

Study: Effectiveness of Ingles Ya! Series In Facilitating English-Language Acquisition in Spanish-Speaking Adults

by
Van M. Woolley, M.A.

The publishers of *Ingles Ya!* (IY) would like to present convincing evidence that their new multi-media series is effective in teaching English to Spanish-speaking adults at the ESL Beginning Level. To this end, a third party Evaluation Consultant, Mr. Van M. Woolley, was commissioned in early 2009 to conduct a study at selected Adult Education sites. A primary focus of the study is staff and student perceptions and reactions to using the media. Research methods include staff interviews & questionnaires and student interviews. It is expected the results will show *Ingles Ya!* is a viable curricular option for teaching English in the following settings: (1) Principle curriculum for Distance Learning (DL) Programs; (2) Supplemental media in a regular ESL classroom (composed of Spanish-speakers), and/or (3) Turn-key training in the Work Place to teach English. The period for the study is May thru December 2009.

Research Question:

*How do staff and Spanish-speaking students perceive and react to using the **Ingles Ya!** for teaching English, at the ESL Beginning Level, in the following settings:*

- *As principle curriculum for Distance Learning (DL) classes.*
- *As supplemental instruction for regular ESL classes (composed of Spanish-speakers).*
- *As stand-alone training in the workplace to teach English.*

Preliminary Results from LAUSD Pilot

Initial results for the study came from the LAUSD Abe Freidman Center. *Ingles Ya!* (IY) was piloted during the Spring Session (May 4 thru June 19, 2009) as a supplement to regular ESL Instruction. Twenty Spanish-speaking students, in a regular ESL classroom, completed IY Units 1-11. They all were at a "Beginning Low" level of ESL instruction. *Ingles Ya!* DVDs and workbooks were used for two days a week for the entire term; a DVD lesson was shown "all the way through" and students completed related workbook units. This monograph offers preliminary study findings based on the results of this pilot site.

Method

To assess staff and student perception of *Ingles Ya!* series, the teacher completed a *Staff Questionnaire* and was interviewed by the Evaluation Consultant. Also, the teacher conducted structured interviews with students. Student answers were recorded by the teacher on *Student Interview Record* forms.

Findings

The findings presented here offer teacher and student perceptions about using the *Ingles Ya!* series. These are based on an analysis of results from the *Staff Questionnaire* (**Appendix A**); *Teacher Quotes* (**Appendix B**); and *Student Interview Record* (**Appendix C**).

Teacher Perceptions of Ingles Ya!

Staff Questionnaire results, shown in Table 1, indicate an extremely positive reaction to *Ingles Ya!* by the teacher of the pilot classroom at LAUSD Abe Freidman Center. (See **Appendix A: Staff Questionnaire Results**)

Table 1
Teacher Perceptions of Ingles Ya!

Overall Ratings of Series	
DVDs quality?	Very high quality
DVD user-friendliness?	User-friendly
Workbooks quality?	High quality
Recommend to other teachers?	Yes
Perception of Students' Reactions	
Overall enjoyment using program?	Very high
Increased interest in learning?	
From viewing DVDs:	Significant increase
From using Workbooks:	Marginal increase
Added value to learning experience?	
From viewing DVDs:	Significant increase
From using workbooks:	Marginal increase

Table 1 shows that DVD content was seen by the teacher as being of “Very High Quality” and “User-Friendly;” Workbooks were rated as “High Quality.” The answer was “Yes” to whether or not she would recommend the series to other ESL teachers (in monolingual classes). She perceived students’ overall enjoyment of using IY as “Very High.” Furthermore, she believed that using the DVDs resulted in a “significant Increase” in learning and added value to the learning experience. Using workbooks was perceived by students as producing only a “Marginal Increase” to the interest and value of the learning experience. This finding is understandable, however, given that ESL teachers have previously reported that workbooks are the least preferred component of multi-media instruction because written work and tests are involved.

The teacher interview confirmed her overall positive view of the *Ingles Ya!* series. She said the following during the interview: (See **Appendix C: Teacher Quotes**)

I liked (Ingles Ya!) a lot...DVDs were a fun addition to my ESL Beginning Low class of 35 students...They looked forward to the days we watched the DVDs...The students were definitely engaged as they watched... The characters and the stories (in the DVDs) made it relatable...they picked up on real life situations (and) characters’ conversations...The students related to the characters on the DVDs and felt that they had a better understanding of grammar structures and how to use them in every day conversation.

Student Reactions to Using *Ingles Ya!*

Student Interview Record results, shown in Table 2, also show an overwhelmingly positive reaction to *Ingles Ya!* These responses were gathered through interviews by the teacher with 20 students. (See **Appendix C: Student Interview Record**)

Table 2
Student Reactions to Using *Ingles Ya!*

Reactions		
Enjoyed using?	Enjoyed Very Much	(55%)
	Enjoyed	(40%)
Improved Speaking and Understanding of English?	Much Better	(25%)
	Better	(40%)
Liked DVDs?	Liked them Very Much	(50%)
	Liked them	(45%)
Liked Workbooks?	Liked them	(30%)
	Somewhat	(60%)
Feel more connected to Adult School?	More Connected	(90%)

Table 2 shows that 90% of students said they either “Enjoyed Very Much” or “Enjoyed” using the *Ingles Ya!*. The DVDs were “Liked Very Much” or “Liked” at a 95% rate. Similarly, 90% of students felt “More connected to Adult School” because of exposure to the series. And 65% of students said that *Ingles Ya!* helped them improve speaking and understanding of English, at a “Much Better” or “Better” level. Workbooks were much less liked by the students. Sixty percent liked workbooks only at the “Somewhat” level. However, as reported earlier, ESL teachers indicate that workbooks are less preferred by students than other media components in multi-media instruction because of the requirements for written work and tests.

Summary and Conclusions

The results presented here are preliminary, given the scope of this study. However, based on the positive reactions of one teacher and 20 students, these findings suggest that the *Ingles Ya!* series may hold a great deal of promise as supplementary curriculum for teaching English, in a regular ESL Class, containing only Spanish-speakers, at Beginning Low ESL Level.

Appendix A Staff Questionnaire

Teacher Rating

4 To what extent is the DVD-based video series user-friendly?
(5= very user-friendly 4= user-friendly 3=somewhat user-friendly 2= not user-friendly 1= hard to use)

5 How would you rate the quality of the DVD presentations?
(5= very high quality 4= high quality 3=satisfactory quality 2=substandard quality 1= poor quality)

N/A If the companion CDs (audio) were used, to what extent were they useful in complementing lessons?
(5= very useful 4= useful 3=somewhat useful 2= not useful 1= unnecessary N/A = CDs were not used)

4 How would you rate the quality the workbook materials?
(5= very high quality 4= high quality 3=satisfactory quality 2=substandard quality 1= poor quality)

3 To what extent do you think use of the *Ingles Ya!* series contributes to student retention?
(i.e., facilitates students staying enrolled and not dropping out)?
(5= very substantial 4= substantial 3= some contribution 2= little contribution 1= no contribution)

(Note: Teacher says that “dropping out” in her class has to do more with work scheduling, and family issues (e.g., moving residence or child care) than quality of instruction)

Would you recommend the use of *Ingles Ya!* to other teachers?

Yes Maybe No (“For a monolingual class”)

Student Reaction to DVDs

5 Students’ overall enjoyment of using the series.
(5= very high enjoyment 4= high enjoyment 3=somewhat enjoyable 2=not enjoyable 1= avoidance)

NA Extent to which DVD lessons are viewed by other family members at home (in Distance Learning model)
(5= very high level of viewing 4= high level 3=some viewing 2=very little viewing 1= no viewing N/A= DL not used)

5 To what extent did DVDs increase student interest in learning English?
(5= significant increase 4= increase 3=marginal increase 2=no increase 1= decreased interest)

5 If used in regular classroom, to what extent did DVDs add value to learning experiences?
(5= significant increase 4= increase 3=marginal increase 2=no increase 1= decreased value N/A = Not used in classroom)

Student Reaction to Workbooks

3 To what extent did workbooks increase student interest in learning English?
(5= significant increase 4= increase 3=marginal increase 2=no increase 1= decreased interest)

3 If used in regular classroom, to what extent did workbooks add value to students’ learning experiences?
(5= significant increase 4= increase 3=marginal increase 2=no increase 1= decreased value N/A = Not used in classroom)

Appendix B Teacher Quotes

“I liked (*Ingles Ya!*) a lot...DVDs were a fun addition to my ESL Beginning Low class of 35 students...They looked forward to the days we watched the DVDs...The students were definitely engaged as they watched.”

“At first, I was surprised that they so easily and readily participated along with the DVD...Even more so that the Distance Learning Videos (i.e., *Putting English to Work*).”

“The characters and the stories (in the DVDs) made it relatable...they picked up on real life situations (and) characters’ conversations...For ‘survival conversations,’ they are hearing it from different angles.”

“The students related to the characters on the DVDs and felt that they had a better understanding of grammar structures and how to use them in every day conversation.”

“The basic (curricular) components—personal information and greetings, money, the weather, the verb to be, and yes/no questions, etc.—helped students more deeply and organically acquire English.”

“By the end of the term, I saw them have more confidence in what they learned...I think that the DVDs were an important part (because of the reinforcement of) natural conversational English settings and the workbooks further reinforce what they saw on the DVD.”

Appendix C
Student Interview Record (N=20)

Questions	No. & Percentage of Responses	Response Tally
Did you enjoy using the <i>Ingles Ya!</i> series?		
Enjoyed Very Much	(11) = 55%	xxxxx xxxxx x
Enjoyed	(8) = 40%	xxxxx xxx
Somewhat	(1) = 5%	x
No	(0)	
Do you feel you can speak and understand English better after using and viewing <i>Ingles Ya!</i>?		
Much Better	(5) = 25%	xxxxx
Better	(8) = 40%	xxxxx xxx
Somewhat	(7) = 35%	xxxxx xx
No		
How did you like the DVDs?		
Liked Them Very Much	(10) = 50%	xxxxx xxxxx
Liked them	(9) = 45%	xxxxx xxxx
Somewhat	(1) = 5%	x
I didn't like them	(0)	
How did you like the workbooks?		
Liked Them Very Much	(0)	
Liked Them	(6) = 30%	xxxxx x
Somewhat	(12) = 60%	xxxxx xxxxx xx
I didn't like them	(2) = 10%	xx
If you used the CDs (audio), how did you like them?		
Very Much		
Liked		
Somewhat		
I didn't like them		
N/A = I didn't use CDs	(20) = 100%	xxxxx xxxxx xxxxx xxxxx
Did using the <i>Ingles Ya!</i> series make you feel more connected to adult school or adult education?		
Very Much More Connected		
More Connected	(18) = 90%	xxxxx xxxxx xxxxx xxx
Somewhat	(2) = 10%	xx
No	(0)	
Do any of your family members watch the DVDs with you?		
Yes		
No		
N/A = I didn't view DVDs at home	(20) = 100%	xxxxx xxxxx xxxxx xxxxx
If "Yes", who?		
Husband/wife		

Parents
 Children
 Friends/other relatives

Student Interview Record (N=20)
 (Continued)

Questions	No. & Percentage of Responses	Response Tally
Did studying English using <i>Ingles Ya!</i> make it easier for you to help your children with their school homework?		
Yes, a lot		
Yes	(4) = 20% (66.6 % of those with children)	xxxx
No	(1) = 5%	x
Don't Know	(1) = 5%	x
N/A = "I don't have children"	(14) = 70%	xxxxx xxxxx xxxx
Did studying English using <i>Ingles Ya!</i> make it easier to communicate with your children's teachers or with school officials?		
Yes, a lot		
Yes	(4) = 20% (66.6% of those with children)	xxxx
No	(1) = 5%	x
Don't Know	(1) = 5%	x
N/A = "I don't have children"	(14) = 70%	xxxxx xxxxx xxxx
For Working Adults		
Will learning English through <i>Ingles Ya!</i> help you at work?		
Will Help Very Much	(6) = 30% (50% of those working)	xxxxx x
Will Help	(6) = 30% (50% of those working)	xxxxx x
Somewhat		
No		
N/A = "I'm not working"	(8) = 40%	xxxxx xxx
Did studying English through <i>Ingles Ya!</i> help you get a better job?		
Yes, a lot		
Yes	(1) = 5%	x
No	(10) = 50%	xxxxx xxxxx
Don't Know		
N/A = "I'm not working"	(9) = 45%	xxxxx xxxx
Did studying English through <i>Ingles Ya!</i> help you get a promotion?		
Yes, a lot		
Yes		
No	(6) = 30%	xxxxx x
Don't Know	(1) = 5%	
x		
N/A = "I'm not working"	(13) = 65%	xxxxx xxxxx xxx