themes were found in the literature review. The first theme was that because of the rigor and accelerated curricula, students

who are identified as linguistically gifted and talented are often encouraged to enroll in the AP program or the IB Diploma program. The second theme was that the identification of gifted and talented students who are culturally, linguistically, and ethnically diverse is inadequate. The third theme was that many states have developed content standards modeled on the standards and guidelines of the ACTFL, which drive the curricular, instructional, and assessment practices of world language teachers on national, state, and local levels. Findings are interpreted in relation to both the conceptual framework and the major themes that emerged during this study.

Identification of Students Who Demonstrate Advanced Proficiency in Spanish

One of the findings of this study was that teachers for the AP and IB courses included in this study did not use a formal process to identify students who demonstrated advanced proficiency in Spanish but instead relied on evaluations of past performance and observations of current classroom performance. Krashen's (1981, 2003) theory of second language acquisition does not address the identification of linguistically gifted learners, but identifying aptitudes and attitudes in relation to second language acquisition is discussed. However, Gardner's (1983/2004) research on linguistic intelligences supported the need to develop accurate measures of linguistic intelligence so that teachers can provide appropriate instruction for students, particularly students who demonstrated giftedness in linguistic intelligence.

Current research also supports Gardner's research about linguistically gifted individuals. In an exploration of assessments to identify advanced proficiency in Spanish and/or linguistic giftedness, Briggs et al. (2008) found that one of the interventions that

would support the academic achievement of culturally, linguistically, and ethnically diverse (CLED) students at high levels in gifted programs included "implementation of identification strategies designed to include more CLED students" (p. 142). de Wet and Gubbins (2011) explored how CLED students are identified, and they found that "the underrepresentation of CLED students is indisputable" (p. 98). Ford et al. (2008) also identified barriers to the identification of CLED gifted students and found that bias was inherent in testing and assessments. The National Research Center on Gifted and Talented (NACG, 2011) has assumed the position that a national identification system needs to be created that is responsive to students across all cultural groups and from all socioeconomic groups, and that such an unbiased and equitable identification would go far in meeting the needs of gifted and talented CLED students. In addition, Matthews and Matthews (2003) found that heritage language courses, or courses specifically designed for speakers of their first language such as Spanish, is an appropriate venue for identifying minority students with linguistic giftedness, because teachers of these courses are more apt to identify giftedness in students than teachers in mainstream classrooms. This research supports the identification of students who are linguistically gifted and the premise that language teachers do not have adequate tools or training to identify linguistically gifted students.

Alignment of State Standards with AP and IB Course Objectives

Another finding for this study was that teachers used the state standards for world languages and the AP and/or IB curriculum to provide instruction for all students, regardless of their proficiency in Spanish. Krashen's (1981, 2003) research on second

language acquisition supported this finding because the state standards for world languages incorporate all modes of communication and proficiency levels and are therefore relevant to students who demonstrate advanced proficiency in Spanish.

Current research also supports this finding. Researchers have found that teachers have integrated the national and state content standards for world languages into the curriculum, instruction, and assessment practices for AP and IB courses (Brunold-Conesa, 2010; Bunnell, 2009, 2011; Cambridge, 2010; Clayton, 1998; College Board, 2011, 2012; Doherty, 2009; IBO, 2005, 2010; Mayer, 2010). Researchers have also found that the IBO standards allow enough flexibility so that teachers are able to integrate the national standards into IB courses as long as they meet IBO standards (Brunold-Conesa, 2010; Bunnell, 2009, 2011; Cambridge, 2010; Clayton, 1998; College Board, 2011, 2012; Doherty, 2009; IBO, 2005, 2010; Mayer, 2010). Pufahl and Rhodes (2011) found that secondary world language programs have been more stable over the last decade than elementary and middle schools programs, and this stabilization could be due in part to the integration of the national standards into courses for other languages. According to Phillips and Abbott (2011), the original purpose of the national standards was to offer guidelines for the development of goals and outcomes relating to foreign language instruction, acquisition, and proficiency, and they broadly outlined for teachers what students should know and be able to do at each proficiency level. According to the College Board (2012), the curriculum for the AP Spanish courses is aligned with the national standards and ACTFL proficiency guidelines for foreign language. The AP and

IB teachers who participated in this study have clearly moved toward standards-based curriculum, instruction, and assessment in their courses.

Instructional Strategies Used in AP and IB Courses

Another finding for this study was that teachers used a variety of instructional strategies to meet the learning needs of advanced students, including scaffolding instruction, providing choice in creative writing and speaking prompts, offering tiered assignments, presenting thematic units and related activities that emphasized higher order thinking skills, and peer tutoring. Both Krashen's (1981, 2003) research on second language acquisition and Gardner's (1983/2004) research on linguistic intelligence support this finding. Krashen's (1981) input hypothesis, using comprehensible input to foster second language acquisition, lends support to scaffolding instruction and tiered assignments. Gardner's (1983/2004) recent research on multiple intelligence theory also supports teacher use of such instructional strategies as choice, tiered assignments, thematic units, and creative expression for linguistically gifted individuals.

Other research also supports this finding. Morris (2008) noted that specific instructional strategies may vary, depending on the curriculum, the standards, school district mandates, teacher preferences, and student learning needs. Yang (2008) suggested that teachers consider the stages of language acquisition when preparing instructional lessons for second language learners; teachers should modify their instruction to meet the needs of their students, encourage students to take more responsibility for learning and practicing the language, and help second language learners

build self-motivation, value, self-efficacy, and attributions to reach the next stage of acquisition.

Researchers have also found that teachers use a variety of other instructional strategies to address the learning needs of linguistically gifted students (Briggs et al., 2008; Brulles et al., 2010; Brulles & Winebrenner, 2012; Deveau, 2006; Dziedzic, 2012; Foust et al., 2009; Hurtado & Estrada, 2010). Foust et al. (2009) found that a common instructional strategy that AP and IB teachers use to meet the needs of advanced learners in these courses is ability grouping and/or flexible grouping. In an exploration of how to improve performance for gifted students by using a cluster grouping model, Brulles et al. (2010) found that gifted students who were placed in ability groups demonstrated significantly higher academic growth than gifted students placed in nonability-grouped classes. In a study on ability grouping, Brulles and Winebrenner (2012) found that cluster grouping was a more feasible and equitable way to give students an opportunity for higher achievement and created a more rigorous, relevant setting that "encourages smart students to remain in their schools, and draws back students who have left" (p. 45). In a study comparing the effects of TPRS and traditional instructional methods for secondary Level 1 Spanish classes, Dziedzic (2012) found that even though no significant difference was evident in the results for the listening and reading tests, TPRS students scored significantly higher than traditional students on the writing and speaking sections of the assessment. Dziedzic determined that a focus on grammar rules and basic vocabulary is not as effective as teaching with comprehensible input for student performance in writing and speaking, even though both methods are equally effective for

listening and reading. Another common instructional strategy used by world language teachers is total immersion, which is the presentation of all instruction in the target language, including all communication with students, often ensured through study abroad. In their study of factors that influence second language acquisition of Spanish vibrants, Hurtado and Estrada (2010) found that study abroad was a positive influence on second language acquisition. Deveau (2006) found that the instructional strategies that specifically help gifted second language learners included direct grammar instruction, direct instruction of communication strategies, and an emphasis on instructional lessons that involve authentic, meaningful, real-life situations and activities, which helped students use their advanced verbal abilities to form interlanguage connections and develop linguistically. Briggs et al. (2008) found that mentoring, which involves pairing professionals with gifted and talented students according to their specific areas of interest, improves learning for gifted and talented students and link student learning with real-world applications.

Assessments in AP and IB Courses

Another finding for this study was that teachers used a variety of formative assessments to measure student performance in the classroom, including oral fluency measures, reading comprehension measures, and written fluency measures. Teachers also used summative assessments in these courses to measure student learning and to improve their instruction, including the AP and IB annual examinations. Gardner's multiple intelligences theory (1983/2004) and Krashen's theory of second language acquisition (1981, 2003) indirectly support this finding. An element of Krashen's theory

is the monitor hypothesis, which concerns self-correction and monitoring use of the target language. The input hypothesis could also be viewed as a continuous assessment measure because new input is added as the student progresses in use of the language. Gardner's (1983/2004) multiple intelligence theory supports using different modes of measuring progress that leads to acquisition of a language.

Current research also supports this finding. In an exploration of assessments in relation to multiple intelligences, Sarouphim (2009) found that teachers should use performance-based assessments that are "based on tasks (manipulatives) that require problem-solving and creative abilities" (p. 278) in relation to the primary, or native, language of the student. The State Congress of Foreign Language Teachers (Spring Conference, 2012) proposed that teachers move toward performance-based assessments in their world language classes because these assessments allow students to demonstrate language proficiency and fluency. Ewing et al. (2010) noted that AP examinations use an evidence-based design, which requires that the skills and content students need to learn are observable and measurable. Hadzima (2012) noted that the AP national examinations for each course include a global assessment of language proficiency for the four skills of listening, speaking, reading, and writing. According to College Board AP Central (2012), the AP examinations contain a free-response essay section graded by teams of college professors and high school teachers, a multiple-choice section scored by computer, and a speaking component, also graded by teams of college professors and high school teachers. Liepa (2011) noted that some researchers also advocate for student self-assessments of their world language proficiency, in addition to criterion-based

assessments. According to IBO (2012), the IB Language B Spanish course assessment is focused on acquiring the language and developing intercultural awareness. However, Bunnell (2011) and Toze (2008) found that national and state-level administrators of the AP program and administrators of the IB program worldwide are concerned about the quality, consistency, and reliability of the AP and IB assessments because of the growth of the programs and the need to attract an adequate number of qualified readers, examiners, and moderators. Ricardo-Osorio (2008) noted that teachers do not always use the National Standards for Foreign Language Education and the ACTFL Proficiency Guidelines to develop assessments of reading and writing proficiency, even though these standards and guidelines are commonly used to assess oral language proficiency in foreign languages.

Teacher Perceptions about Instruction for Advanced Learners

A key finding about teacher perceptions was that, in relation to instruction, teachers believed students who demonstrate advanced proficiency in Spanish should be (a) given opportunities to be more creative in their oral and written expression, (b) given choices for projects, quizzes, tests, and informal and formal assessments, (c) encouraged to go beyond the minimum course expectations by using tiered assignments, and (d) encouraged to tutor other students when needed in order to cement their own knowledge and demonstrate proficiency. Krashen (1981, 2003) and Gardner (1983/2004) did not specifically discuss teacher perceptions regarding language instruction. However, Gardner (1983/2004) maintained that linguistic expression is often creative, as in the example of poetry (pp. 73-98). Krashen's (1981, 2003) research supported this finding in

relation to the acquisition-learning component because students demonstrate not only what they learn, but also the language fluency they acquire.

Current research also supports the instructional strategies that teachers in this study believed are effective for students who demonstrate advanced proficiency in Spanish. Cannon (2011) found that, in addition to setting learning targets and preteaching content, tutoring helps gifted and talented learners meet the challenges of mastering a rigorous AP curriculum because some students, such as the economically disadvantaged, may not have the background knowledge or skills necessary to be successful in the AP courses. Foust et al. (2009) found that teachers often give gifted and talented students more responsibility for their own learning, thereby implying choice and tiered assignments for these students.

Another finding in relation to teacher perceptions about their instruction was that teachers in this study believed they were successful in meeting the needs of advanced students based on (a) student feedback they received about their instruction, (b) AP and IB examination results, and (c) observations of student performance in the classroom. Neither Krashen (1981, 2003) nor Gardner (1983/2004) discussed teacher perceptions of their instructional effectiveness in meeting the learning needs of advanced students. However, Gardner (1983/2004) commented that observing an individual over time will give "a reasonably accurate picture of an individual's intellectual profile" (p. 389) and would indicate proficiency, potential, possible obstacles to overcome, or more modest capabilities. Both Gardner (1983/2004) and Krashen (1981, 2003) noted that attitude and motivation may have more impact on learning than aptitude or intelligence. Therefore, a

test or examination should not be the only indicator of proficiency in meeting the learning needs of advanced students.

Few studies were found in this literature review concerning teacher perceptions about their own effectiveness in improving student learning. Cubberley (2009) stated that little research exists regarding instructional effectiveness in relation to student achievement and success in college. However, some related research regarding teacher effectiveness supports this finding. In an exploration of equitable representation of CLED students, De Wet and Gubbins (2009) investigated teachers' perceptions about the abilities of CLED students, and whether or not gifted programs should be changed to accommodate these students. They found that teachers believed that gifted education programs and gifted students in these programs would benefit from the inclusion of CLED students because these students would contribute varied perspectives about learning world languages. Ford et al. (2008) also found teacher beliefs that students lack ability in relation to genetics, race, culture, or economic status often hinder the recruitment and retention of CLED students in gifted and talented programs.

Rigor of AP and IB Courses

Program and course documents revealed that the three courses included in this study were rigorous and college preparatory in nature, and therefore, they were often recommended to students who demonstrated advanced proficiency in Spanish. Gardner's (1983/2004) research on linguistic intelligence supports this finding because the challenge and opportunity for creative expression inherent in the AP and IB programs is well-suited for linguistically gifted students. However, Krashen's (1981, 2003) theory of

second language acquisition does not address linguistically gifted students specifically, unless the linguistically gifted are those students he refers to as “the good language learner”, the “optimal Monitor user” (p. 37), or the high-aptitude student. Rigor and linguistic giftedness may be tied to Krashen’s monitor or natural order hypotheses because linguistically gifted students self-edit and are concerned with correct expression.

Current research also supports this finding about the need for specialized classes for students who are identified as academically gifted. In an exploration of ability grouping in world language programs, Foust et al. (2009) found ability grouping naturally occurs when students who demonstrate advanced proficiency in world languages enroll in rigorous AP and IB courses. Pufahl and Rhodes (2011) found that the IB Middle Years Program is designed to prepare students for the even more rigorous IB Diploma Program offered in high school, which might suit the needs of advanced students for rigor and complexity in academic courses. In addition, the AP College Board (2010) has traditionally been supportive of rigorous academic standards in order to prepare students in their pursuit of higher education. However, Hertberg-Davis et al. (2006) found limited research on the appropriateness of AP and IB courses to meet the needs of gifted learners, arguing that these courses may not be a “fit” for linguistically gifted students because they tend to be fast-paced with little differentiation in curriculum and instruction.

Limitations of the Study

The limitations of a study are often related to its design. The first limitation of this case study was the small sample size. Initially, the first research site that I selected was a large suburban school district that provided the potential for a larger sample size.

However, the school district did not approve my study, and therefore, I selected a different county in this western state, which did not involve a partnership with any school district. My initial solicitation for potential participants included 47 Spanish teachers from rural, suburban, and urban schools in this county. After sending four e-mail requests for participation, only two teachers expressed an interest in participating in my study. I also discovered that only two school districts in this county were official IB schools authorized to offer the Diploma Program. Therefore, the sample size included two teachers from two separate schools in two different school districts in one county in a western state, which I believe limited my findings.

The second limitation of this study was the geographical area. The participant pool was limited to one county in a western state, which could have been a factor in my inability to recruit more participants. Had I included the entire state, it is conceivable that more teachers would have responded, thereby increasing the amount of potential data and enhancing the subsequent findings. In addition, if I had invited members of the state world language association to participate in my study, I believe I would have been able to recruit more participants. However, as a single researcher, my time and financial resources were also limited.

The third limitation of this study was the time when I conducted this study. In order to avoid interfering with state assessments in March and April and the preparation for and administration of the AP and IB end-of-year examinations in early May, I should have conducted the study earlier in the school year. Collecting data in late spring caused some delay in teacher responses. Subsequent follow-up was hindered by the onset of

summer break, vacations, and travel, making the likelihood of further communication improbable.

Recommendations for Future Research

Recommendations for future research are grounded in the strengths and limitations of this study as well as the literature review presented in Chapter 2. The first recommendation for future research is that this study should be replicated with a larger sample size. Potential participants could be recruited from across the state or from the state and/or national world languages organizations, increasing the sample size and the likelihood of securing additional AP and IB teacher participants, which would increase the trustworthiness of the study.

The second recommendation for future research is to consider replicating this study in relation to other world languages such as Chinese, French, German, Japanese, Italian, and Latin. Replicating this study in relation to other languages may help determine if teachers of AP and IB courses in these languages would use similar or different instructional and assessment strategies to improve the learning of advanced students in those courses. In addition, a similar study would give additional insight into teacher perceptions of their success in meeting the needs of advanced proficiency students through the AP and IB programs.

The third recommendation for future research is to revise the study design to be longitudinal in nature. Researchers could collect data over 5 to 10 years, so that results could be presented in relation to how instructional practices over time impact learning for students who demonstrate advanced proficiency in Spanish. Because teachers in this

study used a variety of instructional strategies to meet the learning needs of advanced proficiency students, it may be possible to pinpoint which strategies are most effective if the study is conducted over time. The perceptions of linguistically gifted and talented students could also be taken into consideration to help determine if Spanish teachers are meeting the learning needs of these students.

An additional recommendation is that researchers should explore how to develop an assessment to identify linguistic giftedness in students who demonstrate advanced proficiency in Spanish, because identification of these students has been found to be lacking in the research. The development of this instrument, and its subsequent implementation, could help teachers identify gifted Spanish language students and design a course that includes differentiated instruction and assessment for these students.

Implications for Social Change

This study will contribute to positive social change in several ways. One contribution will be to create more awareness of the unique learning needs of students who demonstrate advanced proficiency in the Spanish language. These students will one day be contributing members of society. Their proficiency in languages will help them take part more fully in international diplomacy and commerce. The second contribution to positive social change that this study will make is to help educators and researchers understand that more research is needed to determine how to effectively meet the learning needs of students who are linguistically gifted and talented. Once educators and researchers acknowledge the need for additional research, they will conduct more research into how to effectively meet these learning needs and apply their findings to

improve the identification of linguistically gifted and talented students and to provide guidance to teachers in using instructional strategies that will enhance students' abilities to make positive contributions to society. The third contribution to positive social change is to provide a deeper understanding of how AP and IB Spanish courses could be redesigned to meet the needs of students who demonstrate advanced proficiency in a language. Even though these courses are more rigorous than standard high school Spanish courses, there is room for flexibility, creativity, and choice that appears to be missing in these fast-paced courses that follow a curriculum with limited differentiation. Exploring other design options would enhance the language proficiency of linguistically gifted students, opening up a world of possibilities for the future, and preparing them to take their place in the 21st century global society.

Conclusion

It is critical to improve instruction for advanced language students in an age where the need to have individuals who use multiple languages is significant. In today's global society, world travel and commerce are more accessible than in the past. The wide use of the internet has created more venues for international interaction for business purposes and for social connections. Language skills are needed in the corporate world of international business, as well as in education and in travel for pleasure. Individuals who use multiple languages are able to appreciate and understand the languages and cultures of the people with whom they interact and will be able to positively affect not only their acceptance by others, but also the views that others hold of them and their home countries. Teachers are responsible for preparing students with the skills necessary

to succeed in the 21st century. These skills include critical thinking, communication, collaboration, and creativity as well as information, media, and technology skills and life and career skills (Partnership for 21st Century Skills, 2011). Fluency in languages other than English is closely aligned to those skills. Providing opportunities to design instructional activities and assessments and encouraging creative self-expression through authentic experiences are integral to instruction for students who demonstrate advanced proficiency in any language. Their skills as communicators in two or more languages may give the linguistically gifted and talented students the edge they need to be instrumental in positive social change.

References

Abbott, M. G., & Phillips, J. K. (2011). *A decade of foreign language standards: Influence, impact, and future directions: Survey results.* U.S. Department of Education. Title VI: International Research and Studies Program. Alexandria, VA: ACTFL, American Council on the Teaching of Foreign Languages.

Abrahamsson, N., & Hyltenstam, K. (2008). The robustness of aptitude effects in near-native second language acquisition. *Studies in Second Language Acquisition, 30*(4), 481-509. doi:10.1017/s027226310808073x

American Council on the Teaching of Foreign Languages. (2012). *ACTFL performance descriptors for language learners, 2012 Edition.* Retrieved from http://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf

American Council on the Teaching of Foreign Languages. (2012) *ACTFL proficiency guidelines 2012.* Retrieved from http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012

American Council on the Teaching of Foreign Languages. (2012). *Alignment of the national standards for learning languages with the Common Core state standards.* Retrieved from http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf

American Council on the Teaching of Foreign Languages. (2012). *Standards for foreign language learning: Preparing for the 21st century*. Retrieved from http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf

Asher, J. J. (1969). The total physical response approach to second language learning. *Modern Language Journal, 53*(1), 3-17. doi:10.1111/j.1540-4781.1969.tb04552.x

Bain, S. K., McCallum, R., Bell, S., Cochran, J. L., & Sawyer, S. (2010). Foreign language learning aptitudes, attitudes, attributions, and achievement of postsecondary students identified as gifted. *Journal of Advanced Academics, 22*(1), 130-156. doi:10.1177/1932202x1002200106

Brantmeier, C. (2006). Advanced L2 learners and reading placement: Self-assessment, CTB, and subsequent performance. *System, 34*(1), 15-35. doi:10.1016/j.system.2005.08.004

Briggs, C. J., Reis, S. M., & Sullivan, E. E. (2008). A national view of promising programs and practices for culturally, linguistically, and ethnically diverse gifted and talented students. *Gifted Child Quarterly, 52*(2), 131-145. doi:10.1177/0016986208316037

Brulles, D., Saunders, R., & Cohn, S. J. (2010). Improving performance for gifted students in a cluster grouping model. *Journal for the Education of the Gifted, 34*(2), 327-350. (508202558). Retrieved from http://jeg.sagepub.com/

Brulles, D., & Winebrenner, S. (2012). Clustered for success. *Educational Leadership, 69*(5), 41-45. (71100803). Retrieved from http://www.ascd.org/educational_leadership

Brunold-Conesa, C. (2010). International education: The International Baccalaureate, Montessori and global citizenship. *Journal of Research in International Education, 9*(3), 159-271. doi:10.1177/1475240910382992

Bunnell, T. (2009). The International Baccalaureate in the USA and the emerging 'culture war'. *Discourse: Studies in the Cultural Politics of Education, 30*(1), 61-72. doi:10.1080/01596300802643090

Bunnell, T. (2010). The International Baccalaureate and a framework for class consciousness: The potential outcomes of a 'class-for-itself'. *Discourse: Studies in the Cultural Politics of Education, 31*(3), 351-362. doi:10.1080/01596301003786969

Bunnell, T. (2011). The growth of the International Baccalaureate[R] Diploma Program: Concerns about the consistency and reliability of the assessments. *Educational Forum, 75*(2), 174-187. doi:10.1080/00131725.2011.552700

Bunnell, T. (2011). The International Baccalaureate in the United States: From relative inactivity to imbalance. *Educational Forum,75*(1), 66-79. doi:10.1080/00131725.2010.528717

Callahan, C. M., & Kyburg, R. M. (2012). *Advanced Placement and International Baccalaureate programs: A "Fit" for gifted learners?* Charlottesville, VA: The National Research Center on the Gifted and Talented, University of Virginia, Curry School of Education. Retrieved from http://curry.virginia.edu/research/centers/nrcgt/project/advanced-placement

Cambridge, J. (2010). The International Baccalaureate Diploma programme and the construction of pedagogic identity: A preliminary study. *Journal of Research in International Education, 9*(3), 199-213. doi:10.1177/1475240910383544

Cannon, M. (2011). View from the border: Removing barriers for urban gifted students. *Gifted Child Today, 34*(1), 26-30. (RN286282116). Retrieved from http://gct.sagepub.com/

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage Publications, Inc.

College Board. (2010). *The College Board endorses the common core state standards. Press release 06/30/2010.* New York: The College Board Press Office. Retrieved from http://press.collegeboard.org/releases/2010/college-board-endorses-common-core-state-standards

College Board. (2011). *About AP testing*. Retrieved from http://www.collegeboard.com/student/testing/ap/about.html

College Board. (2012). *AP Central: AP courses and exams*. Retrieved from http://apcentral.collegeboard.com/apc/public/courses/index.html

College Board. (2012). *AP Central: Course home pages*. Retrieved from http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html

College Board. (2012). *AP Spanish language and culture*. Retrieved from http://advancesinap.collegeboard.org/world-languages/spanish

College Board. (2011). *AP Spanish language and culture: Curriculum framework 2013-2014.* Retrieved from

http://media.collegeboard.com/digitalServices/pdf/ap/11b_3435_AP_SpanLang_CF_WEB_110930.pdf

College Board. (2012). *AP Spanish literature and culture: Course and exam description: Effective Fall 2012.* Retrieved from http://apcentral.collegeboard.com/apc/public/repository/AP_SpanishLit_CED_Effectivve_Fall_2012_lkd.pdf

College Board. (2012). *History*. Retrieved from http://about.collegeboard.org/history

College Board. (2012). *What we do.* Retrieved from http://about.collegeboard.org/what

Cooper, T. C., Yanosky 11, D. J., Wisenbaker, J. M., Jahner, D., Webb, E., & Wilbur, M. L. (2008). Foreign Language Learning and SAT Verbal Scores Revisited. *Foreign Language Annals, 41*(2), 200-217. doi:10.1111/j.1944-9720.2008.tb03289.x

Cross, T. L. (2011). Beliefs of supporters of gifted education. *Gifted Child Today*, *34*(1), 24-25. (56631559). Retrieved from http://gct.sagepub.com/

Cubberley, M. S. (2009). Advanced Placement, International Baccalaureate, and dual enrollment programs: A seniors to sophomores primer. *AURCO Journal, 15*, 1571-85. (44147347). Retrieved from http://aurco.net/Journals/AURCO_JOUR_2009_body_vol_15.pdf

Deveau, T. (2006). Strategies for gifted second language learners. *Academic Exchange Quarterly, Spring 2006.* Rapid Intellect Group. Retrieved from http://findarticles.com/p/articles/mi_hb3325/is_1_10/ai_n29265971/

de Wet, C., & Gubbins, E. (2011). Teachers' beliefs about culturally, linguistically, and economically diverse gifted students: A quantitative study. *Roeper Review*, *33*(2), 97-108. (Document ID: 2333069741). doi:10.1080/02783193.2011.554157

Doherty, C. (2009). The appeal of the International Baccalaureate in Australia's educational market: A curriculum of choice for mobile futures. *Discourse: Studies in the Cultural Politics of Education, 30*(1), 73-89. doi:10.1080/01596300802643108

Dziedzic, J. (2012). A comparison of TPRS and traditional instruction, both with SSR. *The International Journal of Foreign Language Teaching, (7)*2, 4-6. Retrieved from http://www.tprstories.com/images/ijflt/IJFLTMarch2012.pdf

Elementary and Secondary Education Act. (2004). *Title IX – General Provisions, Sec.901.General Provisions, Part A – Definitions, Sec.9101. Definitions, (22) Gifted and talented*. Retrieved from http://www2.ed.gov/policy/elsec/leg/esea02/pg107.html

Epelbaum, D. (2007). Multiple intelligence assessments give insight into reading comprehension difficulties and potential: A case study. *International Journal of Learning,14*(5), 243-252. (28652091). Retrieved from http://ijl.cgpublisher.com/product/pub.30/prod.1411

Ewing, M., Packman, S., Hamen, C., & Thurber, A. (2010). Representing targets of measurement within evidence-centered design. *Applied Measurement In Education*, *23*(4), 325-341. doi:10.1080/08957347.2010.510959

Ford, D. Y., Grantham, T. C., & Whiting, G. W. (2008). Culturally and Linguistically Diverse Students in Gifted Education: Recruitment and Retention Issues. *Exceptional Children*, *74*(3), 289-306. (31124144). (EJ817537).Retrieved from http://www.eric.ed.gov

Foust, R. C., Hertberg-Davis, H., & Callahan, C. M. (2008). "Having it All" at sleep's expense: The forced choice of participants in Advanced Placement courses and International Baccalaureate programs. *Roeper Review, 30*(2), 121-129. doi:10.1080/02783190801955293

Foust, R. C., Hertberg-Davis, H., Callahan, C. M., & National Research Center on the Gifted and Talented. (2009). Student's perceptions of the social/emotional implications of participation in Advanced Placement and International Baccalaureate programs. National Research Center on the Gifted and Talented. 2009. 67 pp. *Research Monograph Series. RM09239. Adolescence, Summer 2009*, *44*(174). (ED510373)

Garcia, C., & Bass, L. E. (2007). American Identity and Attitudes Toward English Language Policy Initiatives. *Journal of Sociology & Social Welfare*, *34*(1), 63-82. (Accession Number: 24095869). Retrieved from http://connection.ebscohost.com/c/articles/24095869/american-identity-attitudes-toward-english-language-policy-initiatives

Gardner, H. (1983/2004). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books.

Gershon, S., & Pantoja, A. D. (2011). Patriotism and language loyalties: comparing Latino and Anglo attitudes toward English-Only legislation. *Ethnic & Racial Studies*, *34*(9), 1522-1542. doi:10.1080/01419870.2010.535549

Hadzima, B. (2012). Integrating skills: Authentic teaching best prepares students for an authentic assessment. AP Central. College Board. Retrieved from apcentral.collegeboard.com/apc/members/courses/teachers_corner/49434.html

Haynes, J. (1998-2005). Stages of second language acquisition. *everythingESL.net*. Retrieved from http://www.everythingesl.net/inservices/language_stages.php

Helding, L. (2009). Howard Gardner's Theory of Multiple Intelligences. *Journal of Singing*, *66*(2), 193-199. (AN=45032733). Retrieved from https://www.nats.org/index.php?option=com_chronoconnectivity&connectionname=JOS_Index

Hertberg-Davis, H., & Callahan, C. M. (2008). A narrow escape: Gifted students' perceptions of Advanced Placement and International Baccalaureate programs. *Gifted Child Quarterly, 52*(3). Summer 2008. 199-216. doi:10.1177/0016986208319705

Hertberg-Davis, H., Callahan, C. M., & Kyburg, R. M. (2006). Advanced Placement and International Baccalaureate Programs: A "Fit" for Gifted Learners? (RM06222). Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.

Holstead, M. S., Spradlin, T. E., McGillivray, M. E., & Burroughs, N. (2010). The impact of Advanced Placement incentive programs. *Education Policy Brief. Volume 8,*

Number 1, Winter 2010. Center for Evaluation and Education Policy, Indiana University School of Education. 12 pp. (ED510967)

House Bill 11-1077. (2011). An act concerning the "exceptional children's educational act" as it refers to gifted children. State (pseudonym) Revised Statutes, Title 22: Education, Article 20: Education of Exceptional Children, Part 2: Education of Gifted Children, . Retrieved from http://www.michie.com/colorado/lpext.dll?f=templates&fn=main-h.htm&cp=

Hurtado, L., & Estrada, C. (2010). Factors influencing the second language acquisition of Spanish vibrants. *Modern Language Journal, 94*(1), 74-86. doi:10.1111/j.1540-4781.2009.00984.x

International Baccalaureate. (2012). Website available at: www.ibo.org

International Baccalaureate Organization. (2011). Retrieved from http://www.ibo.org/

International Baccalaureate Organization. (2011). Subject outlines. Retrieved from http://www.ibo.org/diploma/assessment/subjectoutlines/

International Baccalaureate Organization. (2008/2009). *The IB learner profile*. Cardiff, Wales: International Baccalaureate. Retrieved from http://www.ibo.org/programmes/profile/documents/Learnerprofileguide.pdf

International Baccalaureate Organization .(2011). Diploma Programme. Retrieved from http://www.ibo.org/diploma/

International Baccalaureate Organization. (2011). Diploma Programme assessment. Retrieved from http://www.ibo.org/diploma/assessment/

International Baccalaureate Organization. (2011). IB hexagon. Retrieved from http://www.google.com/imgres?imgurl=http://www.automation-drive.com/EX/05-15-07/IB_Hexagon.gif&imgrefurl=http://www.automation-drive.com/ib-knowledge&h=220&w=200&sz=0&tbnid=FgeVICjKUav7RM:&tbnh=0&tbnw=0&prev=/search%3Fq%3D%26tbm%3Disch%26tbo%3Du&zoom=1&q=&usg=__1Wgp2Uq5yzHZCGYstkaPPAnVU_0=

International Baccalaureate Organization Diploma (Program) Curriculum. (2011). Retrieved from http://www.ibo.org/diploma/curriculum/

Kaufmann, S. (2009). *7 common misconceptions about language learning.* Retrieved from http://www.pickthebrain.com/blog/7-common-misconceptions-about-language-learning/

Krashen, S. D. (1981). *Second language acquisition and second language learning*. Pergamon Press, Inc. Retrieved from http://www.sdkrashen.com/SL_Acquisition_and_Learning/index.html

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press, Inc. Retrieved from http://sdkrashen.com/Principles_and_Practice/Principles_and_Practice.pdf

Krashen, S. D. (2003). *Explorations in language acquisition and use: The Taipei lectures*. Portsmouth, NH: Heinemann.

Krashen, S. D. (2012). Comprehensible input. *YouTube, July 6, 2012*. Retrieved from https://www.youtube.com/watch?v=VjAHPl1ACmQ

Kirishima, T. (2011). Application of total physical response (TPR) strategy and simultaneous body movements and utterances to learning Japanese and the relationship between these approaches and kinesthetic learning style. *Japanese Language & Literature, 45*(2), 377-378. (AN=77806103). Retrieved from http://www.colorado.edu.ezp.waldenulibrary.org/ealld/atj/

Kyburg, R. M., Hertberg-Davis, H., & Callahan, C. M. (2007). Advanced Placement and International Baccalaureate Programs: Optimal learning environments for talented minorities?. *Journal Of Advanced Academics*, *18*(2), 172-215. Retrieved from http://joa.sagepub.com/

Liepa, D. (2011). Self-assessment criteria of integrated foreign language acquisition. *Problems of Education in the 21st Century, 29*, 89-101. Retrieved from http://www.jbse.webinfo.lt/Problems_of_Education.htm

Lukes, M. M. (2009). "We Thought They Had Forgotten Us": Research, Policy, and Practice in the Education of Latino Immigrant Adults. *Journal Of Latinos And Education*, *8*(2), 161-172. doi:10.1080/15348430902750775

Mahdavy, B. (2008). The Role of Multiple Intelligences (MI) in Listening Proficiency: A Comparison of TOEFL and IELTS Listening Tests from an MI. *Asian EFL Journal*, *10*(3), 109-126. (AN=37324667). Retrieved from http://asian-efl-journal.com/category/volume-10-issue-3/

Matthews, P. H., & Matthews, M. S. (2003). Heritage language instruction and giftedness in language minority students: Pathways toward success. *Journal of Secondary*

Gifted Education, 15(2), 50-55. (AN=12627331). (EJ682699). Retrieved from http://www.prufrock.com

Mayer, A. P. (2010). Factors influencing the implementation of an International Baccalaureate diploma program in a diverse urban high school. *Journal of Advanced Academics, 22*(1), 78-105. doi:10.1177/1932202X1002200104

McDowell, T., Goessling, K., & Melendez, T. (2012). Transformative learning through international immersion: Building multicultural competence in family therapy and counseling. *Journal of Marital & Family Therapy, 38*(2), 365-379. doi:10.1111/j.1752-0606.2010.00209.x

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation: Revised and expanded from Qualitative research and case study applications in Education*. San Francisco, CA: Jossey-Bass.

Mistry, M. (2004). *Learning Center Magic*, AATSP Fall Workshop @ Metropolitan State College, Denver, Colorado.

Mitchell, C. (2005). English Only: The Creation and Maintenance of an Academic Underclass. *Journal Of Latinos And Education, 4*(4), 253-270. doi:10.1207/s1532771xjle0404_4

Moeller, A. J. (2013). Advanced low language proficiency--An achievable goal?. Modern Language Journal, *97*(2), 549-553. doi:10.1111/j.1540-4781.2013.12021.x

Mora, M. T., & Davila, A. (2002). State English-only policies and English-language investments. *Applied Economics, 34*(7), 905-915. doi:10.1080/00036840110061677

Morett L. (2009). The Effect of Instructional Method on Second Language Acquisition: An Examination of Some Contributing Factors. *Psi Chi Journal Of Undergraduate Research* [serial online]. Fall2009 2009;*14*(3):107-114. Available from: Academic Search Complete, Ipswich, MA. (AN=47775921). Retrieved from http://www.psichi.org/

Morris, M. (2008). Examining teachers' beliefs and instructional practices in secondary language classes on honors and non-honors tracks: The role of teaching for communication. *Teachers College Record, 110*(5), 1065-1087. (EJ825507). Retrieved from http://www.tcrecord.org/

National Association for Gifted Children,.(1998). Position paper: Students with concomitant gifts and learning disabilities. Washington, D.D. Retrieved from http://nagc.org/uploadedFiles/PDF/Position_Statement_PDFs/pp_learning_disabilities.pdf

National Association for Gifted Children. (2011). *What is gifted?* Retrieved from http://nagc.org/

National Association for Gifted Children. (2011). *What is giftedness?* Retrieved from http://nagc.org/WhatisGiftedness.aspx?terms=gifted+domains

NAGC. (2011). *Elementary and Secondary Education Act of 1988*. Retrieved from http://www.nagc.org/index.aspx?id=572

National Research Center on the Gifted and Talented (NRC-G/T). (2011). University of Connecticut Neag Center for Gifted Education and Talent Development. Retrieved from http://www.gifted.uconn.edu/nrcgt/

National Society for the Gifted and Talented. (2011). *Giftedness Defined - What is Gifted & Talented?* Retrieved from http://www.nsgt.org/articles/index.asp

National Spanish Exam. (n.d.). Exam specifications. Retrieved from http://www.nationalspanishexam.org/index.php/exam-content/exam-specifications

National Standards for Foreign Language Learning Logo. (n.d.). Retrieved from http://www.actfl.org/i4a/pages/index.cfm?pageid=3392

National Standards in Foreign Language Education Project. (1996). *Standards for Foreign Language Learning: Preparing for the 21st Century (SFFLL)*. Lawrence, KS: Allen Press. Retrieved from http://www.actfl.org/files/public/national-standards-2011.pdf

National Standards in Foreign Language Education Project. (1999, 2006). *Standards for Foreign Language Learning in the 21st Century (SFFLL)* (2nd ed. & 3rd ed.). Lawrence, KS: Allen Press. Retrieved from http://www.actfl.org/files/public/national-standards-2011.pdf

National Standards in Foreign Language Education Project. (2006). *Standards for Foreign Language Learning in the 21st Century*. Lawrence, KS: Allen Press.

Noble, T. (2004). Integrating the revised Bloom's Taxonomy with multiple intelligences: A planning tool for curriculum differentiation. *Teachers College Record, 106*(1), 193-211. doi:10.1111/j.1467-9620.2004.00328.x

No Child Left Behind Act of 2001, 20 U.S.C. 6301. (2002). Public Law 107-110-Jan, 8, 2002. Washington, DC: United States 107th Congress. Retrieved from http://www2.ed.gov/policy/elsec/leg/esea02/107-110.pdf

Oller, J. W., Jr. (2011). John W. Oller homepage. Retrieved from http://www.ucs.louisiana.edu/~jxo1721/

Otto, S. K., & Pusack, J. P. (2009). Computer-assisted language learning authoring issues. *Modern Language Journal*, 93784-801. doi:10.1111/j.1540-4781.2009.00973.x

Partnership for 21st Century Skills. (2011). *Framework for 21st century learning*. Washington, D.C. Retrieved from http://www.p21.org/about-us/p21-framework#

Patton, M. Q. (2002). Qualitative research & evaluation methods (3rd ed.). Thousand Oaks, CA: Sage Publications.

Peters, S. J., & Mann, R. L. (2009). Getting ahead: Current secondary and postsecondary acceleration options for high-ability students in Indiana. *Journal Of Advanced Academics*, *20*(4), 630-660. doi:10.1177/1932202X0902000404

Phillips, J. K., & Abbott, M. (2011). A decade of foreign language standards: Impact, influence, and future directions. Report of Grant Project # P017A080037, Title VII, International Research Studies, US Department of Education to the American Council on the Teaching of Foreign Languages. Retrieved from ACTFL website: http://www.actfl.org/files/public/national-standards-2011.pdf

Platt, J. (2012). A Mexico City-based immersion education program: Training mental health clinicians for practice with Latino communities. *Journal of Marital and Family Therapy, 38*(2), 352-364. doi:10.1111/j.1752-0606.2010.00208.x

Poonoosamy, M. (2010). The International Baccalaureate Diploma Programme in post-colonial Mauritius: Reaffirming local identities and knowledges. *Asia Pacific Journal of Education, 30*(1), 15-30. doi:10.1080/02188790903503569

Popan, C. (2011). English as a lingua franca or the new global Latin. Sociolinguistic considerations from the conference interpreter's standpoint. *Cognition, Brain, Behavior: An Interdisciplinary Journal, 15*(2), 171-193. Retrieved from http://www.cbbjournal.ro/

Pufahl, I., & Rhodes, N. C. (2011). Foreign language instruction in U.S. schools: Results of a national survey of elementary and secondary schools. *Foreign Language Annals, 44*(2), 258-288. doi:10.1111/j.1944-9720.2011.01130.x

Pyper, M. J. (2005). Music and motivation in the second language classroom. (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses (PQDT). 3204781.

Ray, B. (n.d.) Blaine Ray workshops: TPR storytelling foreign language teaching. Retrieved from http://www.blaineraytprs.com/pages.php?page=history&osCsid=e3adc6e0afc3a565d36e555197e7b44c

Ricardo-Osorio, J. G. (2008). A study of foreign language learning outcomes assessment in U.S. undergraduate education. *Foreign Language Annals, 41*(4), 590-610. doi:10.1111/j.1944-9720.2008.tb03319.x

Roof, L. M., & Kreutter, C. A. (2010). An interactive storytelling puzzle: Building a positive environment in a second language classroom. *Networks: An Online Journal For Teacher Research, 12*(1), 1-10. (AN=64362430). Retrieved from http://journals.library.wisc.edu/index.php/networks

Saricaoğlu, A., & Arikan, A. (2009). A study of multiple intelligences, foreign language success and some selected variables. *Journal Of Theory & Practice In Education (JTPE), 5*(2), 110-122. (AN=43819716). Retrieved from http://www.bcl.edu.ar/spip/IMG/pdf/asaricaoglu_aarikan12.pdf

Sarouphim, K. M. (2009). The use of a performance assessment for identifying gifted Lebanese students: Is DISCOVER effective? *Journal For The Education Of The Gifted, 33*(2), 275-295. Retrieved from http://www.eric.ed.gov/PDFS/EJ871030.pdf

Schütz, R. (2007)**.** Stephen Krashen's Theory of Second Language Acquisition. *English Made in Brazil*. Online. 2 de julho de 2007. Retrieved from http://www.sk.com.br/sk-krash.html

Smith, M. (2011). Self as Text: Adaptations of Honors Practice. *Honors In Practice, 7*175-180. Retrieved from http://digitalcommons.unl.edu/nchchip/144/

Smith, N. V., & Morgan, M. (2010). Politics and pedagogy: discursive constructions in the IB Theory of knowledge - Guide. *Curriculum Journal*, *21*(3), 299-312. doi:10.1080/09585176.2010.504576

Spangler, D. E. (2009). Effects of two foreign language methodologies, communicative language teaching and teaching proficiency through reading and storytelling, on

beginning-level students' achievement, fluency, and anxiety. Walden University. ProQuest Dissertations and Theses, 203. Ann Arbor, MI: ProQuest LLC. http://www.proquest.com/en-US/products/dissertations/individuals.shtml (ED515379). ProQuest document ID: 1980590881. Retrieved from http://gateway.proquest.com/openurl?url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&res_dat=xri:pqdiss&rft_dat=xri:pqdiss:3396360

State (pseudonym) Department of Education. (2012). *CELApro* growth: General questions: What is *CELApro*? Retrieved from http://www.cde.state.co.us/assessment/CELA-Growth_FAQ.asp#Q227

State (pseudonym) Department of Education. (2009). State (pseudonym) academic standards: World languages. Retrieved from http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/World_Languages_Standards_Adopted_12.10.09.pdf

State (pseudonym) Department of Education. (1997). State (pseudonym) model content standards: Foreign language. Retrieved from http://www.cde.state.co.us/cdeassess/documents/OSA/standards/fornlang.pdf

Steele, T. M., Peterson, M. D., Silva, D. M., & Padilla, A. M. (2009). A Year-Round Professional Development Model for World Language Educators. *Foreign Language Annals*, *42*(2), 195-209. doi:10.1111/j.1944-9720.2009.01017.x

Total Physical Response. (2012). Total physical response: Known worldwide as TPR. Retrieved June 29, 2012 from http://www.tpr-world.com/originator.html

Toze, D. (2008). Concerns about IB exam results undermining confidence in program. *International Educator*, *23*(2), 6. Retrieved from http://www.nafsa.org/

Valdés. G. (2002). Understanding the special giftedness of young interpreters. National Research Center on the Gifted and Talented. University of Connecticut, Storrs, CT. Retrieved from http://www.gifted.uconn.edu/nrcgt/reports/rm02158/rm02158.pdf

van Oord, L. (2010). Kurt Hahn's moral equivalent of war. *Oxford Review of Education, 36*(3), 253-265. doi:10.1080/03054981003629870

Walls-Thumma, D. (2014). Define "Scaffolding" in education. Retrieved from http://www.ehow.com/about_6602964_define-_scaffolding_-education.html

Yang, H. (2008). On teaching strategies in second language acquisition. *US-China Education Review*, *5*(1), 61-67. Retrieved from http://www.davidpublishing.com/journals_info.asp?jId=641

Yearly ProgressPro. (2012). Retrieved from http://www.ctb.com/ctb.com/control/productFamilyViewAction?productFamilyId=591&p=products

Yin, R. K. (2009). *Case Study Research: Design and Methods (4th ed.)*. Thousand Oaks, CA: Sage Publications.

Zuckerman, M. A. (2010). Constitutional Clash: When English-Only Meets Voting Rights. *Yale Law & Policy Review*, *28*(2), 353-377. Retrieved from http://yalelawandpolicy.org/

Appendix A: Letter of Invitation

Dear Potential Participant:

You are invited to take part in a doctoral research study about how teachers of AP and IB courses provide instruction for high school students who demonstrate advanced proficiency in Spanish.

I am inviting you to participate in this study because you are a teacher of an AP and/or IB course in Spanish in a school district in a county in a western state in the United States. This invitation was based on the following criteria: (a) participants must be employed as teachers certified to teach Spanish, (b) participants must be employed in a public school district in County A (pseudonym), State A (pseudonym) , and (c) participants must be teachers of an AP Spanish Language course, an AP Spanish Literature course, and/or an IB Diploma Program Language B Spanish course. I obtained your email address through the school district website.

I am a candidate for the PhD in education at Walden University, which is an North Central Association (NCA) accredited institution of higher learning. You may already know me as a former Spanish teacher at other schools in County A (pseudonym). I am currently the World Language and Spanish teacher at Middle School C (pseudonym) in Town C(pseudonym), State A (pseudonym).

If you are interested in participating in this study, please indicate your interest by responding to this email with your telephone number and mailing address so that I can send you a consent form. You will need to sign this consent form, which explains how I will collect the data for this study, and return it to me within one week in the enclosed self-addressed, stamped envelope . Once I have received your signed letter of consent, I will contact you either by telephone or email to schedule the date and time for the interview and to discuss how to complete the online reflective journal. Since the potential participant pool involves over 20 potential participants, I will select the first two or three participants from each course who return their signed consent forms to me.

If you have any questions about your participation in this study, you may contact me at or at

Thank you for your consideration. I look forward to hearing from you soon.

Sincerely,

Carol M. Andersen
PhD Candidate at Walden University

Appendix B: Letter of Teacher Consent

January, 2014

Dear [name of teacher]:

You are invited to take part in a research study about how teachers of AP and IB courses provide instruction for high school students who demonstrate advanced proficiency in Spanish. I am inviting you to participate in this study because you are a teacher of an AP and/or IB course in Spanish. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by Carol M. Andersen, who is a doctoral student at Walden University. You may already know the researcher as a former foreign language teacher in this county and/or school district, but this study is separate from that role.

Background Information:
The purpose of this study is to describe how teachers of AP and IB courses provide instruction for high school students who demonstrate advanced proficiency in Spanish.

Procedures:
If you agree to be in this study, you will be asked to:

- Participate in an audio recorded individual interview that I will conduct by telephone for approximately 30-45 minutes outside of school hours.
- Respond to 3 questions as part of an on-line reflective journal, which may take up to 30 minutes to complete.
- Review your individual findings of this study for their credibility, which may take up to 30 minutes.

Here are some sample interview questions:

How are students who demonstrate advanced proficiency in Spanish identified at this school?

What instructional strategies do you use to meet the needs of students who demonstrate advanced proficiency in Spanish?

Voluntary Nature of the Study:
This study is voluntary. Everyone will respect your decision about whether or not you choose to participate in this study. Because participation is voluntary and outside of regular school hours, no one at your school district or high school will be informed of your participation unless you choose to do so, and therefore you will not be treated differently if you decide not to participate in this study. If you decide to join the study

now, you can still change your mind during the data collection process. You may stop at any time.

Risks and Benefits of Being in the Study:
You may benefit from participation in this study by developing a deeper understanding of how teachers of AP and IB courses in Spanish provide instruction for students who demonstrate advanced proficiency in Spanish. The risks for participating in this study are minimal. For example, you may find some of the interview questions challenging to answer.

Payment:
No compensation is provided for participation in this study.

Privacy:
Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Pseudonyms will be used for the school district, the school, and the participants.

Contacts and Questions:
You may ask any questions you have now through e-mail or by telephone. Or if you have questions later, you may contact the researcher via telephone at or e-mail at. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 1210. Walden University's approval number for this study is **IRB approval # is 02-05-13-0104632** and it expires on **February 11, 2015.**

The researcher will give you a copy of this form to keep.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below and returning this letter of consent to the researcher in the self-addressed, stamped envelope provided, or by replying to this email with the words, "I consent", I understand that I am agreeing to the terms described above.

The signature section below will be included only if using paper consent forms and returning the signed consent form to the researcher.

_____

Printed Name of Participant _____

Date of consent _____

Participant's Signature _____

Researcher's Signature _____

Appendix C: Interview Questions

Demographic Questions:

1. How long have you been teaching this course?
2. How long have you been teaching Spanish?
3. How many years have you been teaching?
4. How long have you worked for this school district?
5. How long have you been teaching in this school?

Interview Questions:

1. How are students who demonstrate advanced proficiency in Spanish identified at this school?
2. What is the relationship between students who are identified as gifted and/or talented and students who demonstrate advanced proficiency in Spanish?
3. What standards do you use to direct your instruction in this course?
4. What instructional strategies do you use to meet the needs of students who demonstrate advanced proficiency in Spanish?
5. How do you assess student learning in this course?
6. What do you believe about how to meet the learning needs of students who demonstrate advanced proficiency in Spanish in your course?
7. How do you know you are successful in meeting the learning needs of students who demonstrate advanced proficiency in Spanish in your course?

Appendix D: On-line Reflective Journal Questions

Researcher Name:

Name of Course:

Date and Time of Reflective Journal:

Teacher Participant Name:

In one or two paragraphs, please write your response to the following reflective questions regarding your reflections on the needs of linguistically gifted AP and/or IB Spanish language students.

1. Please describe any instructional strategies that you use in your AP and/or IB Spanish classroom to meet the needs of linguistically gifted students in Spanish.
2. How would you describe your success in meeting the needs of linguistically gifted students in Spanish?
3. Please comment on the type of differentiated instruction you believed linguistically gifted students in Spanish need.

Appendix E: Alignment of Interview and Reflective Journal Questions with Research Questions

Central Research Question: *How do teachers of AP and IB courses provide instruction for high school students who demonstrate advanced proficiency in* Spanish?

Interview Question 1: How are students who demonstrate advanced proficiency in Spanish identified at this school?

Interview Question 2: What is the relationship between students who are identified as gifted and/or talented and those students who demonstrate advanced proficiency in Spanish?

Interview Question 3: What instructional strategies do you use to meet the needs of students who demonstrate advanced proficiency in Spanish?

Interview Question 4: What standards do you use to direct your instruction in this course?

Interview Question 5: How do you assess student learning in this course?

Interview Question 6: What do you believe about how to meet the learning needs of students who demonstrate advanced proficiency in Spanish in your course?

Interview Question 7: How do you know you are successful in meeting the learning needs of students who demonstrate advanced proficiency in Spanish in your course?

Reflective Journal Question 1: Please describe any instructional strategies that you use in your AP and/or IB Spanish classroom to meet the needs of linguistically gifted students in Spanish.

Reflective Journal Question 2: How would you describe your success in meeting the needs of linguistically gifted students in Spanish?

Reflective Journal Question 3: Please comment on the type of differentiated instruction you believed linguistically gifted students in Spanish need.

Related Research Question 1: How are high school students who demonstrate advanced proficiency in Spanish identified?

Interview Question 1 and Interview Question 2

Related Research Question 2: What curriculum and/or standards do teachers of AP and IB courses use to provide instruction for high school students who demonstrate advanced proficiency in Spanish?

Interview Question 4

Related Research Question 3: What instructional strategies do teachers of AP and IB courses use to meet the learning needs of high school students who demonstrate advanced proficiency in Spanish?

Interview Question 3

Reflective Journal Question 1

Reflective Journal Question 3

Related Research Question 4: How do teachers of AP and IB courses assess the learning of high school students who demonstrate advanced proficiency in Spanish?

Interview Question 5

Related Research Question 5: What perceptions do teachers of AP and IB courses hold about how to meet the learning needs of high school students who demonstrate advanced proficiency in Spanish?

Interview Question 6

Reflective Journal Question 2

Related Research Question 6: How do AP and IB teachers perceive their success in meeting the learning needs of high school students who demonstrate advanced proficiency in Spanish?

Interview Question 7

Reflective Journal Question 2

Related Research Question 7: What do district and school documents reveal about AP and IB courses for high school students who demonstrate advanced proficiency in Spanish?

Appendix F: College Board Permission to Use the Curriculum Flow Diagram

RE: [APPROVED] Carol Mable Andersen request for permission to use the curriculum flow diagram in dissertation

from: permission <permission@collegeboard.org>
to: Carol Andersen
date: Fri, Nov 7, 2014 at 3:00 PM
subject: RE: [APPROVED] Carol Mable Andersen request for permission to use the curriculum flow diagram in dissertation

: Important mainly because of the words in the message.

Re: Structure of the Curriculum Framework; Curriculum Flow Diagram found on pg. 2 at:

http://media.collegeboard.com/digitalServices/pdf/ap/11b_3435_AP_SpanLang_CF_WEB_110930.pdf

Purpose: To be included in doctoral dissertation on the study of instructional practices of AP and IB courses in relation to advanced proficiency students of the Spanish language.

Dear Ms. Andersen,

Your voice mail was forwarded to me regarding your attached requests. I sincerely apologize for the delayed reply, but unfortunately, there was a complicated technical error with our online request form where requesters' names and contact information were deleted, so I had no way of knowing who to contact. Because this went on for many weeks, I am now far behind in processing hundreds of permission requests and am reviewing them in the order in which they were submitted (which is why I had not yet gotten to your second request dated Oct. 7).

Your request is APPROVED. Approval is granted on a one-time, nonexclusive, non-transferable basis provided you include, where applicable, the following citation:

Source: AP Spanish Language and Culture Curriculum Framework. © 2011. The College Board. www.collegeboard.org. Reproduced with permission.

I wish you the best of luck with completing your dissertation and degree!

Regards,
Debbie Melita
Paralegal
Intellectual Property Permission Requests Administrator
The College Board
45 Columbus Ave.
New York, NY 10023-6992
www.collegeboard.org

Please consider the environment before printing this email. Description: j0389362[1]

Appendix G: IB Materials Nonexclusive Worldwide License

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

IB Material Licensing

License for Print Materials

Non-exclusive License

For the reproduction of 1 8 materials

Between

The International Baccalaureate Organization (the "IB"),15 Route des Morillons, CH -1218 Grand-Saconnex, Geneva, Switzerland

And

Carol Mable Andersen, USA

Whereas the IB is the sole copyright holder of all materials to be licensed.

1. Conditions of License

   1.1 The IB hereby grants Carol Mable Andersen a non exclusive worldwide license to use the IB Materials listed in Schedule 1 in her dissertation entitled *Instructional Practices in AP and 18 courses for Students Who Demonstrate Advanced Proficiency in Spanish*, published by Carol Mable Andersen PhD Candidate, Walden University, subject to the following conditions

   a. That the material is faithfully reproduced with no alterations, additions or deletions made.

   b. That the licensed material is acknowledged as being the copyright of the IB either under each section of material used or on the copyright page of the publication.

   c. That a copy of the publication shall be sent at the time of publication to the IB at the address above marked for the attention of the Legal Department.

   d. That the following disclaimer be inserted appropriately in the Licensee's publication: "This work has been developed independently from and is not endorsed by the International Baccalaureate (IB)"

   1.2 An additional license must be obtained if the material licensed is to be used in any subsequent editions of the above work. The fees for such an additional license will be calculated at the time of application and be determined at the discretion of the IB.

   1.3 The material licensed may not be reproduced for any use other than that prescribed in this license and permission must be sought for any extension to this license.

Appendix H: Correspondence Regarding Reprinting of ACTFL Five Rings Illustration

Carol:

The illustration of the five rings to represent the five goal areas of the national standards may be reprinted without permission, since you are not reprinting the illustration in a publication for sale. Simply acknowledge the edition of the standards from which you are taking the illustration.

The citation for the national standards:
The most current version is:

National Standards in Foreign Language Education Project. (2006). *Standards for Foreign Language Learning in the 21st Century*. Lawrence, KS: Allen Press.

The original version is:

National Standards in Foreign Language Education Project. (1999). *National Standards for Foreign Language Learning: Preparing for the 21st Century*. Lawrence, KS: Allen Press.

For your information, a revised illustration of the five rings will be forthcoming when the new volume of the national standards is published by late November 2014. This volume will reflect the newly refreshed standards, now labeled World Readiness Standards for Learning Languages. The five goal areas and eleven standards remain, but the verbs to show what students would do to demonstrate achievement of that standard have changed. See our website for the updated version of the standards: http://www.actfl.org/publications/all/world-readiness-standards-learning-languages

Best regards,

Paul

Paul Sandrock
Director of Education
American Council on the Teaching of Foreign Languages (ACTFL)
1001 North Fairfax Street, Suite 200
Alexandria, VA 22314
www.actfl.org | www.discoverlanguages.org

Curriculum Vitae

Carol Mable Andersen

Education:

Candidate for Doctor of Philosophy in Education
Specialization in Curriculum, Instruction, & Assessment
Walden University
Minneapolis, MN
Target Completion Date: November, 2014

Master of Science in Spanish & Secondary Education — December 1981
Adrian College
Adrian, MI
Minor: Mathematics & Bilingual Education
Endorsements: Spanish, Mathematics, Secondary Education, K-12 Bilingual Education

Bachelor of Science in Spanish — May 1976
Central Michigan University
Mt. Pleasant, MI
Minor: Mathematics
Endorsement: Grades 7-12 Spanish & Mathematics; Secondary Education

Relevant Professional Experience:

Spanish & World Languages Teacher — August 2012 - May 2014
Middle School C (pseudonym)
School District C (pseudonym)
Town C (pseudonym), State A (pseudonym)
Taught Spanish I, Grades 7 & 8; Spanish II, Grade 8; and World Languages, Grade 6;
Sponsored World Language Club (2012-2013);
Member, Middle School C (pseudonym) Accountability Team (2013-2014);
Middle School Representative to Benefits Committee (2014)

Consultant/Online Credit Recovery Instructor — February 2012 - May 2012
High School E (pseudonym)
State A (pseudonym)
Taught on-line Spanish credit recovery course, Level I

Short/Long-term Substitute Teacher in Spanish — December 2011 - May 2012
High School F (pseudonym)

State A (pseudonym)
Long-term substitute teacher of Spanish, levels I and II, Grades 9 & 10;
Created lessons, taught Spanish, and tutored students as needed.
(December 2011 – January 2012)
Substitute teacher of Spanish, level II
Presented lessons prepared by the regular classroom teacher
(February 2012)

Spanish Teacher — September 2010
High School E (pseudonym) - May 2011
State A (pseudonym)
Created lesson plans and taught high school Spanish levels I and III, Grades 9-12
Textbooks used: Realidades 1 and Realidades 3
Participated in training and professional development for use of mentor texts in lesson planning and classroom instruction
Completed a graduate-level course, sponsored by the school district, for teaching on-line and hybrid courses

Spanish & English as a Second Language Teacher — August 2009 -
K-7 Charter School G (pseudonym) May 2010
State A (pseudonym)
Created lesson plans and taught Spanish level 1, Grade 7, using textbook Realidades I
Created lesson plans and taught English as a Second Language, Grades 1, 6, & 7, following the Systematic English Language Development model

Spanish Teacher — August 2008 -
High School H (pseudonym) May 2009
State A (pseudonym)
Taught Spanish, Level I Grades 9-12; Textbook used: Realidades I

Spanish Teacher — September 2005
High School I (pseudonym) - May 2008
State A (pseudonym)
Taught Spanish Level I-IV & Spanish for Spanish Heritage Speakers , Grades 9-12
Textbooks used: ¡Exprésate! and Nuevas Vistas

Spanish & ESL/ELA Teacher — January 2004
K-8 Charter School J - June 2005
State A (pseudonym)
Created curriculum and taught K-8 Spanish and English as a Second Language
Member of Teacher-Leader Committee for the School District

Spanish Teacher, Part-Time — November 2003
K-12 Christian School K (pseudonym) - December
State A (pseudonym) 2003
Taught Spanish, Levels I & II, Grades 7 & 9

Long-term Substitute Spanish Teacher — October 2003
Lutheran High School L (pseudonym) - January 2004
State A (pseudonym)
Taught Spanish Levels I-IV, Grades 9-12

Spanish Teacher — August 2001 -
High School B (pseudonym) June 2003
State A (pseudonym)
Taught Spanish I & IV, Grades 9-12
Sponsor/Advisor: National Honor Society

Mathematics Teacher — August 1980 -
High School M (pseudonym) January 1981
State A (pseudonym)
Taught Algebra, Geometry, & Senior Math
Co-Advisor: 9th-grade class

Spanish Teacher — August 1979 -
Jr. High School N (pseudonym) & Jr. High School O June 1980
State A (pseudonym)
Taught Spanish, level 1, Grade 8

Spanish & Mathematics Teacher — August 1976 -
Waldron Area Schools June 1979
Waldron, MI
Taught Spanish I-IV, Grades 9-12, and Mathematics, Grades 7 & 8
Created curriculum and taught 7th-grade Introductory Spanish
Advisor: Spanish Club & 7th-grade class

Other Experience:

Site Manager — October 2003
Sylvan Educational Solutions - January 2004
Responsibilities: Site Manager for School District P (pseudonym)
After-School Reading Program;
Sylvan's Achieve Reading Group Instruction: Basic Training Course

Administrative & Research Assistant — February 2001
Nat'l Renewable Energy Lab Energy Analysis Office - August 2001
Responsibilities: Research, data input & analysis, general administrative duties including conference and video-conference coordinator, conference transcript generation, and database maintenance

Administrative Assistant to the Vice President of Operations MoneyGram International, Responsibilities: Administrative/secretarial duties, agent relations, sales & training support, and customer service	July 1993 - December 2000
Temporary Project Secretary EG &G Rocky Flats, Inc.	November 1992 -June 1993
Project Secretary Fluor Daniel Corporation,	March 1992 - October 1992
Project Secretary United Engineers & Constructors Inc./Raytheon Corporation	September 1990 -February 1992
Temporary Administrative Assistant US West Learning Systems	March 1990 -May 1990
Administrative Assistant to the Company President The Advisory Group/TraveLink	September 1989 -March 1990
Administrative Assistant and Contracts Manger, International Marketing & Radio Sales Television Technology Corporation	July 1982 -July 1989
Secretary United Foam Corporation	September 1981 -June 1982
Secretary Associated Business Products	April 1981 -August 1981
Account Manager La Voz Newspaper Responsibilities: Advertising Sales, Feature Articles, and Translating	February 1981 -March 1981

Licenses and Certifications:

State A (pseudonym), Professional Teacher, Number : 19867 Spanish [K-12] Effective: 8/13/2011 Expires: 8/13/2016	Licensed Endorsed
Michigan, Teacher, Number: PN225 Grades 7-8, All Subjects Grades 9-12, Spanish & Mathematics Grades K-12, Bilingual Spanish Effective: 9/7/1979	Certified

Publications:

Poem - *My Spun-Glass Heart* - 2006
published by the International Library of Poetry

1981
Article on the Emily Griffith Opportunity School
Published by La Voz Newspaper

Honors and Awards:

Golden Key International Honor Society 2013 – present

Cambridge Who's Who Registry of Executive, Professionals and Entrepreneurs 2010-2011

Kappa Delta Pi - Alpha Epsilon Xi Chapter - Charter Member 2009 - Present
Officer (Vice President of Awards & Recognition - 2009-2010)

National Honor Roll's Outstanding American Teachers 2005/2006 2005-2006

School District Q (pseudonym) ELL Teacher/Leader Committee 2004-2005
Member/Participant;
Co-authored ELL teaching strategies manual for the School District Q (pseudonym)

Poem - *Fireflies, Frogs and Crickets* - Honorable Mention in the 2002
Famous Poets Society Free Poetry Contest

Co-authored presentation on world oil - 2001
NREL Energy Analysis Office

Secretary, Sigma Sigma Sigma, City R (pseudonym) Alumni Chapter

President, Pastoral Council, Holy Trinity Catholic Church

Professional Affiliations:

Member, American Association of Teachers of Spanish and Portuguese (AATSP)
Member, American Council on the Teaching of Foreign Language (ACTFL)
Member, American Educational Research Association (AERA)
Member, State A (pseudonym) Congress of Foreign Language Teachers