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Exploring an Monolingual English - Speaking Teacher's
Perceptions of Classroom Interventions to Foster Hispanic English Language Learners' Primary
Language

A Dissertation

Submitted to the Graduate Faculty of the
University of New Orleans
In partial fulfillment of the
Requirements for the degree of

Doctor in Philosophy
in
The Department of Curriculum and Instruction

by
Alexandra Joan Herques
B.S., University of Louisiana at Lafayette, 1998
M.ED., Nicholls State University, 2003

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Abstract

Although awareness of cultural diversity is slowly occurring, the need for multicultural curricula is increasing more each day as even more ethnically and linguistically diverse students enter into United States classrooms. The education of English Language Learners is a controversial topic due to people's mixed beliefs on the amount of English and primary language instruction needed to aid students' English language development. Due to the shortage of bilingual teachers many English Language Learners in the United States are learning English through the regular education classroom instructed by monolingual English-speaking teachers.

This case study implemented qualitative research methods in order to extend understanding of how a monolingual English speaking teacher can strategically incorporate Hispanic English Language Learner's primary language into the classroom setting and the teacher's experiences throughout this process. This case study will introduce a monolingual English speaking teacher to interventions that can foster the use of Hispanic English Language Learners' primary language in the classroom setting. The findings of this study include the experiences the participating teacher encounters throughout the intervention process. These findings include: heightened awareness, challenges, changes to interventions and enjoyment.

Key Words

Hispanic English Language Learners' primary language

Monolingual English-speaking Teacher

Qualitative Case study

Interventions

Chapter I

Introduction

The purpose of this case study is to extend understanding of how a monolingual English speaking teacher can strategically incorporate Hispanic English Language Learners' primary language into the classroom setting and the teacher's experiences throughout this process. This case study will introduce a monolingual English speaking teacher to interventions that can foster the use of Hispanic English Language Learners' primary language in the classroom setting. The findings of this study will include the experiences the participating teacher encounters throughout the intervention process.

Although awareness of cultural diversity is slowly occurring, the need for multicultural curricula is increasing more each day as even more ethnically diverse students enter into United States classrooms. According to researchers at the University of Houston's center for research on education, "Hispanic students currently make up fifteen percent of the elementary school-age population and will comprise nearly twenty-five percent of the total school age population by the year 2025" (Padron, Waxman, & Rivera, 2002, p.2). United States' classrooms have always encompassed a large amount of diversity among their students. Historically, school-aged students possessed differences in ethnic, cultural, religious and racial backgrounds. Today students still enter school with the preceding differences, but presently these differences appear broader and more complex than they have in the past (Ladson- Billings, 2001).

One of the major differences in today's classrooms is differences in students' linguistic backgrounds. English Language Learners are students "who come from language backgrounds other than English and whose English language proficiency is not yet developed to the point where they can profit fully from English-only instruction" (National Research Council Institute

of Medicine, 1997, p. 15). The United States has created various educational programs to educate English Language Learners in American schools. These programs differ according to the amount of English and primary language “that is used for instructional purposes” (Ochoa & Rhodes, 2005, p. 77). These six programs are:

1. *Structured Immersion or English-only programs*— All the students in these programs are English Language Learners from various language backgrounds. “They receive instruction in English, with an attempt made to adjust the level of English so subject matter is comprehensible. Typically there is no native-language support.” (National Research Council Institute of Medicine, 1997, p. 19)
2. *English as a second language (ESL) programs*—“Students receive specified periods of instruction aimed at the development of English-language skills, with a focus on grammar, vocabulary, and communication rather than academic content areas” (p. 19). This type of ESL program typically pulls the English Language Learners out of the general education classroom to have a “more individualized focus on English language development” (Ochoa & Rhodes, 2005, p. 78).
3. *Content-based (ESL) programs*—“Students receive specified periods of ESL instruction that is structured around academic content rather than generic English language skills” (National Research Council Institute of Medicine, 1997, p. 19).
4. *Transitional bilingual education programs*—“Most students in the program are English Language Learners. They receive some degree of instruction through the primary language; however, the goal of the program is to transition to English as rapidly as possible, so that even within the program, there is a rapid shift toward using primarily English” (National Research Council Institute of Medicine, 1997, p. 19).

5. *Maintenance bilingual education*—“Most students in the program are English Language Learners and from the same language background. They receive significant amounts of their instruction in their primary language. Unlike transitional programs, these programs aim to develop English proficiency, but also to develop academic proficiency in the primary language” (National Research Council Institute of Medicine, 1997, p. 20).
6. *Two-way bilingual programs or dual bilingual programs*— Typically about half of the students in this program have a primary language of English and “the other half are English Language Learners from the same language group. The goal of the program is to develop proficiency in both languages for both groups of students” (National Research Council Institute of Medicine, 1997, p. 20).

Many researchers support two-way bilingual programs or dual bilingual programs for English Language Learners and native English speakers (Cummins, 2001; Schwarzer, Haywood, & Lorenzen, 2003).

Although programs have been developed to assist English Language Learners acquire English language proficiency, the implementation of these programs depends on the availability of resources to school districts (Ochoa & Rhodes, 2005). Some English Language Learners receive as little as thirty minutes of English as a Second Language instruction weekly due to the availability of certified English as a Second Language teachers in their particular school district. It is important to realize that for English Language Learners who are enrolled in English as a Second Language programs, this is typically the sole program they receive to meet their linguistic needs (p. 78). Many school districts are unable to find an adequate number of certified, English as a Second Language teachers to serve their English Language Learner population (p. 78).

School districts have also experienced difficulties hiring bilingual teachers to teach the bilingual education programs developed for English Language Learners. Although the number of English Language Learners in the United States continues to grow steadily each year, only a small percentage of these students are instructed by bilingual teachers (Freeman & Freeman, 1994). The shortage of bilingual teachers causes many English Language Learners in the United States to acquire English as a second language through the regular general education curriculum (Schwarzer, Haywood, & Lorenzen, 2003).

According to Hudelson (1987), teachers do not have to be bilingual to work effectively with English Language Learners; however they do need to possess a thorough understanding of their students' language and learning and transform this knowledge into classroom practice. Teachers who are assigned English Language Learner students very rarely receive instructional support in working with these students in their classrooms. Fillmore and Snow (2000) contend that it is very likely that most teachers have gone through the public school system without ever having the opportunity to "study the structure of English or to learn another language, and as a result, they do not feel very confident talking about language" (p. 10).

United States demographic changes have occurred so quickly that school districts cannot keep up with the challenges these changes present (Boyd & Brock, 2004). "Between 1990 and 2000, the Hispanic population increased by approximately 10 million people, accounting for 38 percent of the nation's overall population growth during the decade" (National Center for Education Statistics, 2003, p. 6).

The lack of support school districts offer teachers leads some monolingual English speaking teachers to base their classroom routines and curriculum on perceptions and myths they have created and collected about the education of English Language Learners. A common myth

among teachers according to Samway and McKeon (1999) is that teachers who instruct students in English speaking classrooms “should not allow students to use their primary language, as this will retard their English language development” (p. 12). Teachers who support this myth are aware of the importance in helping their English Language Learners develop English language proficiency, and they believe that the avenue to complete this task involves immersion exclusively in the English language (Freeman & Freeman, 1993). The belief in this myth causes some monolingual teachers to forbid the use of English Language Learners’ primary language in the classroom setting. This myth is not reality. Krashen (1999) contends that first language literacy is important in the teaching of English Language Learners. Students should be allowed and encouraged to use their primary language in the classroom when English language development is not the focus of instruction (Perez, 1994). English Language Learners should also be allowed to speak their primary language with friends and school personnel who share their linguistic culture because this action supports their native language maintenance and it sends the message to the student that “diversity is not a problem, but rather an opportunity for every American to experience other people’s culture” (Perez, 1994, p. 151).

Monolingual teachers who are educating English Language Learners in the context of the regular education classroom can use the English Language Learners’ primary language as a valuable tool for all students. This study investigates how a monolingual English-speaking teacher can strategically incorporate Hispanic English Language Learners’ primary language into the classroom setting and the teacher’s experiences throughout this process.

Focus of the Study

Building on the research that promotes the use of English Language Learners’ primary language in the context of the classroom, one of the major goals of this research is to extend

understanding of how a monolingual English-speaking teacher can strategically incorporate Hispanic English Language Learners' primary language into the classroom setting and of the teacher's experiences throughout this process. A review of the literature explored various areas related to this topic: first, an overview of Hispanic English Language Learners was explored in order to understand these students' backgrounds and challenges; second, the contradicting views of including English Language Learners' primary language in the classroom setting was presented with the intention that the reader will become aware of the views related to this topic; third, school environments and the use of English Language Learners' primary language in the classroom setting was explored in order for the reader to become familiar with the present state of the use of English Language Learners' primary language within the context of the classroom; and last, teachers and the use of English Language Learners' primary language in the classroom setting was investigated so that the reader would understand that many variables are involved in the relationship between the teacher and the use of English Language Learners' primary language in the context of the classroom.

The classroom teacher will be the primary participant in this case study and the majority of the data gained will be based on her actions, thoughts and perceptions; therefore the research questions that guide this study focus on the classroom teacher. The research questions are:

- (1) What are the classroom teacher's attitudes and perspectives before, during, and after the implementation of interventions that foster the use of Spanish English Language Learners' primary language in the classroom setting?
- (2) What are the experiences a monolingual English speaking teacher encounters throughout the process of interventions that foster the use of Spanish-speaking English Language Learners' primary language in the context of the classroom?

- (3) Based on the teacher's perceptions of the students' actions, how do all students respond to the implementation of interventions that foster the use of Spanish-speaking English Language Learners' primary language in the classroom environment?
- (4) How do the teacher's perceptions of her students' responses to the interventions that foster the use of Spanish-speaking English Language Learners' primary language in the context of the classroom affect her actions and beliefs about the implementation of the particular interventions utilized in her classroom?

A need exists to understand answers to the preceding questions in hopes of developing models and theories on the implementation of English Language Learners' primary language in the context of the classroom in order to extend the knowledge base for pre-service teachers, in-service teachers, education professors, and school administrators.

Method of Investigation

A qualitative case study was chosen in order to extend understanding of how a monolingual English-speaking teacher can strategically incorporate Hispanic English Language Learners' primary language into the context of the classroom and of her experiences throughout this process. This case study included instructing a monolingual English speaking teacher on the interventions that may foster the use of English Language Learners' primary language in the classroom setting and observing the classroom teacher as she implemented these particular interventions.

A case study was chosen due to the complexity of the relationship between the classroom teacher, the school and classroom environment, and the students. The case study method also allowed me to describe the specific settings related to the implementation of interventions that

may foster the use of English Language Learners' primary language in the context of the classroom.

Yin (2003) contends that "case study methods allow investigators to retain the holistic and meaningful characteristics of real-life events" (p. 2). I observed a classroom teacher and her students throughout the course of the school day. To record in the natural setting of the school day, qualitative research was required. The qualitative research methods that will be used for this particular case study in order to create an in-depth analysis of the case are: observations, interviews and journal entries.

The first data collection methods conducted in this specific case study were a pre-observation and a pre-interview. Pre-observations and pre-interviews were conducted in order to gather information to describe the participating teacher, the school, the classroom and the class of students. Observations and interviews were conducted throughout the intervention process with the intention of gaining understanding of the experiences the classroom teacher was encountering during the implementation of interventions that may foster the use of English Language Learners' primary language in the context of the classroom. A final interview along with journal entries written by the classroom teacher were collected so that I could gain a richer understanding of the experiences of the classroom teacher throughout the intervention process.

My research goals are first to explore and describe the monolingual teacher, the school, and the incorporation of interventions that foster the use of English Language Learners' primary language in the context of the classroom. Secondly, I hope to investigate the successes and challenges the classroom teacher experiences throughout the process of implementing interventions that fosters the use of English Language Learners' primary language in the classroom setting.

Definitions

Hispanic Americans – “Americans who share a culture, heritage, and language that originated in Spain. Most of the Hispanics living in the United States have cultural origins in Latin America. The largest group of Hispanics in the United States are Mexican Americans, Puerto Ricans, and Cubans” (Banks, 2001, p. 429). Hispanics are one of the fastest growing groups of color, and the United States census projects that by the year 2050 Hispanics will make up 24 percent of the nation’s population (Banks, 2001).

The majority of the research conducted in educational settings uses the terms “Latino” or “Hispanic” to describe participants, but the research is primarily based on the lives of Mexican Americans (Torres, 2004). Several Hispanics in the United States prefer to be referred to as *Latino* rather than *Hispanic* even though almost all United States documents and reports use the term *Hispanic*. For the purpose of this report, I will use the terms Hispanic English Language Learners or Spanish-speaking English Language Learners due to the fact that all the English Language Learners in the participating teacher’s class speak Spanish. The exact group of Hispanic origins of these Spanish-speaking English Language Learners in the participating teacher’s class is unknown.

Early childhood students – The early childhood years span from birth through age eight, which includes a child’s earliest school years through the third grade.

English speaking and academically proficient in English- Speaking a language, in this case English, is different from being academically proficient in a language. When an English Language Learner begins to speak English that does not necessarily mean they are capable of using English in an academic setting.

Variations in content can result in different levels of cognitive demand on learners.

Language used to communicate about objects and concrete concepts tends to place less of a cognitive load on learners than does language about complex notions or abstract ideas.

Language that expresses what one already knows and understands is less cognitively demanding than that which teaches a new concept or principle. (Samway & McKeon, 1999)

Limited- English- Proficient (LEP) – “The most commonly used term to refer to students who come from language backgrounds other than English and whose English proficiency is not yet developed to the point where they can profit fully from English-only instruction” (National Research Council Institute of Medicine, 1997, p. 15).

English Language Learners (ELLs) – This term has been assigned to nonnative English speakers who are learning English (Samway & McKeon, 1999).

Bilingualism – “An individual with a language background other than English who has developed proficiency in his or her primary language and enough proficiency in English not to be disadvantaged in an English-only school environment” (National Research Council Institute of Medicine, 1997, p. 16). For the purpose of this study, bilingualism for native English speakers will mean the ability to use two languages (Agnes, 2003).

Monolingual- The ability to use or know only one language. In the case of the teacher in this particular study, the one language will be English .

Balanced bilinguals - Individuals who have attained a similar level of skills in two languages (Cummins, 2001).

General education classroom or mainstreaming- The process that involves placing English Language Learners into the regular education classroom for instruction (Banks, 2001).

Language shift - “When a community does not maintain its language, but gradually adopts another one” (Hoffman, 1991, p. 186).

Culture – “The ideations, symbols, behaviors, values and beliefs that are shared by a human group” (Banks, 2001, p. 428).

Significance of the Research

Previous research has thoroughly explored the areas of English Language Learners and the programs developed for these particular students; however, there is not an abundance of information available on how a monolingual general education teacher can foster the development of these linguistically diverse students.

A teacher who instructs Hispanic English Language Learners was chosen for this case study due to the overall expanding population in the United States of Hispanic groups and the constant and immediate growth of Hispanics in the particular area in which this case study is set. Hispanics were also the minority group of exploration due to the difficulties and hardships Hispanic suffer in society and the United States school systems. “Hispanic students as a group have the lowest level of education and the highest dropout rate of any group of students. Conditions of poverty and health, as well as other social problems have made it difficult for Hispanics living in the United States to improve their educational status” (Padron, Waxman, Rivera, 2002, p. 1).

This study adds to the knowledge base that monolingual-English speaking teachers can be effective agents in assisting English Language Learners with their language transition and maintenance. The primary goal of this research is to find out information that can help build valuable theories, models or instructions that will help monolingual English-speaking teachers

throughout the process of implementing English Language Learners' primary language into the context of the classroom.

The information investigated will give pre-service and in-service teachers insight into some of the difficulties a monolingual English-speaking teacher might experience throughout this process. The information recorded can be processed and changed to better meet the needs of monolingual English-speaking teachers and all students.

Researchers and educators will be interested in this information because it gives teachers another avenue to take within the realm of educating English Language Learners. Also, the implementation of this research is simple and inexpensive for most teachers. This is important since expense is one of the major reasons for the shortage of programs for English Language Learners. Lastly, the results of this study will aid in the instruction of all students and will assist school systems in creating citizens prepared for the linguistically and culturally diverse future of the United States of America.

Conclusion

This chapter introduced the exploratory topic of this particular case study. Ultimately, this study will extend understanding of how a monolingual English-speaking teacher can strategically incorporate Hispanic English Language Learners' primary language into the context of the classroom and of this teacher's experiences throughout this process. The following chapters will include a review of the literature that solidifies the need for this case study and an explanation of the qualitative research methods used to describe the holistic picture of this case.

Chapter II

Review of the Literature

The purpose of this case study is to extend understanding on how a monolingual English-speaking teacher can strategically incorporate Hispanic English Language Learners' primary language into the classroom setting and to describe the teacher's experiences throughout this process. The data collected throughout this study will support monolingual English-speaking teachers in the creation of multicultural learning environments that are beneficial for all students. Therefore, a review of the literature includes: 1. an overview of Hispanic English Language Learners; 2. stances and contradicting views of including English Language Learners' primary languages in the classroom setting; 3. school environments and the use of English Language Learners' primary language in the context of the classroom and 4. teachers and the use of English Language Learners' primary language in the classroom setting. This section will also include the theoretical framework for this study due to its correlation with the literature, questions and interventions used in this specific case study.

Hispanic English Language Learners

"Students of diverse backgrounds" are becoming more predominant in regular education classrooms (Au, 2006). Au (1993) restates in her 2006 publication, *Multicultural Issues and Literacy Achievement*, the three areas of cultural differences students of diverse backgrounds show: "ethnicity, socioeconomic status, and primary language" (p. 4). This case study focuses on the area of primary languages, specifically on those students whose primary language is Spanish and are presently being educated in English speaking schools. I chose to study students whose primary language is Spanish due to the United States' large Hispanic population and the Hispanic population increases in the setting in which this case study takes place. Due to the

change in Hispanic demographics in which this case study takes place, a need has evolved for more research in the area of monolingual English speaking teachers and their relations to Hispanic English Language Learners.

According to researchers at the University of Houston's Center for Research on Education, "Hispanic students currently make up fifteen percent of the elementary school-age population and will comprise nearly twenty-five percent of the total school age population by the year 2025" (Padron, Waxman, & Rivera, 2002, p.2). Seventy five percent of students enrolled in programs for English Language Learners, including English as a second language (ESL) programs and bilingual education programs are Hispanic students or students whose primary language is Spanish (Padron, Waxman, & Rivera, 2002).

The high percentages of the Hispanic school-aged population are due to the overall Hispanic population increase in the United States.

Between 1990 and 2000, the Hispanic population increased by approximately 10 million people, accounting for 38 percent of the nation's overall population growth during the decade. Hispanics are expected to account for 51 percent of the population growth between 2000 and 2050 so that, by mid-century, Hispanics are projected to reach 98 million in number, thus representing about one-fourth of the total U.S. population....

(National Center for Education Statistics, 2003, p. 6)

This large increase of Hispanic students in United States school systems calls for citizens, especially teachers to be informed about and to understand the characteristics and diverse needs of Hispanic students. Gonzalez, Moll, and Amanti (2005), through longitudinal research in households of diverse students, call the approaches specific groups of people take toward engaging in everyday life as their "funds of knowledge" (p. xi). These researchers contend that,

“People are competent, they have knowledge, and their life experiences have given them that knowledge” (p. x). The pedagogical link with this information that researchers or teachers can gather about their students is that instruction must be connected to students’ lives, and the curriculum must be connected to history and community environments for maximum learning to occur (Gonzalez, Moll, & Amanti, 2005).

Obstacles of Spanish English Language Learners

Members of the Hispanic population encounter several obstacles that directly and indirectly affect their academic successes in schools. One of the largest challenges that Hispanic households and communities encounter is high and persistent poverty. “About 35% of Hispanic children (18 years of age or younger) live in poverty” (Padron, Waxman, & Rivera, 2002, p.2). The United States Department of Education (1996) compared urban schools and their high concentration of students of poverty with suburban schools, which are known for less of a concentration of students of poverty, and found that poverty affects students’ access to a quality education and their ability to succeed in school. Along with the hardships created by poverty, some Hispanic students also experience school-related obstacles directly influencing their academic success.

The National Association for the Education of Young Children (1997), through their position statements, continuously reminds the public of the importance of students’ early childhood experiences: “Children’s experiences during early childhood not only influence their later functioning in school but also can have effects throughout life” (p. 6). Hispanic children at the age of three are less likely to be enrolled in preprimary education than African Americans or White children (National Center for Education Statistics, 2003). However, there is no discrepancy between the amount of White or African American children and Hispanic children

enrolled in pre-kindergarten or kindergarten programs at the age of 4 or 5 (National Center for Education Statistics, 2003). Statistics show that “only 63% of Hispanic kindergartners go on to graduate high school. Only 32% of Hispanics enroll in college, and of that 32%, only 10% graduate. These percentages are significantly lower than those for White and African American kindergartners” (Padron, Waxman, & Rivera, 2002, p. 2). Overall, Hispanic students are faced with obstacles such as poverty and lack of early childhood schooling activities before they reach the elementary grades.

The way schools systems function may also create challenges for Hispanic students. It has been reported that some of the current teaching practices prevalent in schools that serve Hispanic English Language Learners are connected to the underachievement of Hispanic students (Padron, Waxman, & Rivera, 2002). Haberman (1991), a professor of curriculum and instruction, coined the term, “pedagogy of poverty” (p. 291). This pedagogy is consistent with the direct instruction model of teaching, a model that focuses on teacher acts only (Haberman, 1991). These teacher acts are systematic and exclude real life acts of pedagogy: “giving information, asking questions, giving directions, making assignments, monitoring seatwork, reviewing assignments, giving tests, reviewing tests, assigning homework, reviewing homework, settling disputes...” (Haberman, 1991, p. 291). This form of instruction is generic for all students and it does not encourage students to perform to their academic potential. A teacher directed environment accompanied by student compliance breeds unreceptive resentment that may create school resistance among students (Haberman, 1991).

Paulo Freire (2004) in his book, *Pedagogy of the Oppressed*, referred to this method of instruction as the “banking concept of education” (p. 72). Freire states that the attitudes and practices of teachers presenting this model of education “mirror oppressive society as a whole”

(p.73). He refers to the oppressed society as those who are poor and subjected to policies and procedures created by the dominant group, “the oppressors” (p. 48). The attitudes and practices of the banking concept of education include:

- (1.)the teacher teaches and the students are taught;
- (2.)the teacher knows everything and the students know nothing;
- (3.)the teacher thinks and the students are thought about;
- (4.)the teacher talks and the students listen—meekly;
- (5.)the teacher disciplines and the students are disciplined;
- (6.)the teacher chooses and enforces his choice, and the students comply;
- (7.)the teacher acts and the students have the illusion of acting through the action of the teacher;
- (8.)the teacher chooses the program content, and the students (who were not consulted) adapt to it;
- (9.)the teacher confuses the authority of knowledge with his or her own professional authority, which he or she sets in opposition to the freedom of the students;
- (10.) the teacher is the Subject of the learning process, while the pupils are mere objects. (Freire, 2004, p. 73)

Characteristics of high performing schools serving Hispanic English Language Learners

In order to aid Hispanic English Language Learners in overcoming their educational obstacles, high performing schools serving Mexican American students have been researched. Scribner and Scribner (2001) conducted a study on schools along the Texas-Mexico border whose student population consists mainly of Mexican American English language learners from low socioeconomic backgrounds. These researchers contend based

on their research that school failure for Mexican American students can be avoided and that the characteristics of high- performing Mexican American schools are similar to high- performing non-Mexican American schools (Scribner & Scribner, 2001). These characteristics involve community, teacher accountability, communication, and student-centered classrooms. Some of these characteristics are:

- (1.)the way schools addressed community and family involvement,
- (2.)how they built a collaborative school governance system
- (3.)their commitment to connecting curricula and instructional techniques to students' funds of knowledge and cultural backgrounds,
- (4.)how they used advocacy-oriented assessment practices that held educators accountable for their instructional strategies and for the impact they had on Mexican American learners.
- (5.)a clear, coherent vision and mission shared by the school community
- (6.)collaborative administrators who modeled their dedication and vision
- (7.)humanistic leadership philosophies
- (8.)empowerment of professional staff
- (9.)current and appropriate professional development
- (10.) an ethic of caring
- (11.) the belief that all students can succeed
- (12.) an emphasis on accountability
- (13.) a culture of innovation
- (14.) teachers who accept full responsibility for helping students
- (15.) teachers who were extremely caring and nurturing to students

- (16.) consistent, productive, and intensive collaboration among teachers
 - (17.) the encouragement of collaborative learning
 - (18.) student access to a wide variety of learning materials and
 - (19.) utilization of both Spanish and English, as needed, to enhance learning.
- (Scribner & Scribner, 2001, p. 1-2)

All these characteristics can be put into practice by monolingual English speaking teachers. Many of the above characteristics are not controversial, but utilizing some of these procedures is against the beliefs of many educators and public citizens. Consequently, the area that this case study focuses on, extending understanding of how a monolingual English speaking teacher can strategically incorporate Hispanic English Language Learners' primary language into the classroom setting and the teacher's experiences throughout this process, is controversial.

Conflicting Views on Incorporating English Language Learners' Primary Language into the Classroom Setting

Pluralist and Assimilationist Stances

Au (2006), in, *Multicultural Issues and Literacy Achievement*, discreetly describes the pluralist and assimilationist stances. Those who take the assimilationist view tend to express special interest in the dominant group and argue that it is important for all members of society to have a common foundation of knowledge (Au, 2006). Assimilationists like to use the metaphor of the "melting pot" to describe their views, which include that "all ethnic groups within society should accept and adopt the same values as the dominant group" (p. 2).

The pluralist group differs from the assimilationist group in that they tend to take a special interest in minority groups and argue that various ethnic groups can live together in a

community without “the less powerful groups having to be assimilated into the more powerful ones” (Au, 2006, p. 3). Pluralists like to use the metaphor of the “salad or stew” versus the “melting pot,” hence they believe that the “individual ingredients still retain their own distinct identities” (Au, 2006, p. 3). Assimilationists usually favor American literary classics where pluralists find great value in multicultural literacy that includes the works of various types of ethnicities (Au, 2006). The pluralist stance supports including English Language Learners’ primary language into the classroom setting:

Pluralists point out that the imposition of an English-only language policy in the United States runs counter to that of all other developed countries, in which educated people are expected to be fluent in two, if not three or four different languages. The pluralist perspective is that individuals need not leave behind or deny the cultural heritage of their families to be good citizens who contribute to the larger society. (Au, 2006, p. 4)

Au (2006) contends that her support of the pluralist point-of-view “stems from repeated observations, as well as considerable research, showing that maintaining the status quo and an assimilationist perspective in schools has led to patterns of continuing inequality in educational outcomes for students of diverse backgrounds” (p. 4).

Non supporters of English Language Learners’ Primary Languages in the classroom setting

Those who do not support using or valuing English Language Learners’ primary language in the classroom setting are advocates of English only instruction. These followers believe that in order for English Language Learners to acquire the English language they must hear it and use it in an academic setting (Ochoa & Rhodes, 2005). When parents of English Language Learners are given the choice of the type of instruction for their children and they choose this type of instruction, they usually do so due to the advice given to them from the

school: that this is the best way for their child to learn English (Ochoa & Rhodes, 2005). They may also choose this type of instruction due to their own experiences with speaking a language other than English when they entered school and the hardships and challenges it presented to them (Ochoa & Rhodes, 2005).

The purpose of this case study is to extend understanding of how a monolingual English speaking teacher can strategically incorporate Hispanic English Language Learners' primary language into the classroom setting and to describe the teacher's experiences throughout this process. Therefore an in-depth view of the decision to support the inclusion of English Language Learners' primary language in the classroom setting will be presented.

Supporters of English Language Learners' Primary Languages in the Classroom Setting English Language Learners' Reading Proficiency may be Enhanced by the use of their Primary Languages in the Classroom Setting.

Although it appears logical to believe that the best way to help English Language Learners develop English language proficiency is through strictly immersing these students in English, research contradicts this view. Research demonstrates and many leaders in the field of reading education believe that the most effective way for English Language Learners to develop English language proficiency and academic concepts is through these students' native languages (Krashen, 1999; Hudleson, 1987; Hakuta, 1986; Au, 2006). Krashen (1999), in *Condemned Without a Trial*, states that schools which provide English Language Learners with quality education in their primary languages give these students two valuable gifts: knowledge and literacy. "The knowledge that children get through their first language helps make the English they hear and read more comprehensible. Literacy developed in the primary language transfers to the second language" (Krashen, 1999, p.vii).

This case study focuses on a monolingual teacher of early childhood English Language Learners; consequently, these students are preliterate. “We define preliterate students as those who have not yet learned to read and write in any language” (Williams & Snipper, 1990, p.78). It is important for preliterate students to fully develop their primary language because their first language instruction builds the coherent methods needed to foster academic concepts (Freeman & Freeman, 1994). Therefore the concepts learned in their primary language transfer to concepts in English, and these skills build general linguistic proficiency. If English Language Learners enter school and stop using primary language and begin to use English, “it may be more difficult for them to develop their general linguistic proficiency” (p. 168). It is beneficial for early childhood English Language Learners to be in a classroom that supports the use of the primary language as well as English. Then the student will be able to develop proficiency in both languages.

Pride May be Established by English Language Learners due to the Use of Their Primary Languages in the Classroom.

When English Language Learners are instructed in an English speaking classroom, they often begin to feel that their primary languages and cultures are sources of conflict due to the difficulties they experience in school (Perez, 1994). Freeman and Freeman (1994), leaders in reading education, support the belief that allowing students to use their primary languages in the classroom setting builds English Language Learners’ self-esteem.

Instruction as a whole can capitalize on students’ strengths. Allowing English Language Learners to use their primary language in the classroom gives them opportunities to demonstrate their knowledge and competence and to exhibit what they know rather than what they do not know (Hudelson, 1987). When English Language Learners experience success in their first

language, they build confidence to pursue other academic obstacles. Teachers can explore different options to find out about their students' backgrounds and languages and share this knowledge with their class. "Respecting and appreciating diverse language is a necessary first step in successful literacy instruction" (Barnitz, 1997, p. 25).

Banks (2002), a leader in the field of multicultural education, supports the notion that because the "Anglocentric" curriculum still exists in varying forms in our nation's schools and universities, educators are harming both the Anglo-American students and students of diverse ethnicities and backgrounds. When students are taught mainly from the perspective of one dominant culture, they are denied the flavor and richness of literature, music, values and lifestyles of other ethnicities. Students of Western European descent can be enriched by being exposed to the various views of other cultures such as African Americans, Puerto Rican Americans, Polish Americans, Italian Americans and Mexican Americans. According to Lake and Pappamihel (2003), "all young children, whether native or non-native English speakers, bring a wealth of information, cultures and resources with them" to school (p. 203). However, in order for the sharing of culture to take place, teachers must be knowledgeable and accepting of all students' backgrounds (p. 203). Sharing of cultures builds community, and all students gain the comfort of being part of this unity. When students feel comfortable and can identify themselves as part of the community they begin to feel good about themselves and their family backgrounds.

English Language Learners' Family Relations May be Strengthened as a Result of Including their Primary Languages in the Classroom Setting.

Fully immersing English Language Learners in English leads them to believe that in order to succeed in the school environment they must conform to the English language. Some

English Language Learners, in hopes of avoiding school obstacles, develop English quickly and lose their primary language (Wong-Fillmore, 1991). “When a community does not maintain its language, but gradually adopts another one,” this is referred to as a language shift (Hoffman, 1991, p. 186).

In order to protect their children from the negative stigma associated with diverse language usage, many parents promote their child’s development of the English language. Wong-Fillmore (1991) explains that in homes where parents communicate with children in the family’s primary language and the child is persistent in learning English and only responds in English, family communication may dissolve. This leads parents to be cut off from their children and unable to provide the support children need in and out of school.

In other circumstances English Language Learners blame their parents for not teaching them English (Wong-Fillmore, 1990). Therefore these students may reject their family’s native language and the cultural values their parents have taught them. Once again this creates a language barrier among family members. English Language Learners and especially early childhood English Language Learners need to communicate with their parents in order to receive support and guidance in life.

According to Brice and Roseberry-McKibbin (2001), the main rationale for maintaining English Language Learners’ primary language is that “parents should be able to communicate with their children” (p. 12). In Brice and Roseberry-McKibbin’s (2001) research experiences with the parents of English Language Learners, they found that the parents of these students are generally supportive of the use of English and their child’s primary language in classroom settings. When these parents are informed “that using the two languages seems to facilitate

English language learning, then their fears of their child's lack of school success are alleviated" (p. 13).

Wong-Fillmore (1991) states that:

Society should not adopt educational policies that diminish the role families must play in the socialization and education of their children, nor should it contribute to the breakdown of family unity. Not everything children need to learn can or should be learned in school. (p. 43)

English Language Learners' Primary Language can be used in the Classroom Setting as a Resource for all Students.

Exposing native English speakers, especially monolingual students, to the language varieties of their English Language Learner classmates allows them to experience different languages and cultures. These experiences are aligned with the goals of multicultural education. According to Banks (2002), multicultural education is comprised of four major goals: (1) to assist individuals in experiencing greater self-understanding by viewing themselves from the perspectives of other cultures; (2) to avoid focusing primarily on mainstream Anglo-American culture, and to provide students with cultural and ethnic alternatives; (3) to equip all students with the skills, attitudes, and knowledge necessary to function within and across other cultures, within the mainstream culture and within their own ethnic cultures; (4) to limit or lessen the pain and discrimination that members of some ethnic and racial groups experience due to their diverse racial, cultural and physical characteristics.

When monolingual English speakers experience the primary language of their English Language Learner classmates, they become aware that cultural diversity is the norm in the 21st century (Cummins, 2001). Experiences with diverse languages will prepare native English

speakers to become respectful citizens in the United State's rapidly changing society. This exposure to various languages will enable native English speakers in the future to compete in the global marketplace due to their knowledge and experiences with a variety of languages and cultures (p. 301)

Including English Language Learners' Primary Language in the Context of the Classroom may Foster Bilingualism

The term bilingual encompasses several definitions. These definitions vary depending on who is acquiring the second language, and under what circumstances this person has chosen or not chosen to learn a second language. For the purpose of this study, bilingual will refer to "an individual with a language background other than English who has developed proficiency in his or her primary language and enough proficiency in English not to be disadvantaged in an English-only school environment" (National Research Council Institute of Medicine, 1997, p. 16).

Vygotsky (1986) explained that being able to express the same thought in more than one language enables children to compare and contrast two language systems, which allows them to develop a greater metalinguistic awareness. Metalinguistic awareness "is the ability to analyze the form as well as the content of language, knowledge of how to talk about language, and control over non-literal uses of language like puns, irony, and figures of speech" (Snow, 1990, p. 65). Metalinguistic skills are strongly related to the emergence of reading in young children (p. 65).

According to Cummins (2001), the studies which have reported positive effects associated with bilingualism usually involve balanced bilinguals. Balanced bilinguals are individuals who have attained a similar level of skills in two languages (p. 51). Cummins also

concluded that these studies exhibit evidence that under the conditions of balanced bilingualism, a second language can be acquired at no cost to an individual's primary language skills (p. 51).

Peal and Lambert (1962), through a research study on bilingualism, found that bilinguals performed better than monolinguals on verbal and nonverbal intelligence tests. Also through the St. Lambert Experiment, a famous study on bilingual children, Lambert and Tucker (1972) found that bilingual children possess either equal abilities with their monolingual classmates or cognitive advantages over their monolingual classmates.

Recent research has shown that bilingualism enhances classification skills, concept formation, analogical reasoning, visual-spatial skills, creativity and additional cognitive gains (Chipongian, 2000). However Baker (1993) argues that a level of competence must be reached in both languages in order for the cognitive benefits of bilingualism to take place. When students exhibit a level of competence in both languages—for example, being able to produce “two or more words for an object or idea,” they “may possess an added cognitive flexibility” (Baker, 1996, p. 130). Cognitive flexibility in relationship to bilingualism and creativity means that the bilingual person who has competence in two or more languages may increase his or her “fluency, flexibility, originality, and elaboration in thinking” (Baker, 1996, p. 130).

According to Baker (1996) the relationship between bilingualism and cognitive benefits does not have to be a cause and effect relationship. “It is not impossible that the causal link may run from cognitive abilities to enhanced language learning. Or it may be that language learning and cognitive development work hand in hand. One both promotes and stimulates the other” (p. 141). This research implies that when all students, English Language Learners and non-English Language Learners, alike learn a new language, cognitive language abilities are enhanced.

When English Language Learners are allowed to use their primary language in the classroom setting, bilingualism is fostered in all students. English Language Learners are able to maintain their primary language while at the same time learning English. These students are able to speak English and their primary language at school and then enter their homes where they are able to communicate with their families in their primary languages. Allowing English Language Learners to use their primary language in the classroom establishes choices for them, and it enables them to maintain both languages.

When English Language Learners use their primary language in the context of the classroom, it becomes a learning resource for native English speakers. Native English speakers who are proficient in English are exposed to diverse languages. This exposure allows students to become familiar with a second language in addition to their primary language. Native English speakers may become interested in other languages and cultures, and this interest may lead students to the motivation necessary to acquire a second language. Cummins (2001) stresses, “Even minimal investment in bilingual programs for both majority and minority students and a focus on infusing multicultural awareness across the curriculum can contribute significantly both to the nation’s economic competitiveness and to its ability to collaborate internationally in resolving global problems” (p. 301).

The School’s Environment and the use of English Language Learners’ Primary Language in the Classroom Setting

The Curriculum

The school environment can determine how successfully English Language Learners make the crucial transition from home to school (Fillmore & Snow, 2000). Nieto (1999), a leader in multicultural education, states that “Learning cannot be separated from the context in which it

takes place because minds do not exist in a vacuum, somehow disconnected from and above the messiness of everyday life” (p.11). There are very few American schools that promote bilingualism (Cummins, 2001). In fact, most schools are structured to minimize the use of English Language Learners’ primary language even among students who enter school as bilinguals (Cummins, 2001).

Commins (1989), through studying and analyzing four Spanish-speaking bilingual students’ language patterns found that students were reluctant to use their native language of Spanish in English-Spanish bilingual programs, although the use of Spanish was accepted and encouraged in this context. This finding led her to examine students’ language pattern usage and their attitudes towards speaking Spanish or English. She found that students preferred to use English in several contexts including the home and school even though they were more proficient in Spanish due to the stigmatism the Spanish language presented. Commins (1989) recorded that students concluded a negative connotation with speaking Spanish through the school environment or the way Spanish-speaking students were perceived at their particular schools. The Spanish-speaking bilingual students were aware of being different, and they were able to make the connection between speaking Spanish with the “low” or “dumb” group or those students who are always placed in low reading or low math classes (Commins, 1989, p.35). Schools and faculty may unconsciously send the message to Spanish-speaking English Language Learners that because their language is not used for instruction, it is not valued. This perception may be presented through the school’s curriculum.

Eisner (2002), a professor of curriculum and instruction at Stanford University, presents in his book, *The Educational Imagination on the Design and Evaluation of School Programs*,

“the three curricula that all schools teach”: the explicit, the implicit and the null curriculum (p. 87). Eisner (2002) states:

When we ask, therefore, about the means through which schools teach, we can recognize that one of the major means is through the explicit curriculum that is offered to students. But that is not all. Schools also teach, through the implicit curriculum, that pervasive and ubiquitous set of expectations and rules that defines schooling as a cultural system that itself teaches important lessons. And we can identify the null curriculum—the options students are not afforded, the perspectives they may never know about, much less be able to use, the concepts and skills that are not a part of their intellectual repertoire. Surely, in the deliberations that constitute the course of living, their absence will have important consequences on the kind of life that students can choose to lead. (p. 106-107)

The explicit curriculum is goals and objectives that are publicly stated, such as school district curriculum guides (Eisner, 2002). The implicit curriculum, sometimes referred to as the “hidden curriculum,” is not officially stated (Joseph, Bravmann, Windschitl, Mikel, & Green, 2000, p. 3). This type of curriculum can be intentionally or unintentionally taught (Eisner, 2002). For example, when a teacher is trying to teach her students to treat each other with respect she will intentionally model this behavior, but she will not state it in her lesson plans or report this information to parents. The curriculum can be unintentionally taught as in the situation stated above: students can comprehend their value to the school and teachers, due to the way they are treated or their culture is presented in the school setting. The implicit curriculum or the hidden curriculum plays a large role in how English Language Learners perceive their “place” in the school setting. When the school environment does not acknowledge the diverse cultures of English language learners, this unconsciously sends a message to them that they are

not valued. This leads into the “null” curriculum, which includes everything that teachers do not teach (Eisner, 2002). This curriculum includes not presenting students with different perspectives, biases, or considerations, which in turn will make students incapable of analyzing material, such as history, on their own (Eisner, 2002). The harm of this curriculum is that in the future students will not be able to make their own decisions and learn to depend on their judgment to make life choices.

The Dominant Language and Culture, English, and the School Environment

Heath (1983), a researcher in language development, concluded from her studies of white and black working-class families, that the lack of school success experienced by English Language Learners may be due to a mismatch of home and school cultures. Au (2006) also contends through her research of Hawaiian children that the school is a mainstream institution; therefore it promotes the mainstream language and culture of English. This choice of functioning by the school may present learning obstacles to English language learners due to their unfamiliarity with values and standards of behavior implemented in the school (Au, 2006).

Some contemporary theorists in the field of education believe that schools are structured to operate on the promotion and reliance of the dominant language, English (Delpit, 1995; McLaren, 2003). Lisa Delpit (1995), a researcher in the field of education, presents the theory of “the culture of power” and its existence in American schools and classrooms. There are five aspects of the culture of power:

- (1) Issues of power are enacted in classrooms.
- (2) There are codes or rules for participating in power; that is, there is a “culture of power.”

- (3) The rules of the culture of power are a reflection of the rules or the culture of those who have the power.
- (4) If you are not already a participant in the culture of power, being told explicitly the rules of that culture makes acquiring power easier.
- (5) Those with the power are frequently least aware of—or least willing to acknowledge—its existence. Those with less power are often most aware of its existence. (p. 12)

Delpit's "culture of power" theory is closely related to the use of English Language Learners' primary languages in the context of the classroom. The "power" in this situation is the dominant or majority group, which involves the language permitted by the Anglo Saxon culture, Standard English. When English Language Learners are taught, instructed and assessed in English, the "power" group decides their "normalcy" or intelligence (p. 25). The rules or codes for participating in power, refer to language. English Language Learners do not speak the language of the "power" group; therefore, they are not following the rules or participating in the school environment correctly.

Robisheaux (1993), through a qualitative study of why Hispanic English language learners were having difficulties in the regular education classroom, found that teachers reflected characteristics of power and authority. "There is a close relationship between teachers' interactions and the manner in which those interactions reproduce the dominant culture" (Robisheaux, 1993, p.109). She also concluded from classroom observations that the classroom atmosphere is a haven for the reproduction of the dominant culture. This representation of power by teachers was accommodated with the use of English for instruction, which announced to students that English was the "language of knowledge and therefore imbued it with power"

(Robisheaux, 1993, p. 112). Robisheaux (1993), through observations of English Language Learners, concluded that Spanish was perceived by students as the language of the home and that it is not as powerful as English because it is not used in the school setting. Power, which usually is controlled by the dominant group, can be presented in many different areas of the school environment.

Robisheaux (1993), through analyzing the practices of Hispanic and non-Hispanic teachers, also found that Hispanic teachers not only reproduce the dominant culture as much as non-Hispanic teachers, but they do so in the same ways. She then concluded that Hispanic teachers use their connection with Hispanic English Language Learners, which was enhanced by their ability to communicate with these particular students, as a “tool for acculturation to the dominant culture” (p. 108).

Delpit (1995) explains that when students are not part of the power group, it is much easier for them to acquire membership when they receive explicit directions or rules on how to become part of the group. Hoffman (1991) contends that “one of the most powerful causes of language shift can be seen in those areas where the school language is that of the high-status group and no provision is made for the children of the low-status group to learn to read and write the language of their ancestors” (p. 191). This case study, which fosters the use of Hispanic English Language Learners’ primary language in the context of the classroom, aims to expose all students to various languages in order to prevent English Language Learners from feeling isolated or inferior.

Peter McLaren (2003) in his publication, *Life in Schools*, examines schools by using a “critical theory of education” (p. 185). This view examines “schools both in their historical context and as part of the existing social and political fabric that characterizes the class-driven

dominant society” (p. 185). The main objective for critical theorists is “to empower the powerless and transform existing social inequalities and injustices” (McLaren, 2003, p. 186).

When English Language Learners are not allowed to use their primary language in the context of the classroom or do not have the choice to become bilingual, these students are disempowered. If students would be able to use their primary language in the classroom and maintain their language, it may give them the ability to continue communicating with their family and prepare them for society and the marketplace. When teachers and schools promote English Language Learners’ primary language in the classroom, according to McLaren, they are trying to transform “social inequalities and injustices” (p. 158).

Teachers and the use of English Language Learners’ Primary Language in the Classroom

Setting

One of the major challenges for present day United States teachers is the number of English Language Learners placed in their mainstream classrooms. Although the number of English Language Learners continues to grow steadily each year, only a small percentage of these students are instructed by bilingual teachers (Freeman & Freeman, 1994). The United States teaching force is not well prepared to help English Language Learners adjust to school and learn happily: “Too few teachers share and know about their students’ cultural and linguistic backgrounds or understand the challenges inherent in learning to speak and read Standard English” (Fillmore & Snow, 2000, p.3).

Teacher judgments and expectations

The judgments teachers make daily can have a large impact on students’ lives. These judgments range from everyday judgments and responses that affect students’ sense of self as learners to the more important decisions about placement, promotion, or referrals for evaluations

(Snow & Fillmore, 2000). American schools place great value on individual differences and how these differences affect students' learning abilities. Under most circumstances, teachers are in charge of making these judgments and performing evaluations and assessments that determine student academic abilities. Decisions and judgments determined by the results of assessments have always remained questionable due to the validity of the evaluation instruments used. "There are rather great differences across cultures in the kinds of linguistic behaviors believed to be appropriate for children at any age. The kinds of skills that children bring from home reflect those differences in belief" (p. 9). Due to the extreme amount of linguistic diversity in today's classrooms, teachers must begin to realize that children may differ considerably in their skills and abilities, and that these differences should not be treated as deficiencies.

When teachers are knowledgeable about students' primary languages, they are better able to assess English Language Learners and place these students in appropriate groups. Whether or not teachers utilize ability grouping in their classrooms, teachers create expectations for their students based on evaluations and assumptions.

Prospects, a study recorded in *Improving Schooling for language-minority children*, examined English Language Learners' grades and teacher ratings of student abilities. "English-language learners were less likely than all students to receive grades of excellence in reading or math. Teachers also rated such students lower than all students in their overall ability to perform in school and their overall achievement in school" (National Research Council of Medicine, 1997, p. 22).

Once children are placed in a low-achieving group, they typically receive differential instruction. Many times the experience of being placed in a low-achieving group leads these students, usually English Language Learners, to behave just as a low-ability group would: "They

are poorly motivated, low achieving, and less enthusiastic about school than they should be” (Fillmore & Snow, 2000, p. 8). English Language Learners learn to perform to the level of expectations communicated to them, which in most situations is low.

When teachers bring English Language Learners’ primary language into the classroom, it may enable teachers to recognize the learner’s full potential. According to Schwarzer, Haywood, and Lorenzen (2003), monolingual English-speaking teachers can assess English Language Learners reading in their primary language even though the teachers do not speak the students’ language. The teacher would assess the English Language Learners’ reading in their primary language just as they would in English: checking for the child stumbling over every other word, looking for help or sounding like a monotonous reader. Assessing English Language Learners’ reading abilities in their primary language is a valuable source in evaluating the students’ English language proficiency. Concepts learned in English Language Learners’ primary language transfer to concepts in English, and this builds general linguistic proficiency (Williams & Snipper, 1990). When teachers are knowledgeable about their students’ abilities in their primary language, this may lead the teacher to have higher expectations for the English Language Learners, which in return will motivate the student to perform to the expectations placed on him or her (Fillmore & Snow, 2000).

Teachers’ Attitudes

Teachers’ attitudes about English language learners play a large role in how English Language Learners’ primary languages are accepted in the classroom setting. Schwarzer, Haywood, and Lorenzen (2003), researchers of linguistic diversity, contend that teachers usually hold four attitudes about the use of English Language Learners’ primary languages in the school

setting: “forbid native languages, allow native languages, maintain native languages and foster native languages” (p. 454).

Teachers usually “forbid” English Language Learners’ native languages in the school setting because they are unaware of their students’ native languages and they strongly believe their sole purpose is to teach their students the English language (Schwarzer, Haywood, and Lorenzen, 2003). Many teachers are unaware and poorly educated in the area of instructing students with diverse language backgrounds. The type of instruction that generally supports the academic progress of English Language Learners tends to require teachers with high levels of knowledge and capabilities (Au, 2006). English Language Learners, due to the fact that they are typically taught by inexperienced and less qualified teachers, do not receive an adequate education because these teachers are unaware of how to implement effective forms of instruction (Au, 2006).

When teachers “allow” English Language Learners to use their primary languages in the school setting, they usually do so as an aid to instruction and developing the English language (Schwarzer, Haywood, and Lorenzen, 2003). These teachers are using the native language as a resource to learn English, and they believe that students speaking their native language is a “passing illness” that will soon go away (Schwarzer, Haywood, and Lorenzen, 2003, p.454).

Some schools have the advantage of including a primary language “maintenance” program for their English Language Learners (Schwarzer, Haywood, and Lorenzen, 2003). Schools that include these maintenance programs, usually after school or on the weekends, only teach minority languages that a large portion of the schools’ English Language Learner population speaks (Schwarzer, Haywood, and Lorenzen, 2003). “Under these conditions, students perceive a duality in their language learning—school is mainly interested in developing

English, while home and community settings are mostly interested in the development of English and the native language” (Schwarzer, Haywood, and Lorenzen, 2003, p. 454).

“Fostering” students’ native languages or bilingualism in the school setting can include “dual language/ bilingual programs,” where students are expected to achieve high levels of oral and written proficiency in both languages or mainstream classrooms where the monolingual teacher fosters bilingualism or multiliteracy (Schwarzer, Haywood, and Lorenzen, 2003, p.454). A monolingual English-speaking teacher can foster students’ native language by supporting the use of students’ native languages in the classroom setting. This action supports maintenance of students’ primary language. When teachers use the English Language Learners’ primary language in the context of the classroom, it also supports linguistic diversity, which shows students that different languages are acceptable in the school setting.

Researchers have found that there are a range of variables that affect the attitudes that teachers possess in relation to the inclusion of English Language Learners’ primary languages in the classroom setting. Through surveys administered to first through fourth grade, bilingual, regular education and English as a Second Language certified teachers, researchers found that teachers’ attitudes towards the inclusion of English Language Learners’ primary language in the classroom setting is highly affected by the years of service and the types of certification teachers hold (Garcia-Nevarez, Stafford, & Arias, 2005).

Garcia-Nevarez, Stafford, and Arias (2005) concluded that teachers’ negative attitudes towards the inclusion of English Language Learners’ primary language in the classroom setting is equivalent with the years of experience the teacher holds. Hence, the longer teachers have been teaching, the less likely they are to embrace diversity and include English Language Learners’ primary language in the classroom setting. These negative attitudes by teachers may

be attributed to the difficulties and time demands of altering the curriculum to meet the needs of English Language Learners (Garcia-Nevarez, Stafford, & Arias, 2005).

Out of the three types of certifications analyzed--bilingual, regular education, and English as a Second Language--researchers found that bilingual certified teachers were the most supportive of the inclusion of English Language Learners' primary language in the context of the classroom (Garcia-Nevarez, Stafford, & Arias, 2005). It was also concluded that regular education teachers were the least supportive of the inclusion of English Language Learners' primary language in the classroom setting, leaving English as a Second Language certified teachers with a median level between bilingual and regular education teachers' attitudes (Garcia-Nevarez, Stafford, & Arias, 2005).

The attitudes of the bilingual certified teachers were due to their knowledge in the area of bilingualism, which led them to understand that when students are allowed to completely develop their primary language, the "skills learned in the first language transfer to the second language" (Garcia-Nevarez, Stafford, & Arias, 2005, p. 304). Also, due to the bilingual teachers' own bilingualism they realized "the social, personal, intellectual, educational, and economic benefits" bilingualism has to offer (Garcia-Nevarez, Stafford, & Arias, 2005, p. 312).

In contrast to the bilingual teachers' beliefs, the researchers found that regular education and English as a Second Language certified teachers believed that their primary purpose was to teach English Language Learner's English (Garcia-Nevarez, Stafford, & Arias, 2005). However, the study established that English as a Second Language teachers were more supportive of the use of English Language Learners' native languages for the purpose of instruction than regular education teachers, due to their understanding that the use of English Language learners' primary

language in school strengthens students' school experiences and builds motivation in students (Garcia-Nevarez, Stafford, & Arias, 2005).

Lee and Oxelson (2006) through the use of surveys and interviews in California public schools found that teachers' educational backgrounds and experiences with languages other than English affect their attitudes towards English Language Learner maintenance and bilingual programs. Teachers who did not enroll or participate in classes in language education, which usually introduce pre-service teachers to students with diverse language backgrounds, expressed negative or indifferent attitudes towards the use of English Language Learners' primary languages in the school setting (Lee & Oxelson, 2006). The researchers also found that these particular teachers did not see it as their role to teach or to maintain English Language Learners' primary languages (Lee & Oxelson, 2006). The teachers' attitudes affect the instruction they present in the classroom which in turn affects the view that is presented to all students in regards to the education of English Language Learners.

Schwarzer, Haywood and Lorenzen (2003) argue, due to the findings of a research study which observed a monolingual English speaking teacher and her team incorporating English Language Learners' primary languages and cultures into the classroom setting, that "any teacher can foster multiliteracy in the classroom without being a speaker of those languages" (p. 453). They contend that the first steps for teachers are to understand the role that the students' native language plays in the development of the second language and to realize the common myths about the regular education teachers' responsibility in multiliteracy development. The last step Schwarzer, Haywood and Lorenzen (2003) present to teachers is to dispel those common myths and to create a classroom that supports multiliteracy development.

Literature Review Conclusion

In this review of the literature I presented information that supports the idea and need of incorporating Hispanic English Language Learners' primary language into the classroom setting. Both schools and teachers are responsible for this inclusion. The role of the monolingual English speaking teacher was also examined throughout this review, due to the fact that this case study focuses on a monolingual English-speaking teacher and her experiences throughout the process of including Hispanic English Language Learners' primary language into the classroom setting.

Theoretical Framework

This study builds on multicultural ideals and their connection to educational theories. Multicultural approaches stem from two educational theories, Perennialism and Reconstructionism. Kneller (1971) contends that Perennialism is based on the view that "despite differing environments, human nature remains the same everywhere; hence, education should be the same for everyone" (p. 42). Multicultural education completely promotes the ideals and values of the Perennialism theory. According to Kneller (1971), Reconstructionism advocates that "education must commit itself here and now to the creation of a new social order that will fulfill the basic values of our culture and at the same time harmonize with the underlying social and economic forces of the modern worlds" (p. 62). The theory of Reconstructionism is aligned with the goal of multicultural education, which is to teach students to reconstruct society without the ills of discrimination that were once permitted and to protect and serve the interests of all groups of people.

The framework for this case study will include theories or research that support all aspects of this study within the social realm of the classroom. Therefore primary building blocks of this framework are in some way related to the classroom teacher, language and society. This case

study focuses on the teacher and her experiences with language interventions that foster the use of English Language Learners' primary language in the context of the classroom.

The Teacher

James Gee a well-known author and theorist in the field of linguistics presents how “social beliefs can constitute the “reality” they are about (by a “social belief” I mean a belief about the relationships between people in a society)” (Gee, 1990, p. 8). He explains this idea by describing how when teachers have negative beliefs about students and they carry these beliefs with them they create the reality they claim to be describing (Gee, 1990). “Such teachers (and other people sharing their beliefs) construct the students they then criticize, using such criticism as evidence for the original beliefs that constructed such ‘criticizable’ students” (Gee, 1990, p. 9).

This idea that teachers can “create the students they criticize” extends the idea of the self-fulfilling prophecy (Gee, 1990, p.9). A self-fulfilling prophecy appears when “a false definition of the situation evok (es) a new behavior which makes the originally false conception come true” (Merton, 1957, p. 423). Cooper and Good (1983), researchers in the field of teacher and classroom expectations, contend that once an expectation is created, one usually acts in ways that are congruent with the belief and in time “his or her actions may cause the expectation to become a reality” (p.5). Good and Brophy (1970) developed a model and represented it in their 2003 book, *Looking in Classrooms*, that extends the thought that it is the expectation and the behavior (caused by the expectation) combined that creates self-fulfillment. The theory of the self-fulfilling prophecy promotes the idea that teachers' educational expectations of students play a large role in students' academic progress.

Language and Society

The remaining theories of the framework will build on the theories of Lev Vygotsky, a theorist in the fields of linguistics and psychology, who relates cognitive processes to society and culture. Au (2006) through her extensive research in Hawaiian classrooms has recorded that schools usually function in patterns that often have negative effects on the literacy progress of English Language Learners. She contends that, “success and failure in the teaching and learning of literacy are social constructions, resulting from the beliefs, expectations, and actions of human beings-not the innate states on individuals” (p.1). The theoretical perspective underlying these thoughts is known as “social constructivism” (Au, 1998, p.297). The general concept of social constructivism is that:

. . . it focuses on the social conditions under which learning takes place. Failure in learning to read and write is seen to occur because of societal patterns collaboratively produced and maintained by the participants, including teachers, students, families, politicians, and others. Similarly, success in learning to read and write can occur if new patterns are put in place and carried out by these same participants. (Au, 2006, p.2)

Social constructivism in this theoretical framework attempts to explain that English Language Learners are not solely responsible for their successes in education. The environment in which the English Language Learner participates is just as important as the students themselves. Therefore this case study focuses on the teacher and the environment which she and the school has created in order to teach English Language Learners. The social constructivism perspective is aligned with the ideals of Vygotsky’s social development theory of the mind.

Vygotsky's social development theory of the mind is a theory that focuses on the social and cultural basis of teaching, learning and development (Vygotsky, 1978). This theory promotes the idea that "language plays a central role in mediating our actions as humans" (Boyd & Brock, 2004, p.4). The central theme within Vygotsky's ideas and theories is his emphasis on the qualities of human beings and our ability to become aware and change ourselves in various contexts of culture (Vygotsky, 1978).

One of Vygotsky's most well known extensions of this theory is the "zone of proximal development (ZPD), which is a level of development attained when children engage in social behavior. Vygotsky's definition is: "The zone of proximal development is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

In this case study, the zone of proximal development relates to the teacher and her understanding of the language and literacy abilities of not only the English Language Learners in her classroom, but of all students. This knowledge that may surface through the use of English Language Learners' primary language will allow the teacher to expand her students' language abilities and give English Language Learners the opportunity to share their primary language with the rest of the class as a resource for learning. This idea is aligned with Vygotsky's theory, that "human cognition is constituted through meaningful, language-based social interactions" (Boyd & Brock, 2004, p. 4). Through their research in ethnographic studies, Gonzalez, Moll, and Amanti (2005) contend that when teachers attempt to understand the lives of their students and their families from diverse cultural backgrounds, they can better understand the rich cultural and linguistic resources these children bring to the classroom.

Interventions

The interventions implemented in this case study are aligned with the theoretical framework in which this study was created. These interventions include:

(1.) environmental print in English Language Learners' primary language:

This study will implement classroom exposure to environmental print in English Language Learners' primary languages for two reasons: Goodman, Goodman, and Flores (1979) contend that environmental print is an important aspect of students' overall literacy development. Secondly, when students see the print of their primary languages in the school's environment, it sends them the message that the school values their language and culture (Freeman & Freeman, 1993).

(2.) Books in languages other than English:

For the purpose of this study books written in Spanish will be included in the classroom library due to the large Hispanic population of the class. Hudelson (1987) contends that in order for students to develop into proficient readers they need books, magazines and other resources in their primary language. Text in English Language Learners' primary language aids in students' understanding of what reading and writing are for, "using the medium of a language that the children speak fluently and that they have used to make sense of their life experiences to this point and time" (p. 830). Books in English Language Learners' primary languages build a bridge from students' primary language proficiency to their English language proficiency. Books in English Language Learners' primary language are also a valuable tool to expose native English speaking students to diverse languages and concepts.

(2.) Read-alouds:

The monolingual English speaking teacher in this case study will read books to the class which are narrated in English and Spanish. These books will mainly include words and activities focusing around Hispanic families and the experiences they encounter. The read-alouds in this case study will be used to motivate relevant conversations, produce opportunities for students to share information about themselves and as a prompt for writing activities.

Read-alouds help build students' prior knowledge, and they provide opportunities for class discussions focusing on the content of the text (Mahn, McMann, & Musanti, 2005). During read-aloud activities teachers also introduce and extend new vocabulary to students. When teachers read to their class in English Language Learners' primary language, it shows that the teacher has respect for her students' linguistic diversities (Perez, 1994). Due to the fact that schools support and express the value of books and reading, it is the school's job to provide students with books that represent the students' families and communities (Ada & Campoy, 2004). Teachers should choose "culturally relevant" texts for read-alouds (Alanis, 2007, p. 29). When texts are culturally relevant they focus around information or events which draw upon students' prior experiences, background and culture (Alanis, 2007).

(4.) Writing prompts:

After the teacher and the class in this case study read and discuss a text that fosters the background languages and culture of the Hispanic English Language Learners in the classroom, students will be asked to become authors themselves and write a paragraph based on the book's topic. Alma Flor Ada and Isabel Campoy in their book,

Authors in the Classroom: A Transformative Education Process, contend that, “To be able to write what one thinks, feels, imagines, and dreams is extremely liberating and powerful. Often it depends far less of possessing a particular set of skills than on having the confidence and the willingness to try” (p. 32). Some English Language Learners may have not yet developed all the skills needed to be a successful writer but inviting them to write about a topic they are familiar with gives them the motivation to try to write.

(5.) Using short phrases of English Language Learners’ primary languages:

Even though monolingual teachers may have no prior experience with minority cultures in the United States, they can seek ways to become more knowledgeable (McGee & Morrow, 2005). The monolingual English speaking teacher in this case study will accomplish this task by learning and using short phrases in Spanish. This strategy will inform the teacher of her students’ background language (Schwarzer, Haywood, & Lorenzen, 2003). More importantly, monolingual English-speaking teachers can help English Language Learners appreciate the value of their primary languages if they show interest in their students’ primary languages. Teachers can exhibit this attitude of appreciation for linguistic diversity by learning words and phrases from their own family heritage language as well as their students’ languages.

(6.) Multicultural activity- culture and language tree

The class in this case study will participate in an activity in which they create a language tree by asking their parents the language of their grandparents or ancestors and relating this information to the classroom teacher. The classroom teacher will find symbols via the internet that represent the cultures the students’ family members spoke and the students will color the symbols and place them on a tree displayed on a large

bulletin board in the classroom. Many teachers in the United States come from countries other than America. Teachers can trace their linguistic cultures, as well as their students' cultures, and create a "Family Language Use Tree" (Schwarzer, 2001).

All of the interventions implemented in this case study were chosen due to their relationship with the "social constructivism" theory (Au, 1998, p. 297). As stated earlier in this chapter, "social constructivism focuses on the social conditions in which learning takes place" (Au, 2006, p.2). This theory includes the idea that students fail to read and write because of societal patterns produced and maintained by teachers and schools (Au, 2006, p.2). The only way for students to be successful at learning to read and write is for new patterns to be developed and implemented (Au, 2006). All of the interventions in this case study are "new patterns" that the classroom teachers will be putting into place. These interventions will support Hispanic English Learners and their academic successes. Through the implementation of the interventions the teacher will be attempting to create a positive environment for children to learn in which they will feel valued by their classroom teacher and classmates. The teacher by using labels, phrases and books in Spanish, reading and discussing books of Hispanic events and taking interest in all students' language backgrounds is building an environment supportive of learning for all students.

The interventions implemented in this case study are also aligned with a central theme in Vygotsky's (1978) theories, which focus on the quality of human beings and our ability to become aware and change ourselves in various contexts of culture. The teacher through the use of language and books is making students aware of various cultures and the lives people live. Students will learn that not everyone is like them and that their

peers' home lives may be different from their own, but we all come together at school, as a family to learn.

Vygotsky's "zone of proximal development," which was stated previously in this chapter is "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). The teacher through the use of interventions, phrases, labels, read-alouds, books in Spanish in the classroom library, and writing activities, can assess all of her students. The teacher can focus on Hispanic English Language Learners to assess their first language skills and abilities, due to the fact that when students are able to fully develop language skills in their "primary language it transfers to the second language" (Krashen, 1999, p. vii). This information can assist the teacher in choosing books for the student to read independently. Regular education students through read-alouds and writing interventions can be assessed for their comprehension and writing skills. The teacher may be able to recognize the students' comprehension skills, if the student understood the meaning of the story, and the students' writing skills. All of this assessment data will help the teacher decipher what skills the students need assistance with and what they can do independently.

Overall, all of the interventions in this case study foster the theories of Gonzalez, Moll, and Amanti (2005) through their ethnographic studies. These researchers' theories present the idea that when a teacher attempts to understand the lives of her students and their families from diverse cultural backgrounds, she can better understand the rich cultural and linguistic resources these children bring to the classroom. The interventions

presented to the teacher in this case study: environmental print in Hispanic English Language Learners primary language, books in Spanish, read-alouds, writing prompts, phrases in Spanish, and the culture and language tree: all enable the teacher to better understand the lives of her students and their background languages.

Research Questions

Many of the theories in this theoretical framework focus on the teacher and her actions; therefore I designed a case study and specific research questions based on one classroom teacher's perceptions of classroom interventions which foster the use of Spanish-speaking English Language Learners' primary language. The five research questions that guide this case study are:

1. What are the classroom teacher's attitudes and perspectives before, during, and after the implementation of interventions that foster the use of Spanish-speaking English Language Learners' primary language in the classroom setting?
2. What are the experiences a monolingual English speaking teacher encounters throughout the process of interventions that foster the use of Spanish-speaking English Language Learners' primary language in the context of the classroom?
3. Based on the teacher's perceptions of the students' actions, how do all students respond to the implementation of interventions that foster the use of Spanish-speaking English Language Learners' primary language in the classroom environment?
4. How do the teacher's perceptions of her students' responses to the interventions that foster the use of Spanish-speaking English Language Learners' primary language in the context of the classroom affect her actions and beliefs about the implementation of the particular interventions utilized in her classroom?

Conclusion

This chapter presented information on the need for research in the specific area of monolingual English speaking teachers and the interventions that can be implemented in order to assist Hispanic English Language Learners in the development of their academic and social abilities. The theoretical framework displayed in this chapter presents the theories which are the foundation for the interventions and support the case study focus on a monolingual English-speaking teacher.

The next chapter will exhibit the information needed to understand the design and the particular logistics of this case study. This chapter will include the pilot study conducted in order to create this study, the data collection procedures, and the data analysis procedures used in this case study.

Chapter III

Introduction

Growing up as a third generation Cuban American, I have experienced firsthand the difficulties involved with a family language barrier. My grandfather, a Cuban immigrant, came to America in 1934. He was living and working in Tampa, Florida when he met my grandmother, who was an American citizen. My grandmother lived with her family of eleven in a Spanish speaking community of Tampa, Florida. My grandparents were married and had my father in 1937. Shortly after the birth of my father, they moved to New York City.

My father grew up speaking Spanish. It was his primary language and the language spoken by everyone he knew. In 1943, my father entered an English-speaking, Catholic elementary school in New York City. He was placed in “special” classes due to his usage of the Spanish language. He believes these classes were equivalent to present day special education classes. My father’s elementary school years were not pleasant. He was treated unfairly and teachers automatically assumed he was unable to do the work of his peers. He suffered these hardships for a few years and then, with the school’s insistence, he learned English. My father wrote, spoke, and read in English at school, and at home he spoke Spanish in order to communicate with his parents. This stigmatism stayed with him, and he was always reminded by his teachers when he spelled or read a word incorrectly due to his bilingualism.

The difficulties my father encountered in school had a large impact on my father’s life decisions. These difficulties led him to make the conscious decision that he would not pass the Spanish language on to his children. Therefore, the four children in my family do not speak Spanish and we were unable to communicate with my father’s parents. Now as I look back on

the situation, it is very strange to me. My grandparents and I lived in the same city, actually five minutes away from each other, and we had no relationship to speak of. I did not, and still do not, know who these people really were and why they made the decisions in life that they did. I sometimes wonder if I would be a different person if I had known them or were able to communicate with them.

These experiences have played a large role in my life as an educator. First, it is amazing to me how much of an impact my father's elementary teachers had on his life and eventually my own life. His teachers treated him unfairly and because he did not want his children to experience the same treatment, he alienated us from communicating with our grandparents. I now realize how large a role teachers can play in their students' lives and that we, as educators, must be careful with this "power."

Knowing how much of an impact my father's teachers had on him led me to be empathetic and more conscious of my own students' cultures and languages. In the first grade classroom in which I was a teacher in 2001, I had a male student who had recently moved from Mexico to America. This student spoke only Spanish, if he even spoke at all. I was heartbroken by the confused and terrified look he carried on his face daily. He was enrolled in English as a Second Language (ESL) classes, but he was only required to go once a week for thirty minutes. I was absolutely amazed and horrified at the small amount of assistance the school system offered these students. Thinking of my father and his school experiences, I decided to try to help this student adjust to the classroom environment. I first told the student about my father and how my dad speaks Spanish just like him. Then I brushed up on my Spanish and began carrying an English to Spanish dictionary with me at all times. I finally got to see this child smile and laugh

when I communicated with him in his primary language, and I could tell by the look on his face that he began to feel more comfortable at school.

I conducted this research study because I am convinced that there is more that we can do, as educators, to help these students. When I think of English Language Learners, I think of myself and how I feel when I travel to a foreign country. I do not feel safe or wanted, and actually I feel like a burden on the locals of the particular country in which I am traveling. This is how many English Language Learners feel when they enter an English speaking school. They feel like outsiders, and it is up to teachers to make them feel like they are a special part of the school community. I honestly believe that as educators we can do more for these children than simply enrolling them in English as a Second Language classes. I am aware that this is a large responsibility to place on the educators of English Language Learners; however, I also believe that bringing students' primary language into the classroom through the use of literacy interventions is a small but powerful way to assist these students with the language barriers they experience. This qualitative case study was an exploratory journey that I embarked on to better understand the obstacles and successes that a monolingual English speaking teacher may experience during the implementation of literacy interventions that incorporate the Spanish speaking students' primary language into the classroom environment.

Pilot Study

My journey began in the fall of 2006 with a pilot study. Pilot studies give the researcher the opportunity to specifically explore their ideas and test their methods (Maxwell, 2005). I designed a general qualitative study in order to extend my understanding of how a monolingual English speaking teacher can strategically incorporate English Language Learners' primary language into the classroom environment. This expansive research question, how can a

monolingual English speaking teacher incorporate English Language Learners' primary language into the classroom setting, was created in an effort to identify researchable questions for further study.

Setting and Participant

The qualitative pilot study I designed required the participation of an early childhood, monolingual, English speaking teacher whose classroom consisted of Spanish-speaking English Language Learners as well as non-English Language Learners. The process I used to begin searching for this valuable participant began by making my colleagues and acquaintances aware of my research focus and questions. After I explained my research ideas to everyone around me, I asked them if they knew anyone who might be a qualified candidate. An acquaintance of mine referred me to one of her childhood friends, who was a first grade teacher in a nearby school. This technique of sampling strategies is known as snowball or chain sampling. This technique is based on the premise that "people who know people who know people know what cases are information rich" (Patton, 2002, p. 243).

I first conducted a meeting with this suggested classroom teacher to express interest in using her class for my pilot study and to request her permission to conduct research in her classroom. The public school in which this particular classroom is set is located in a suburban area of a southern state. The classroom included twenty-three students: one Vietnamese student, one Arabic student, three African American students, two Caucasian students and 16 Hispanic students. During my first meeting with the participant I explained to the classroom teacher the five strategies that I would like to implement in her classroom: 1) environmental print in students' primary languages, 2) books in languages other than English, 3) read-alouds with books that explore different cultures, 4) using short phrases of English Language Learners'

primary language, and 5) a multicultural activity. After receiving permission from the classroom teacher, I requested authorization from the school principal. She agreed and consent forms were signed prior to the start of the study.

Data Collection Methods

This study included four visits to the classroom in which the teacher implemented the interventions that I suggested and one interview session with the classroom teacher in which I questioned the participant's experiences throughout this process. The interview data collected at the end of the pilot study were confirmed through journal entries written by the classroom teacher.

Data Analysis

The interview with the classroom teacher was an hour in length and it was conducted in the classroom while the students were participating in physical education class. The interview session was audio-taped for the purpose of transcription and data analysis. I listened to the audio-tape several times in order to produce a verbatim transcription of the interview data. The verbatim transcript allowed me to review every word voiced throughout the interview and to analyze this information. After I read the data transcripts several times, I began to write in the margins of the transcript identifying key phrases and ideas. I typed all the words or phrases that were in the margin of the transcript in a chart. The first column of the chart exhibited the words or phrases I had previously recorded and the next column on the chart included assigned codes that corresponded with these particular words. I then printed the chart, cut up all the codes into small pieces of paper and then classified them into eighteen categories based on similarity of topics. This process was completed in order to find themes that emerged throughout the

interview data. I found three overarching codes, which reflected patterns or themes of the interview: 1) initial reluctance, 2) newfound optimism, and 3) perceptions of students' responses.

Discussion

Themes

Initial Reluctance

The teacher's initial perceptions about the study taking place in her classroom were not positive. She did not fully understand why I wanted to bring the students' primary language into the classroom, nor did she believe she was able to implement the interventions correctly. One of her largest concerns was her insecurities in the ability to voice phrases from the Spanish language. Throughout the course of this study and implementation of strategies, the teacher's thoughts and perceptions changed. She began to feel more comfortable reading books to her class in Spanish as soon as she became aware of the similarities between the Spanish and English languages.

Newfound Optimism.

The classroom teacher's optimism was visible when she announced her plans to implement these interventions in her classroom in the future. Her decision to continue use of the interventions was created by her discovery that implementing these particular strategies was really not that difficult. The primary force that gave the classroom teacher newfound optimism was when her intimidation of reading Spanish words was dissolved by her students' lack of awareness of her mispronunciations.

Perceptions of Students' Responses.

The teacher identified three types of positive responses from her students that the interventions created. These included retention of learning, excitement, and identity

development of students. The teacher connected her students' actions of excitement with retention . She believed that they remembered things when they are excited and interested in the topic. In addition, she also believed that the students enjoyed the Spanish books and multicultural activities because they related them to themselves. The teacher's perceptions of the students' responses led her to experience an attitudinal change, which was created when she became aware of the benefits these interventions had for her students.

The purpose of the pilot study was twofold: 1) To extend understanding of how a monolingual English speaking teacher can strategically incorporate English Language Learners' primary language into the classroom environment, and 2) to identify researchable questions for further study. The findings of this pilot study, which are represented by three themes--initial reluctance, newfound optimism, and perceptions of students' responses --did not completely fulfill the purposes of the study, but they provided valuable insight into the classroom teacher's attitudinal changes. Exploring the teacher's attitudinal changes throughout the study not only provided valuable insight as to how a monolingual English speaking teacher can strategically incorporate English Language Learners' primary language into the classroom environment, but it also produced more inquires based on the teacher's role in the intervention process. My awareness of the strong influence that the teacher's perceptions and attitudes play on the incorporation of English Language Learners' primary language in the classroom environment led me to conduct a qualitative case study based on the teacher's role throughout this process. Therefore the findings of the pilot study allowed me to develop research questions that were explored through a qualitative case study analysis.

Research Design

Similar to the pilot study, this qualitative research study was designed to gain understanding of the classroom teacher's experiences throughout the implementation process of interventions that foster the use of Spanish English Language Learners' primary language in the context of the classroom. I chose to implement qualitative research methods in this case study due to its unique features and the rich data it produces.

Some of the central features of qualitative research which allowed me to conduct this case study in a productive manner were the emphasis in qualitative research on field-focused data collection, the use of self as the primary research instrument, attention to particulars, and interpretive analysis (Miles & Huberman, 1994). In order for me to explore the classroom teacher's experiences my visibility in the classroom setting had to be permitted. The guidance that I provided for the classroom teacher also made it pertinent that I was able to communicate with the primary participant on a routine basis. I was the only person observing and interviewing the classroom teacher; therefore I was the only person who could search and interpret the findings of the case study. I adopted a holistic perspective as I viewed and analyzed the natural classroom experiences of the participant. Qualitative research allowed me to focus on the school and classroom setting, the teacher and the students, which were the particulars of this case study. These features of qualitative research gave me the ability to gather data in the classroom setting and to create reasonable explanations for the classroom teacher's behaviors and perceptions. Merriam (1998) contends that, "in interpretive research, education is considered to be a process and school a lived experience. Understanding the meaning of the process or experience constitutes the knowledge to be gained from an inductive, hypothesis-or theory-generating (rather than deductive or testing) mode of inquiry" (p. 4).

This case study, which explores the monolingual English speaking teacher's experiences throughout the process of interventions that promote the use of Spanish English Language Learners' primary language, required verbal explanations, and its findings would not be adequately presented in a statistical manner. The data produced from qualitative research methods are well-grounded, rich explanations of processes in specialized settings (Miles & Huberman, 1994). Qualitative research gave me the ability to describe the setting, participant, and the interventions as they were implemented by the classroom teacher.

Case Study

There are many types of qualitative research; however, a case study was chosen for this study because this type of research allowed me to explore the complexities of a single phenomenon. Stake (1995), a leader in case study research, describes the reasons why one utilizes this specific form of qualitative research when he said:

We study a case when it itself is of very special interest. We look for the detail of interaction with its contexts. Case study is the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances. (p. xi)

The definitions of case study vary depending on the stance of the definer. Merriam (1998) defines case study based on its unique features, whereas Yin (2003) views cases studies in their relationship to the context in which they are set. The special features by which Merriam (1998) characterizes case studies are: particularistic, descriptive, and heuristic. Particularistic "means that case studies focus on a particular situation, event, program or phenomenon and for what it might represent" (p. 29). Descriptive "means that the end product of a case study is a rich, 'thick' description of the phenomenon under study. Thick description is a term from anthropology and means the complete, literal description of the incident or entity being

investigated” (p. 30). Heuristic refers to case studies having the ability to “illuminate the reader’s understanding of the phenomenon under study. They can bring about discovery of new meaning, extend the reader’s experience, or confirm what is known” (p. 30).

Yin (2003) contends that case study methods should be used when the researcher wants to explore “contextual conditions” because he believes that they might be highly important to the phenomenon under study (p.13). Descriptive analysis includes researchers describing what they see within the context of the setting of the phenomenon (Creswell, 1998). In this case study, I explored and presented a descriptive analysis on the school, teacher and classroom in which the interventions were implemented. In keeping with Yin’s (2003) view, descriptive analysis was performed because the context in which the classroom was set may have had some importance to the manner in which the interventions were presented and received. These foundations for the definition of case studies, from which the leaders in the field of qualitative research draw, encompass the reasons why I chose this type of qualitative methodology to pursue my research questions.

Research Questions

The research agenda can be exhibited in the form of research questions. Qualitative research questions begin with the words “who,” “what,” “where,” “how,” and “why” (Yin, 2003). The research inquiries for this qualitative case study utilize “how” and “why” questions. The research questions were stated in this style in order to express my decision to explain the process the English speaking monolingual teacher experienced throughout the research study and to explore how these experiences created and affected her and her students’ perceptions and actions. The four research questions that guide this study are:

- (1) What are the classroom teacher's attitudes and perspectives before, during, and after the implementation of interventions that foster the use of Spanish-speaking English Language Learners' primary language in the classroom setting?
- (2) What are the experiences a monolingual English speaking teacher encounters throughout the process of interventions that foster the use of Spanish-speaking English Language Learners' primary language in the context of the classroom?
- (3) Based on the teacher's perceptions of the students' actions, how do all students respond to the implementation of interventions that foster the use of Spanish-speaking English Language Learners' primary language in the classroom environment?
- (4) How do the teacher's perceptions of her students' responses to the interventions that foster the use of Spanish-speaking English Language Learners' primary language in the context of the classroom affect her actions and beliefs about the implementation of the particular interventions utilized in her classroom?

Delimitations

Specific delimitations have to be defined in order to accurately explore the analytical questions posed in this chapter. First, this study will only investigate one monolingual English speaking teacher. One teacher was chosen in order to develop an in depth description of her class and her class's experiences throughout this process. Therefore, the information collected in this study is specific to this particular teacher and her class. This study will not gather information that is transferable to the monolingual English-speaking teacher population.

Secondly, only monolingual English speaking teachers were recruited to be the primary participant in this qualitative case study. Bilingual-Hispanic teachers were not recruited due to the language similarities they share with Hispanic students. This study investigates the language

barrier English Language Learners experience with a monolingual English speaking teacher in the classroom setting. Also, a bilingual Hispanic teacher may have experienced comparable educational difficulties of being an English Language Learner in an English speaking school and this might guide her to be more prepared to teach this specific group of students.

Third, only early childhood students were observed. Although secondary students may benefit from the use of English Language Learners' primary language in the context of the classroom, only early childhood students were considered for this study due to the fact that most English Language Learners are in the elementary grades (National Research Council Institute of Medicine, 1997).

Fourth, interventions utilized in this study incorporated the use of the Spanish language in the classroom setting. Even though English Language Learners possess a variety of primary languages and they may benefit from the use of their primary language in the context of the classroom, the largest portion of English Language Learners in the United States are native speakers of Spanish (p.18). The delimitations of this study solidify the point that the situation to be explored in this case study is specific to the monolingual English speaking teacher and her class and it is not generalizable to the monolingual English-speaking or English Language Learner population.

Setting and Participants

In order to answer the research questions corresponding with this case study, a "purposive sample" was used (Patton, 2002). Maxwell (2005) notes a purposive sample is "a strategy in which particular settings, persons, or activities are selected deliberately in order to provide information that can't be gotten as well from other choices," (p. 88). A purposive sample of an early childhood teacher and her class were chosen due to:

1. Number of Hispanic English Language Learners in the class.
2. Monolingual English-speaking teacher.
3. Grade level of the students. This particular study requires early childhood students.
4. Location of the elementary school.
5. Cooperation exhibited by the school principal and classroom teacher.

Consent from the school principal, classroom teacher, English Language Learner program instructor (English as a Second Language teacher) and students' parents. The primary participant for this study was a monolingual English-speaking, early childhood teacher who implemented interventions that foster the use of Spanish-speaking English Language Learners' primary language in her second grade classroom. The recruitment procedures for this study did not include the students directly. The first step in the recruitment process involved requesting permission from the school district in which the schools that I was interested in were located. Next, I called principals of schools in the area whose schools have a high Hispanic student population. This demographic information was given to me by the head of the English as a Second Language department in the school district in which I wanted to perform this case study.

This was a tedious process due to the fact that many principals did not want to participate in this particular case study. If the principal was interested, I then sent the letter I had created in order to explain to the principals and teachers the logistics of the study (see appendix A). The letter informed the principals and teachers that all materials used in this study would be donated to the participating teacher and her class, including: several Spanish and multicultural books for the classroom library, print rich labels in Spanish and English, posters exhibiting phrases from the Spanish language, bulletin board sets, reward certificates in Spanish, and stickers in Spanish. When offering principals information to aid their decision to participate in this case study or not,

I received comments such as, “I am not interested our main job is to teach those students English.” Finally after calling several schools in the district in which I wanted to perform this case study I found a principal and teacher who was interested in participating in this case study.

I met with the school principal of the school in which this case study took place and explained to her what the case study would entail. She immediately gave me permission to conduct the case study at her school and then directed me to the teacher she had in mind for the implementation of this case study. After meeting with the classroom teacher, she agreed to participate in the study and consent forms were signed by the principal (see appendix B), classroom teacher (see appendix B), English as a Second Language Teacher (see appendix B), and the parents of the students in the participating classroom (see appendix C and D). The classroom teacher and the English as a Second Language teacher were interviewed, and they provided information about themselves, the school, and the students in the participating classroom.

Participant

The primary participant for this case study is a monolingual English speaking teacher who for the purposes of this study and for the remaining sections of this report will be referred to as Mrs. Livingston. Mrs. Livingston is a second grade teacher who has nine years of teaching experience of which all nine years were at this particular school. During her first year of teaching she taught first grade and then the remaining eight years she has taught second grade. This was her first year teaching a second grade class which included several Spanish-speaking English Language Learners. At the school in which Mrs. Livingston teaches, all English Language Learners in the same grade level are placed in one classroom for scheduling purposes. Mrs. Livingston was assigned this specific class by her school principal. She did not volunteer

for this class, but she said if the principal would have asked her to take the class she would have said yes.

Mrs. Livingston does not recall participating in any type of English Language Learner preparation courses in her college teacher education program. She has also not received any professional development in this area in the school district in which she teaches. Her only experiences with English Language Learners have been in the previous two years when she was assigned two English Language Learners in her second grade classes. At the beginning of the study the only strategy or program that she was aware of to aid English Language Learners was the English as a Second Language Program in which the English Language Learners in her classroom participate. However, she does believe that the school in which she is employed does have a structure of support in place when and if she needs assistance in educating or communicating with the English Language Learners in her classroom. The primary source that she depends on for assistance with this particular group of students is provided by two English as Second Language teachers on the school's faculty.

Setting

The second grade classroom used in this case study was set in a public school which is located in a suburban area of a southern state. This elementary school provides education for one thousand six students in grades kindergarten through fifth. One-half of the students who attend this school live in the neighborhood in which the school is located.

The English as a Second Language teacher assigned to Mrs. Livingston's class will be called Mrs. Smith for the purpose of this study. In order for me to present accurate information on the English as a Second Language program implemented in this particular school and its daily routines, I conducted an on-line interview with Mrs. Smith.

Mrs. Livingston's second grade classroom has twenty-four students and out of these, eleven are Hispanic, eight are African American and five are Caucasian. Mrs. Livingston characterizes the eleven English Language Learners' academic performance as average, with three students performing above average. The support program that the school has in place to assist English Language Learners is the English as a Second Language Program. The eleven Hispanic students in Mrs. Livingston's class all participate in this program. As mentioned earlier, in English as a Second Language programs, "students receive specified periods of instruction aimed at the development of English-language skills, with a focus on grammar, vocabulary, and communication rather than on academic content areas" (National Research Council Institute of Medicine, 1997, p.19). The English Language Learners in Mrs. Livingston's class leave her classroom for approximately an hour and a half each day to receive English as a Second Language Learner services. Students are placed in various English as a Second Language Learner groups based on their individual scores on the English Language Developmental Assessment (ELDA). ELDA "is a new series of comprehensive assessments that measure annual progress in English language skills of English language learners in grades K-12" (www.ccsso.org, 2007, p.1). During my interview with Mrs. Smith, I learned that the ELDA test assesses English Language Learners on four components: reading, writing, listening, and speaking. The second grade students in Mrs. Livingston's class are assessed based on an observation accompanied with a rubric. Students' individual scores classify them into five different proficiency levels, with five being the highest level of proficiency and enabling the student to exit from English as a Second Language Learner services. Level four is an advanced level, level three is an upper intermediate level, level two is a lower intermediate level and level one is a beginner level.

Mrs. Smith services two groups of English Language Learners from Mrs. Livingston's classroom who range from the beginner to advanced level. One group contains the beginner and upper intermediate students and the second group includes advanced and upper intermediate students. She picks up these students during Mrs. Livingston's regular classroom instruction and brings them to her classroom to teach them a program called *Sing, Spell, Read, and Write*. According to Mrs. Smith, this program basically focuses on phonics, reading and comprehension skills. A daily session in her classroom usually involves reviewing the alphabet by singing the sounds of the letters and a weekly lesson focusing on sound or letter clusters. The sound or letter cluster skills include: reviewing words, spelling words, reading stories, and writing words that use the sound or letter cluster of the week. Mrs. Smith also assists Mrs. Livingston's English Language Learners with their weekly reading and math tests and on any other work they are struggling with during classroom instruction.

Data Collection Methods

Data collection was conducted based on two ideas: 1) that the intervention process may be a unique experience for the classroom teacher, exposing her to successes and challenges; and 2) that the implementation of interventions that can foster the use of English Language Learners' primary language in the context of the classroom may make a difference in how English Language Learners learn in an English speaking classroom. There were three types of data collection procedures utilized in this case study: 1) pre, interim and post interviews, 2) observations, and 3) journal entries written by the participating classroom teacher.

The following time line presents each data collection procedure, the date and the purpose of the procedure.

Table 1. Time line of data collection procedures

Data Collection Procedure	Date, Time and length of procedure	Objective
Pre-observation Observation #1	Thursday, March 15 at 10:00- 11:30	To observe the school environment for acknowledgement of the Hispanic population.
Pre-observation Observation #2	Friday, March 16 at 10:10- 11:00	To observe the classroom environment for acknowledgment of the Hispanic population
Pre-interview	Friday, March 16 at 11:00 – to 11:45	To gain background knowledge on the classroom teacher.
Observation #3	Monday, March 26 at 10:45 -11:30	To observe the environmental print interventions and classroom instruction and procedures.
Meeting with the English as a Second Language Teacher	Monday, March 26 at 12:10-12:20	To schedule an appointment for an interview session.
Informal conversational interview #1	Monday, March 26 at 12:00-12:10	To gain awareness of the classroom teacher’s experiences with the intervention process thus far.
Observation #4	Thursday, March 29 at 10:00 – 11:00	To observe the school environment which was hosting a multicultural celebration.

Table 1. cont.

Observation #5	Monday, April 2 at 10:00-11:00	To observe the classroom teacher implementing a read-aloud or a writing prompt activity.
Observation # 6	Tuesday, April 3 at 10:30-11:30	To observe the classroom teacher implementing a read-aloud or a writing prompt activity.
Observation #7	Thursday, April 11 at 10:00-11:30	To observe the classroom teacher implementing a read-aloud or a writing prompt activity.
Observation #8	Thursday, April 12 at 10:00-11:30	To observe the classroom teacher implementing a read-aloud or a writing prompt activity.
Informal conversational interview #2	Thursday, April 19 at 10:30	To gain awareness of the challenges the classroom teacher might be experiencing and try to assist her with these challenges.
Interim Interview	Tuesday, April 24 at 10:30-11:30	To gain knowledge about the classroom teacher and her experiences through the process of implementing the interventions.

Table 1. cont.

Observation #9	Monday, April 30 at 10:30-11:30	To assist and observe the classroom teacher with the language tree activity.
Observation # 10	Friday, May 4 at 12:30-2:45	To observe the classroom teacher presenting information on Cinco de Mayo to her class, which was a lesson created by the teacher on her own.
Post interview	Wednesday, May 16 at 10:30-11:45	To gain knowledge about the classroom teacher's views and her experiences throughout the process of implementing the interventions.
Interview with the English as a Second Language teacher	Tuesday, May 22 at 11:00-11:45	To gain knowledge of the Hispanic English Language Learners in the class and the English as a Second Language program.

The data collection process began with pre-observations. During these observations, I entered the participating teacher's school and classroom and recorded information about the school and classroom environment. According to Yin (2003), a single case study may turn out to be a case other than what you perceived it would be, therefore, you should always be careful when choosing a case and not commit yourself to the case until you know exactly what the case entails. In order for me to make sure Mrs. Livingston's class and the school which these students

attend was the exact case I was looking for I conducted pre-observations. My role as a researcher throughout the observation process was to be an “observer as participant” role (Glesne, 1999, p.44). Glesne notes that during this role “the researcher remains primarily an observer but has some interaction with study participants” (Glesne, 1999, p.44)

There are seven questions I explored during these observations: (1) Does the school’s environment acknowledge the Hispanic population in their school? (2) Does the classroom environment acknowledge the Hispanic population in the classroom? (3) Does the classroom library have any books in Spanish? (4) Does the teacher appear to have high expectations for all students? To answer this question I am looking to see if the teacher expects the same work from all students. (5) Do the Hispanic English Language Learners converse among themselves in Spanish? (6) Does any of the students’ displayed work represent their home culture or language? (7) Do all students appear to be engaged in classroom instruction?

To answer these questions I looked for environmental print, notes home to parents in Spanish, cultural activities, and Spanish books in the classroom environment. I also listened for conversations shared by the students in Spanish. Additionally, I looked around the classroom and the hallways for students’ work that represented their home cultures or languages and observed whether or not the Spanish students appeared to be understanding classroom instruction.

The information collected in the pre-observation helped guide the pre-interview. After the pre-observations, observations were conducted in order to study the classroom teacher during the intervention process and to gather data for further interviews.

Data collection included the use of pre, interim, and post interviews using the interview guide procedure. Patton (2002) explains that these interviews are called guided interviews and that “the interview guide provides topics or subject areas within which the interviewer is free to

explore, probe, and ask questions that will elucidate and illuminate that particular subject” (p. 343). The pre-guided interview with Mrs. Livingston produced information on how she perceives English Language Learners and her perspectives on the education of these particular students.

Pre-interview Questions

The pre-interview questions were developed after the pre-observations and some of the pre-interview questions were created from the results of the pilot study.

1. Describe for me your current teaching assignment and any past teaching experiences you have had to this point.
2. Did you volunteer to teach this class or was it assigned to you?
3. Tell me about your experiences with English as a Second Language Learners or English Language Learners prior to this year and any instruction you received during your teacher preparation classes related to this issue.
4. Do you feel that your school and/or parish has a structure of support or resources for working with English Language Learners?
5. What type of program does your school implement to aid English Language Learners in acquiring English as a second language and do you find this program useful to your English Language Learners?
6. Tell me what you know about different strategies or programs used to educate English Language Learners and what do you think of these programs?
7. How do you describe your role as a monolingual English-speaking, regular education teacher who instructs English Language Learners?
8. In what ways, if any, do you incorporate your English Language Learners’ primary languages and cultures into the classroom environment?

Along with pre, interim, and post guided interviews I conducted “informal conversational interviews” throughout the intervention process (Patton, 2002, p. 342). “The informal conversational interview relies entirely on the spontaneous generation of questions in the natural flow of an interaction” (p. 342). The main use of interviews throughout this case study is that they allowed me to understand the experiences of the classroom teacher throughout the intervention process.

After the pre-guided interview was conducted, I informed and explained to the classroom teacher the specific interventions that she would be implementing for the purpose of this qualitative case study. At this time, my researcher role changed from “observer as participant” to “participant as observer” (Glesne, 1999, p.44). In my “participant as observer” role, I interacted extensively with the classroom teacher, Mrs. Livingston.

The training that the classroom teacher received was ongoing based on two areas. Lessons on how to use the materials were provided to the classroom teacher in steps throughout the study, in intervention meetings, and as needed by the classroom teacher. Mrs. Livingston asked for assistance during two informal conversational interviews. The training of interventions was a flexible process in that I encouraged the classroom teacher to use her own style of read-alouds and writing activities due to the purpose of this case study. The purpose is to extend understanding of how a monolingual English -speaking teacher can strategically incorporate Hispanic English Language Learners’ primary language into the classroom setting and her experiences throughout this process.

In order to gain understanding of the classroom teacher’s experiences, Mrs. Livingston was asked to keep a daily journal of her challenges, successes and thoughts throughout the intervention process. The journal in which Mrs. Livingston recorded her experiences and

thoughts served multiple purposes. First, it was used to capture the classroom teacher's experiences and thoughts in writing. Secondly, the information written by Mrs. Livingston was used as a guide for the interim and post interviews. Third, the teacher's journal entries helped me to verify my understandings and perceptions of Mrs. Livingston's thoughts and experiences which developed through the interviews. The following table displays the time frames and objectives of the interventions taught to Mrs. Livingston.

Table 2. Time line for instruction of interventions

Instruction of interventions	Date, Time and length of procedure	Objective
Instruction on interventions #1	Friday, March 16 at 1:00-2:30	To explain to the classroom teacher environmental print (labels), Spanish books in the classroom library, read-alouds, and writing prompts. To give the classroom teacher some of the supplies needed to implement the environmental print interventions: games, flashcards, reward cards, classroom labels, stickers, and posters in Spanish.
Instruction on interventions #2	Monday, March 26 at 11:30 to 12:00	To give and review with the classroom teacher the first 3 read-aloud books and books for the classroom library. Reviewed the phrases in Spanish and how they can be used in dialogue.

Table 2. cont.

Instruction of interventions #3	Tuesday, April 3 at 11:30-12:00	To give and review with the classroom teacher the last 2 read-aloud books and to converse with her on ideas she wanted to implement in regard to Cinco de Mayo.
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These interventions include:

- (1) Environmental print in Hispanic English Language Learners’ primary language:

The materials for this intervention included: labels in Spanish, which named the items in the classroom; five posters in Spanish, which exhibited shapes, colors, numbers, months of the year, short phrases; a welcome sign in Spanish; reward cards in Spanish; and games and flashcards in basic Spanish. The instructions for this intervention were first to label classroom objects in Spanish, display posters and allow students to utilize games and flashcards during free-time. Secondly, the instructions for the classroom teacher were to explain the labels and posters to the students in the classroom and to review their content regularly.

- (2) Books in languages other than English for the classroom library: The materials for this intervention included:

Table 3. Spanish Literature used in interventions

Book Title	Author	Illustrator
<i>Hairs Pelitos: A story in English and Spanish from <u>The House on Mango Street</u></i>	Sandra Cisneros	Terry Ybanez

Table 3. cont.

<i>The Upside Down Boy, El niño de cabeza</i>	Juan Felipe Herrera	Elizabeth Gomez
<i>Cool Cats Counting</i>	Sherry Shahan	Puala Barragan
<i>Spicy Hot Colors, Colores picantes</i>	Sherry Shahan	Paula Barragan
<i>Conjeito</i>	Margaret Read MacDonald	Geraldo Valerio

These particular books were chosen based on their text and/or illustrations. A basic level of Spanish at which second grade students could attempt to read or the colorful pictures which may have made the books enjoyable were criteria for selection. The instructions for this intervention were for the classroom teacher to review these books herself in order to present them to the class and to become familiar with the text she was including in her classroom library. The teacher was instructed to review these books with her students and to make the students aware that these specific books were available in the classroom library and also that they were allowed to read them or view them during their free time.

(3) Read-alouds:

The materials for this intervention included:

Table 4. Books used for Read-alouds

Book Title	Author and Illustrator	Book Content
<i>Abuela</i>	Arthur Dorros and Elisa Kleven	This book is about a young girl and her grandmother, Abuela, and their imaginary journey flying around New York City.

Table 4. cont.

<p><i>Isla: sequel to Abuela</i></p>	<p>Arthur Dorros and Elisa Kleven</p>	<p>This book is the sequel to <u>Abuela</u>. It is about a young girl and her grandmother, Abuela, taking an imaginary adventure on wings to the Carribean island where Abuela grew up.</p>
<p><i>I love Saturdays y domingos</i></p>	<p>Alma Flor Ada and Elivia Savadier</p>	<p>This book is the story of a young girl and her grandparents, one set is Hispanic and the other set is Caucasian. The pages of the book describe what the young girl does on Saturdays when she is with her English-speaking grandparents and on Domingos (Sundays) when she is with her Spanish-speaking grandparents.</p>
<p><i>In My Family or En Mi Familia</i></p>	<p>Carmen Lomas Garza</p>	<p>This book was written by a Mexican American woman who experienced firsthand during her youth the resentment society placed on speaking Spanish and being proud of her ethnic culture. She wrote and illustrated this book, about her family and her youth, as a way to “heal these wounds” (Garza, 1996).</p>

Table 4. cont.

<p><i>My Diary from Here to There or Mi diario de aqui hast alla</i></p>	<p>Amada Irma Perez and Maya Christina Gonzalez</p>	<p>This book is about the story of a young girl who leaves her home in Mexico to live in the United States. The pages of the book display the diary entries the young girl writes, which are filled with her fears and concerns as she participates in this journey with her family.</p>
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These specific books were chosen for this case study for several reasons. First, the books were about families and the Hispanic culture. Since the theoretical framework for this study is based on culture and the ability of the teacher to become familiar with and understand her students' cultures these books were appropriate. Secondly, these books were about topics which all the students in the class could connect to or relate. The Hispanic English Language Learners could relate to the culture of the young children in the books and almost all students can relate to the topic of families and being part of a family. Thirdly, these books were authentic due to the fact that they were written and illustrated by Hispanic authors, which allows for the content to be non-stereotypical. Fourthly, the text of the books was written in both Spanish and English; therefore a monolingual person can read the Spanish words and the English words to develop comprehension of the story.

The instructions for the implementation of the read-aloud intervention included the teacher first reviewing and becoming familiar with the words and content of the books. Second, she was instructed to use her own judgment of how she would like to read the books to the class. For instance, two of the books were lengthy and required a higher level of Spanish; for that reason she chose to read specific parts of the book in Spanish and other

parts in English. Lastly, the teacher was asked to use her own style when conducting the read-alouds, in order to make the teacher more comfortable with the Spanish read-aloud process and not to make the intervention process too complex or too rigid for the classroom teacher.

(4) Writing activities after read-alouds:

The classroom teacher was instructed to create a writing prompt from the read-aloud books. She was to implement the writing prompt after that specific book’s read-aloud was completed. The students were asked to write a paragraph from the writing prompt they were given and to draw and color an illustration that reinforces the words in their paragraph.

(5) Using short phrases of English Language Learners’ primary languages:

The classroom teacher was instructed to use the poster, which exhibited short phrases in Spanish, as a guide to decipher which phrases to use at which times throughout the school day. Examples of the phrases presented on the poster are:

Table 5. Spanish Poster Phrases

Spanish phrase	English translation
Hola	Hello/ hi
Buenos Dias	Good day
Adios	Good bye
Hasta luego	See you soon
Por favor	Please
Muchas gracias	Thank you very much
perdone	Excuse me

(6) Multicultural activity- culture and language tree

The materials for this intervention included: a tree, which can be displayed on a bulletin board or on the wall, and symbols, which represent each student's family's language and cultural background. The teacher was instructed to send home with her students a letter (see appendix E and F) I created explaining to their parents the "language tree" activity we would be conducting in Mrs. Livingston's classroom. The form required the parents of the students in the class to list their family's native language and culture. After all the students returned the form to school, Mrs. Livingston was instructed to give the forms to me so I could find a symbol to represent each student's background. At this time she was also asked to explain the activity to her students and to choose a time to conduct the activity. Mrs. Livingston received the symbols, which were flags representing the countries the students' families were from, then was told to review the objective of the activity, explain to the students the meaning of the symbols, allow the students to color the symbols and place them on the language tree.

The data collection methods used in this study aided in the creation of inductive analysis that is illustrated in this case study. "Inductive analysis involves discovering patterns, themes, and categories in one's data" (Patton, 2002, p. 454). The use of interviews and observations throughout the intervention processes allowed me to formulate findings throughout the data collection process. The findings, which include themes, patterns, and questions, evolved throughout the course of the study.

Data Analysis

"Data analysis is the process of making sense out of the data" (Merriam, 1998, p.178). This case study's analysis was ongoing and inductive, but it was also holistic, in that I looked at the case as a whole (Creswall, 1998). Holistic analysis was achieved by analyzing

every aspect of the case, which included the school, the students, the classroom teacher, the English as a Second Language teacher and the interventions. Looking at the case as a whole through interviews and observations allowed me to describe the case extensively and accurately in this final report.

Merriam (1998) contends that findings of the study can be displayed in descriptive accounts or themes and categories. In order to conduct holistic analysis, I had to study the data collected in two ways: descriptively and conceptually. After analyzing the interviews, Mrs. Livingston's journal entries and my observations, I separated the data into two categories: descriptive information and thematic information. To depict the setting of the case study I had to describe the teacher, the school, the students and the way Mrs. Livingston implemented the interventions. These explanations of the setting were developed through descriptive analysis (Merriam, 1998). Conceptual analysis included studying the data and finding common themes and patterns throughout the information collected (Merriam, 1998).

After I conducted an observation or an interview I read over the data, listened to audio-tapes, which contained the information covered in interviews, and reviewed my notes from informal conversational interviews. These procedures allowed me to notice emerging patterns and themes and they guided my next data collection procedure by providing me with topics or questions to explore.

Merriam (1998) states that:

The right way to analyze data in a qualitative study is to do it *simultaneously* with data collection. Without ongoing analysis, the data can be unfocused, repetitious, and overwhelming in the sheer volume of material that needs to be processed. Data that have been analyzed while being collected are both parsimonious and illuminating (p.162).

After data collection procedures were completed, I began to review the notes I had gathered through observations and Mrs. Livingston's journal. I typed the observations and journal entries into a computer and I transcribed the audio-tapes created during interview sessions. The first steps in this part of the data analysis process were to review Mrs. Livingston's and my field notes and to listen to the recorded interview sessions several times. "Listening to interview tapes prior to transcription is also an opportunity for analysis, as is the actual process of transcribing interviews or of rewriting and reorganizing your rough observation notes" (Maxwell, 2005, p. 96). I performed a verbatim transcription process; therefore, I have a detailed copy of every word stated in each interview, the notes from Mrs. Livingston's journal and each observation session.

While reading the transcripts I wrote down notes, comments and observations that I noticed throughout the data (Merriam, 1998). Writing in the margins of the transcripts allowed me to identify key phrases and ideas. I was searching for key phrases, terms, or practices that were special to the classroom teacher. This is called "emic analysis" (Patton, 2002, p. 454). Noticing and studying the classroom teacher's terminology assisted in my understanding of her world, perspectives and experiences.

The next reading of the transcripts was completed in an effort to review marginal notes and comments and to record these notes on a separate sheet of paper. At this time I began searching for similar comments, key words or ideas to formulate categories, which will represent the themes of each interview, journal entry and observation (Merriam, 1998). I then color coded the similar comments in order to formulate data that supports the themes. For example, all of the data that fell into the category of timing was highlighted in blue. The information in the

transcripts underwent a “categorizing strategy” called coding, which included thematic analysis (Maxwell, 2005, p. 96).

Miles and Huberman (1994) note that,

Coding is analysis. Codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study. Codes usually are attached to “chunks” of varying size—words, phrases, sentences, or whole paragraphs, connected or to a specific setting. They can take the form of a straightforward category label or a more complex one. For this purpose it is not the words themselves but their meaning that matters. (p. 56)

After codes or categories were identified for each interview, journal entry and observation, “content analysis” took place. Patton (2002) contends that content analysis refers to “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings. The core meanings found through content analysis are often called patterns or themes” (p. 453). I used patterns and themes gathered through each interview, journal entry and observation to describe the experiences of the classroom teacher throughout the process of implementing interventions that can foster the use of English Language Learners’ primary language in the classroom setting.

After each interview, journal entry and observation was divided into themes, which represented the data collected in each procedure, I began comparing all the interviews together, all the journal entries together and all the observations together. I was searching for common or recurring themes across all interviews, all journal entries and all observations. I wrote down the themes developed from the interviews, journal entries and observations and compared them with

one another. The common themes found across all three data collection procedures became the themes for the entire case study.

Validity

Specific validity threats can be addressed with proper procedures or strategies. For this particular case study, I used two strategies to address validity threats: member checks and triangulation. As Lincoln and Guba (1985) note, “the member check, whereby data, analytic categories, interpretation, and conclusions are tested with members of those stakeholding groups from whom the data were originally collected, is the most crucial technique for establishing credibility” (p. 314).

I asked the participating teacher to give me feedback about my data and my understanding of the data recorded. This was used for this specific study in order to rule out the possibility of misunderstandings of what I observed or heard through interviews. This procedure was especially important in this study because I was the only researcher and my interpretations of the data guided the analysis of the study.

Information for this study was collected using a variety of methods in order to implement an aspect of triangulation. Maxwell (2005) notes, “This strategy reduces the risk that your conclusions will reflect only the systematic biases or limitations of a specific source or method, and allows you to gain a broader and more secure understanding of the issues you are investigating” (pp. 93-94). I gained understanding of the issues that surfaced in this case study by conducting teacher interviews, classroom observations, and journal recording. The information from these sources was compared in search of convergence, inconsistencies and possible contradictions. Since I was the only researcher and my interpretations of the data guided the study, triangulation methods were necessary.

Transferability

Transferability is another aspect that needs to be addressed when conducting qualitative research. Lincoln and Guba (1985) note

. . . in order to establish transferability, similar information must be available for both sending and receiving contexts. That is to say, an investigator can make no statements about transferability for his or her findings based solely on data from studied context alone. At best the investigator can supply only that information about the studied site that may make possible a judgment of transferability to some other site; the final judgment on that matter is, however, vested in the person seeking to make the transfer, who must be in possession of similar data for the receiving context. (p. 217)

I used thick description in this case study, which provided the audience with essential information to make judgments regarding transferability. The context of the classroom was described in detail using the “funnel” approach (Creswell, 1998). I began by describing the participating teacher, the school environment, the classroom environment, students and the English as a Second Language teacher.

Researcher Bias

Researcher “bias” and reactivity are also threats to validity that are commonly present in qualitative research (Miles & Huberman, 1994). The term researcher bias includes the researcher’s personal thoughts and beliefs related to the research topic under study (Maxwell, 2005). Reactivity involves the influence that the researcher has on the setting or the participants studied (2005). It is impossible to eliminate these two aspects of a qualitative study.

I presented my biases at the beginning of this chapter to ensure self-understanding and the understanding of my audience. One of my biases for this particular case study included my belief that the use of English Language Learners' primary language in the context of the classroom has a positive influence on the students' academic and social progress. To address this bias I self-reflected and attempted to make my biases completely exposed to myself. I shared my biases with a colleague and asked that person to review my interview questions to make sure I did not include leading questions.

After each interview and observation session, I analyzed the data and developed my thoughts and perceptions, which I confirmed with Mrs. Livingston in our next interview session. I told her the thoughts and perceptions I formed from the data and asked her if they appeared accurate to her.

To address reactivity and to increase understanding of this effect, I first described the types of reactivity that may appear within this particular study to my audience. To decrease the effect of my presence in the classroom, I stayed on-site as long as possible (Miles & Huberman, 1994). I spent time in the classroom with the students and the teacher in hopes of acquiring a lower profile. Researcher bias and reactivity are two aspects of qualitative research validity that cannot be eliminated, but should be exposed and understood.

Ethical issues

This particular study is not susceptible to any serious ethical issues. I do not foresee any risks to participants. All names and settings involved in this study were assigned pseudonyms. The participating teacher was asked to write in her journal using pseudonyms when recoding data on her classroom students. All interviews were conducted in private and the setting was decided by the classroom teacher in order to provide her confidentiality and comfort. As the

interviewer and co-investigator, I was the only person besides the classroom teacher present at interview sessions. I coded and transcribed the audio-taped interviews, written observations and journal entries myself to ensure confidentiality. Names did not appear on audio-tapes, transcripts, observation notes or coding lists. All interview transcripts, audio-tapes, observation records, journal entries, and coding lists were stored in a locked room. Data will be stored for seven years and then destroyed by erasing tapes and shredding data.

Informed consent forms were written for the school principal, the classroom teacher, the English as a Second Language teacher and the parents of the classroom students. Parental consent forms were written in English and in Spanish so that all parents could understand their child's rights as a participant. The forms explained to the reader that there are no foreseeable risks pertaining to the study and that the school, classroom teacher, and students would be assigned pseudonyms.

Conclusion

This study is a qualitative case analysis that describes a monolingual English-speaking teacher's experiences while implementing interventions that can foster the use of Hispanic English Language Learners' primary language in the context of the classroom. The purpose of this study was to extend understanding of how a monolingual English-speaking teacher can strategically incorporate Hispanic English Language Learners' primary language into the context of the classroom and the teacher's experiences throughout this process. The previous chapter explained how this information was gathered and more importantly how it was analyzed to produce themes for this particular case study.

In the following chapter, I will describe the classroom teacher, school environment, classroom environment, the Hispanic English Language Learners in Mrs. Livingston's class, and

Mrs. Livingston's implementation of the interventions. The following chapter will also present and discuss the four major themes of this case study, which are: heightened awareness, challenges, changes to interventions, and enjoyment.

Chapter IV

Introduction

This case study focuses on a monolingual English speaking classroom teacher and her experiences implementing interventions that foster the use of Hispanic English Language Learners' primary language in the classroom setting. Many researchers have found that English Language Learners benefit from exposure to their primary languages in the classroom setting (Krashen, 1999; Hudleson, 1987; Hakuta, 1986; Au, 2006). The design of this case study included educating the monolingual English speaking classroom teacher on interventions that can foster the use of Hispanic English Language Learners' primary language in the classroom setting and assisting her throughout the implementation process. Since the interventions were taught to the classroom teacher and materials were provided for the classroom teacher, my expectation was that she would only implement the interventions and use the materials given to her at the beginning of the study. The unexpected finding of this study was that the classroom teacher incorporated her own unique style and created additions and changes to the interventions instructed to her during the implementation process in the classroom setting. In this chapter, I will first describe the classroom teacher, school environment, classroom environment, the students, and the participant's implementation of the interventions that can foster the use of Hispanic English Language Learners' primary language in the classroom setting. The information used to describe these elements was collected through observations and interviews throughout the study. In this chapter, I will also discuss the findings which emerged through content analysis. These findings include four themes: heightened awareness, challenges, changes to interventions and enjoyment.

Teacher Profile

It was evident from the beginning of the pre-interview that Mrs. Livingston, the case study participant, was deeply concerned about and cared for the English Language Learners in her classroom. This attribute of the classroom teacher was apparent in many ways. In the pre-interview, when I asked Mrs. Livingston to describe her role as a monolingual, English speaking, regular education teacher who instructs English Language Learners, she commented:

Some of the different things I do are. . . I do try to send home notes in Spanish for the parents. And I'll ask the kids sometimes how to say something in Spanish if I am speaking to the ones who really do not understand English or even if it is to the whole group. I'll ask them how to say it in Spanish or if I happen to know the Spanish word for it I'll say it. And, reading the test, certain tests that they're allowed to have read to them, I'll do that.

This statement implies that Mrs. Livingston does try to acknowledge the students' language differences and she verifies this by trying to learn the Spanish language from her students. Even though when I asked Mrs. Livingston if she was familiar with any programs to aid English Language Learners, she said she was not, she is very knowledgeable about the English as a Second Language Learner program her students participate in. She said,

From what I understand and because the first grade and the kindergarten classes started doing the program their doing, it is called, "Sing, Spell, Read and Write," I believe is the name of the program. And it's a phonetic program, it's a whole program though, it's got the grammar, it's got spelling with it, it has the phonics, it's a lot of singing so they learn their sounds. I think that it's helped them. Yeah and when I found out about it, I wanted to get it for my class.

Mrs. Livingston's knowledge of the English as a Second Language program that her students participate in demonstrates that she was motivated by her interests in her English Language Learner students to become knowledgeable about the program. In the previous comment from Mrs. Livingston, her concern and interest in English Language Learners is also evident in her desire to purchase the English as a Second Language, "Sing, Spell, Read and Write" program for her class. It is very apparent in what she says and does that Mrs. Livingston wants to help her English Language Learners.

Another area in which Mrs. Livingston exhibited her concern and care for the English Language Learners in her classroom was through her ability to gain assistance for her English Language Learners through school personnel. When asked if she felt that her school and/or parish had a structure of support or resources for working with English Language Learners she commented:

I would say that the school does, I don't know about the parish. We've got two English as a Second Language teachers on staff, and one does speak Spanish. We used to have an English as a Second Language teacher who spoke Vietnamese so that was helpful with the Vietnamese kids. But, I think so because if we have any questions or problems we usually go to them. And there are several other staff members who speak Spanish now, this year they've gotten a couple more.

The implication in this comment is that Mrs. Livingston's interest in her English Language Learners motivates her to go out into the school faculty and find someone who can assist her with issues and problems that she may be experiencing with these students.

Although Mrs. Livingston does demonstrate concern for her English Language Learner students and it does appear that she wants to help them, she also exhibits some signs which

indicate a lack of awareness on her part of the unique needs of English Language Learners. When I asked Mrs. Livingston to describe her role as a monolingual, English speaking, regular education teacher who instructs English Language Learners, she replied by explaining a couple of the accommodations that she implements to assist the Hispanic English Language Learners in her class; however, she ended with these comments:

Other than that really I don't think that it's a whole lot different than with just a class of English speakers. At the beginning of the year I felt more like it was to try to accommodate them with their language and to help them out. Um, but know it's just kinda become like they're just part of the class and we just do what, what I would normally do with the whole class.

These statements reveal that Mrs. Livingston is not completely aware of the needs of the English Language Learners in her classroom and that she may benefit from education in this area. The previous comments Mrs. Livingston has made, which exhibit her genuine care for her English Language Learners, combined with these statements, which represent her lack of awareness of the needs of these students, imply that if Mrs. Livingston was educated in interventions that would aid Hispanic English Language Learners she would be interested in their content and supportive of their use in her classroom.

School Environment Profile

In order to describe the school environment in which this study took place, I combined the information gained through a pre-observation of the school atmosphere with the data I gathered through interviews with Mrs. Livingston. During the pre-interview with Mrs. Livingston, when I asked her if she volunteered for the English as a Second Language class or if it was assigned to her, she stated that:

I think I was just assigned this class. I do not remember volunteering. But yeah, I would have if they would have asked. I think that they just put the kids together cause that's how they want it worked out for scheduling purposes and it just ended up with me.

Mrs. Livingston's reply implies that the school and its administrators are not concerned with the type of teacher who instructs the English Language Learners in their school. It also sends the message that teachers are not chosen to teach English Language Learners due to their educational background, teaching abilities, or personality despite the need in this case in particular for a teacher who understands students' backgrounds and abilities as they relate to their development as English Language Learners. Another statement from the pre-interview, which illustrates the school's lack of concern for the education of English Language Learners, is that when asked about professional development, Mrs. Livingston said the school has not provided any professional development workshops or trainings in this particular area. The fact that the school has not provided the teachers of English Language Learners with professional development in this area implies that the education and instruction of English Language Learners is not important. However, when Mrs. Livingston was asked if she thinks the school environment acknowledges English Language Learners, she answered:

I think they do. I think they could do more. Like we do the multicultural day, um it is March 29 this year so they have a multicultural program were they have the kids perform dances and songs, native to their culture and uh, and that's the biggest thing. I think they could probably do more.

This statement as well as the information I gathered from observing the multicultural celebration confirmed that the school does acknowledge the different ethnicities present in their student population and implies that within the school environment some efforts are being made

to address multiculturalism and raise awareness about diversity; however, certainly more can be done to acknowledge English Language Learners and make them feel comfortable within the school environment.

The multicultural celebration which I observed included the students exhibiting aspects of their native cultures through dress and dance. The students appeared very happy to be in the celebration and were smiling and laughing as they performed their specific parts. There were several parents present at the multicultural celebration and the parents of the students also appeared to be happy to be at school and enjoy the celebration. This was recognized by their smiles and conversation. The celebration ended with the students who performed in the celebration and their parents eating lunch together. The lunch was provided by the parents. They each brought a food dish which was representative of their culture.

The school faculty is also an important part of the school environment and are therefore included as part of the school's profile description. Information gained about the school faculty was gathered through the post-interview with Mrs. Livingston. When asked, after participating in this study, if she believed these types of interventions are welcome in her school environment, Mrs. Livingston responded:

I would say yeah. I would say, "yes," definitely we've got, a lot of students and we're just gonna keep getting more. Who, who are, you know, coming from different backgrounds and I think definitely that would help. Help them as their learning, the ones who've been here for a while, and who already know a lot of English. It just reinforces it. And the ones who are coming in who don't know much English it's helping them to be able to see you know, the connection with the English and the Spanish. So I think definitely that is a help.

I then asked specifically about the faculty at her school. I asked: 1) How did the teachers respond when you told them about your participation in this study, and what it was about? 2) What are some of the comments you received?

Just that they really didn't seem that interested. I mean a couple of them said oh, you've got more guts than I do cause I wouldn't be able to do that or I would not know how to do it or wouldn't feel comfortable doing it. So, that was really just it. I've told the others that we've been doing that, but they've come into the classroom sometimes. They haven't made any comments about the things on the walls. So I don't know if they've even really noticed.

These statements imply that the faculty is unaware of the unique needs of English Language Learners, and more importantly unaware of what can be done in the classroom setting to make these particular students feel comfortable and welcomed. Mrs. Livingston's statements send the message that the school faculty does not support the needs of English Language Learners. Overall, through analysis comparison of the previous statements and observation notes, the school can be described as having some awareness of English Language Learners, but not enough to support teachers of English Language Learner students and to inform the faculty of the specific needs of these particular students.

Classroom Environment Profile

For the purpose of describing the classroom environment, I combined the information I gained through the pre-observation of the classroom atmosphere with the data I gained through interviews with Mrs. Livingston, the classroom teacher, and Mrs. Smith, the English as a Second Language teacher. Overall, Mrs. Livingston's classroom environment did not initially acknowledge the presence of Hispanic English Language Learners in the classroom setting.

However, Hispanic English Language Learners were offered assistance with tests and were allowed to speak Spanish in the classroom setting.

The lack of acknowledgement towards Hispanic English Language Learners was seen through classroom instruction and the manner in which the classroom was decorated. During the pre-observation, I noted that all classroom instruction was taught in English and the signs, posters, class rules, and class guidelines were also written in English. Another aspect of the classroom environment that I noticed was that all of the students' work that was displayed on the walls was written in English. This atmosphere did not acknowledge that students who speak a language other than English were present in the classroom setting or part of the class. This atmosphere communicated the message to students that the Spanish language was not valued in the classroom setting. This message also inadvertently communicates to all students, especially Hispanic English Language Learners, that English is the better language and that we should strive to speak and read only in English. Lastly, it also communicates to students that the English language is what the teacher and the school expect of them and anything else is unacceptable.

Since this case study integrates books using the Spanish language and exploring Hispanic cultures, it was imperative that I investigated the classroom library. In this search I was looking for books that integrated the Spanish language or that represented Hispanic values and culture. In this quest, I only found two books that had text written in Spanish. During the pre-interview, I asked Mrs. Livingston about the classroom library books and how she decided to include them in her classroom library. She said,

Lots of them just started as being books that I could find. Just you know donations, like the library was throwing away this and that, but then when I really started working on it I

tried to pick things like animal books, ocean life, things like that, that the kids seem interested in. I tried to get biographies, different things that we're gonna have to be learning about through the year. It is a work in progress. I'm still trying to organize it and keep it organized, but except for those few things like space books, earthquakes, and volcanoes, that kind of thing, um it is just kinda a mix of things.

Since Mrs. Livingston did not mention the two books in Spanish, I then asked her specifically about those two books. She responded that if I found two, those were just the books that must have gotten into the mixture of books that are in the classroom library. However, she responded that from now on, she will pay more attention to this issue:

I think now since I have the Hispanic English Language Learners in my class and if I continue teaching this particular class that it will be necessary to have books in languages other than English. It is something these students would like and should have.

These last comments suggest that Mrs. Livingston does realize and is beginning to acknowledge the fact that she has Hispanic English Language Learners in her classroom. This message is communicated by her stating that if she is going to continue teaching Hispanic English Language Learners then she has to include Spanish books in her library. Mrs. Livingston's awareness that the Hispanic English Language Learners "would like and should have" books in the Spanish language is encouraging; however, at the time in which this case study took place the classroom library did not include many books that the Hispanic English Language Learners could identify with. The minimal amount of Spanish books in the classroom library once again relates the message to all students that the Spanish language is not valued. The minimal amount of Spanish books in her library also implies that prior to participating in this

study, the teacher had not systematically acquired books in Spanish. She thought she only had one, and that was by accident.

Even though the classroom instruction was strictly in English and the walls of the classroom only represented the English speaking students, there were two aspects of the classroom environment which supported Hispanic English Language Learners: 1) The assistance given to Hispanic English Language Learners by the English as a Second Language teacher, and 2) The fact that the Hispanic English Language Learners were allowed to converse in Spanish in the classroom setting.

During classroom observations and through an interview with Mrs. Smith, the English as a Second Language teacher, I concluded that she offers a variety of services to the Hispanic English Language Learners. Mrs. Smith not only takes these students out of the regular education classroom to instruct them in English as a Second Language skills, but at specific times throughout the day she is visible in the regular education classroom assisting students with tests. These actions taken by Mrs. Smith acknowledge the Hispanic English Language Learners' differences and provide them assistance with the academic challenges they may be experiencing. Mrs. Smith's presence in the classroom environment is positive and it sends the message to the Hispanic English Language Learners that they are valued and cared about and that their teachers want them to succeed. During an on-line interview with Mrs. Smith, I asked her about her role as an English as a Second Language instructor. She commented,

I teach about thirty-five students ranging from kindergarten to second grade. My students' levels are Beginner through Advanced. Those that are beginners require English as a Second Language instruction for at least half the day or more, intermediate students need at least two hours and advanced students need an hour a day. I teach a program

called “Sing, Spell, Read and Write,” which basically focuses on phonics, reading and reading comprehension skills. We start the day by reviewing the alphabet with sound and letter clusters by singing. We focus on a letter cluster for the week such as short e and review words, spell words, read stories and write using short e. I do help them with their class tests on Friday. I pull them to my classroom and give them accommodations such as reading the test out loud and extended time. As for instruction I help them with anything Mrs. Livingston tells me they are struggling with in her room.

In my observation notes, I recorded:

Today is Friday and the students are taking tests. Dividers are up so the children can't look at each other's papers. The teacher reads the spelling words in English and the students write down the words. Next, the students take their weekly reading test. Mrs. Smith, the English as a Second Language teacher, comes in the room. She walks around and monitors the students. She says, “You have to spell that word just like the way it is spelled on the test.” Mrs. Smith continued to walk around the room and help students. A student asked Mrs. Smith for help and she read the student the directions and said, “Remember we went over this in my class.” Another student walked up to Mrs. Smith for help, she read the student the test question and she said to the student, “good job” when she answered the question correctly.

Mrs. Smith's actions as an English as a Second Language teacher acknowledge the presence of Hispanic English Language Learners in the classroom setting. Another valuable characteristic of the classroom environment discovered through observations and interviews was that Hispanic English Language Learners were allowed to speak Spanish during class time. The fact that Mrs. Livingston does not prohibit Hispanic English Language Learners from speaking their primary language sends the message to all students that it is “okay” to be different and that

we all have different family backgrounds and cultures. I first observed the Hispanic English Language Learners speaking in Spanish during class time in observations and then I confirmed this finding with Mrs. Livingston during the pre-interview. When I asked her if she had any guidelines regarding students speaking in Spanish in her classroom, she commented:

No. If they speak in Spanish it is perfectly fine with me. I know sometimes I might have to ask someone else what they are saying. Yeah, if it seems like they are not on subject. I'll have to find out what they're talking about to see if it pertains to what we're doing. Yeah, I'm okay with it. I (laughing) just wish I could understand it.

By allowing the Hispanic English Language Learners to speak Spanish in her classroom, Mrs. Livingston is making the classroom environment a comfortable and inviting place for her students. Mrs. Livingston's closing comment, in which she wishes she could understand the Spanish -speaking students, acknowledges the fact that Mrs. Livingston would like the classroom environment to be a more comfortable place for her students and that she would like to become more capable of assisting these students with their differences.

Hispanic English Language Learners' Profile

As stated earlier, I concluded through classroom observations that the Hispanic English Language Learners were conversing in Spanish during class time. This observation led me to believe that these specific students are comfortable and content speaking Spanish in the classroom. Even though, as previously stated, the classroom environment is not entirely inviting to English Language Learners, these students still feel comfortable enough to communicate in Spanish with their fellow Hispanic classmates. The Hispanic English Language Learners openly conversing in Spanish can be seen as an expression of their pride for their primary language. I also observed that when the Hispanic English Language Learners conversed in their primary

language, many times their conversations revolved around helping their fellow Hispanic peers with directions and class work. It appeared to me that the students who were more confident in their English skills helped those students who were less confident and those who strictly spoke and understood the Spanish language. My observations that support these statements are:

Mrs. Livingston handed the students the first page of the reading test. She told them the directions in English, which were to write the abbreviations on the line. One student was walking towards his desk when another student ran up to his desk and retold him the directions in Spanish.

Two students are at their desks conversing in Spanish. Mrs. Livingston asks them what's going on. One student tells Mrs. Livingston that the other student is asking for help.

Mrs. Livingston says, "You can tell him the word for the cross word puzzle, but he has to find it himself in the crossword puzzle.

My observations throughout the data collection process helped me recognize various characteristics of the Hispanic English Language Learners in Mrs. Livingston's class. First, I realized the strong sense of unity and empathy that these students have for each other. The fact that these students are so eager and willing to help each other sends the message that they are in this together and that the students realize that they are a group that has differences, but that they can help each other to accomplish what is expected of them. Second, the information gathered from these observations made me aware that the Hispanic English Language Learners in this classroom are engaged in class activities and that they are trying to do the work assigned to them. These observations led me to characterize the Hispanic English Language Learners in Mrs. Livingston's class as proud and resilient children. These students exhibited resilience by doing

their work and everything else that was expected of them as part of the class in spite of the obstacles that they encounter every day as Hispanic English Language Learners.

Mrs. Livingston's Intervention Process Profile

In this section, I will describe how Mrs. Livingston specifically introduced and implemented each intervention. The purpose of the intervention process was to foster the use of Hispanic English Language Learners' primary language in the classroom setting. The information used in these descriptions was gathered through observations and then confirmed through analysis of Mrs. Livingston's journal entries and interim and post interview transcripts.

Environmental Print in Hispanic English Language Learners' Primary Language

As mentioned earlier, the first intervention, environmental print, included: labels in Spanish, posters in Spanish, reward cards in Spanish, and games and flashcards in basic Spanish. My intention for this intervention and instructions for Mrs. Livingston were to review the posters in Spanish as much as time allowed and to allow students to play the games, some independently and some as a whole class. Mrs. Livingston did an excellent job introducing the interventions to the class, but after that she did not use the games or reward cards in Spanish. Mrs. Livingston wrote about her experience introducing the environmental print interventions to the class.

I began to introduce the chart with the useful vocabulary words in the afternoon. We didn't get far because it was late, and some of the English as a Second Language girls were called out to practice for the multicultural celebration. I enjoyed reading the phrases with the kids. The Spanish kids were anxious to help and read the chart.

I also observed Mrs. Livingston introducing the games I gave her for the students to play during free-time. I wrote,

Mrs. Livingston showed the class the games of learning cards that I brought in. The students were all seated on the floor and Mrs. Livingston sat in front of them. She went over the opposites in Spanish and in English. She went over the words in Spanish set I gave her also. The students were calling out the words. The Spanish speaking students were helping Mrs. Livingston. After I gathered this information from Mrs. Livingston's journal and my observations, I decided to ask Mrs. Livingston during the post-interview if she was able to use these materials or if she saw the students using these materials during free-time. She commented:

I actually did not use them like I thought I would and yesterday afternoon I was thinking of doing the Spanish bingo, but honestly we haven't, I haven't used them with the whole class. I didn't remember to use them and as I said I wanted to use the Spanish bingo game and maybe before school is over we will have the time now to do that. And I think that they would enjoy that. It's um and like I said I just really kind of forgot.

During an informal conversational interview, I asked Mrs. Livingston how she was doing. She apologized for all of the labels not being posted. When I got to the classroom, I noticed that she had posted the sign that I given her which said, "Bienvedos," which means welcome in Spanish. I included in my observation notes the following comments:

Today, Mrs. Livingston and I went over the interventions and we made a schedule for when she would read the books. We also talked about what she has been doing in the classroom. She has been trying to use the phrases and she hung up some of the labels I gave her. She did mention that she was having some trouble with time. She apologized for all of the labels not being put up because she did not have enough time to put all of them up.

These passages from Mrs. Livingston's journal, my observations, and the post-interview transcripts relate the message that Mrs. Livingston did have good intentions of including these specific games into her classroom curriculum; however, she mentioned time constraints as to why she did not implement these interventions in the manner in which she was instructed. In addition, due to time constraints Mrs. Livingston did not use the interventions as she had intended to either. Therefore, Mrs. Livingston did not use these interventions in the way I or she intended.

Books in Languages Other than English for the Classroom Library

As previously mentioned in chapter III, the second intervention included placing five books narrated in Spanish and English in the classroom library for all students to read or view during free-time or library time. This intervention did not produce as much documentation as I wish it would have. Throughout my observations, I did not witness students reading these books that were included in the classroom library because I was not in the classroom during independent reading time or free-time.

I did notice, however, that some of the books were on Mrs. Livingston's desk and did not make it to the classroom library. I asked Mrs. Livingston about the Spanish books included in the classroom library during the post-interview. I asked her, "I know some of the books we didn't have a chance to put out into the library, but books in languages other than English for the library, how is that going?"

Mrs. Livingston responded:

They, there is a couple of them who are always done with their work and they always want to read so they, they like having those there that they could look at and see them.

This intervention was intended for all students to enjoy books in languages other than English. The fact that some of the students have been looking at these books is exactly how I intended for this intervention to be implemented. However, when I asked Mrs. Livingston about the books on her desk she replied that she did not have time to put them in the classroom library. This statement implies that Mrs. Livingston did not implement this intervention in the way that she was instructed, because all students were to have access to these books and enjoy reading them. This action of Mrs. Livingston also implies that she was not overly concerned or committed to this particular intervention which was intended to foster the primary language of English Language Learners.

Read-alouds and Writing Activities

The third intervention implemented by Mrs. Livingston included two steps. First, the classroom teacher was to review specific books which were provided to her and become familiar with their content. Then using her own “read-aloud” style the teacher was asked to read the books to the class. After the read-aloud process had ended, the teacher was instructed to create a writing prompt based on the information presented during the read-aloud.

Mrs. Livingston did a wonderful job incorporating her own style into the read-aloud intervention process. My observations support that the intervention of read-alouds was implemented just as Mrs. Livingston was instructed. She was familiar with the books before she presented them to the class and she shared her background knowledge of the specific book topics with the class. The following passages from observations and the post interview describe how Mrs. Livingston manipulated the intervention process of read-alouds to make it work for her and her class. The passages also exhibit Mrs. Livingston’s inclusion of her own Spanish book.

Abuela and Isla

Mrs. Livingston changed the focus to the book, *Abuela*. She asked the students if they remembered what *abuela* meant? The students answered, “Yes, grandmother.” The teacher read the book *Abuela*. The students sat around Mrs. Livingston and listened. Every time Mrs. Livingston would say a phrase from the book in Spanish one or two Spanish-speaking students would correct her. The book had the Statue of Liberty in it. The teacher told the students that the Statue of Liberty is on an island and that when people come from far away or from other countries and they want to come to the United States, they knew they were in the United States when they saw the Statue of Liberty. Mrs. Livingston then told a story about her husband’s grandfather. How he came from Germany and that is where he went when he first came to America. The Spanish-speaking students kept helping Mrs. Livingston read some of the phrases. The students would correct the teacher and she made them say the phrases in Spanish and then she continued to read the book. After Mrs. Livingston read the book she said, “This book is kind of like a story we already read.” They compared *Abuela* to *Chinatown*, a story they read in their reading basal, which was about a little girl and her grandmother and their trip to Chinatown. In the book they went several places; Mrs. Livingston reviewed the *Chinatown* story and then reviewed *Abuela* with the class. The students kept talking about where the little girl would go next. So, Mrs. Livingston pulled out the sequel to the book, *Isla*. Mrs. Livingston read the title of the book to the class, *Isla*, and one of the boys called out, “That is an island.” As Mrs. Livingston read the book, she asked them questions about the words. She said, *mes meralda*, which means the emerald in English, but the students did not recognize or know this word. The teacher asked some of the students to read from the book. Mrs. Livingston was looking in the back of the book.

One girl thought the book was over and another student said, “No, it is not over, she needs to look at the back of the book to check out how to read it. She can’t read it all.” (There is a Spanish/English glossary in the back of the book.) After Mrs. Livingston read the book she said, “You are going to write a story.” She asked the class, “What is ‘listen’ in Spanish?” The students said, “Tienda.” So the teacher said, “en tienda, los tienda” several times. The directions for the writing project were: “You have to answer where you would go, who you would go with, and what you would see if you could fly.”

Mrs. Livingston read aloud the books that included Spanish and was appreciative of the help she was given from her students in pronouncing the Spanish words. She also incorporated her own style into the read-alouds by explaining parts of the book to the students through the use of her own real-life experiences with the topic at hand.

Mommy Bird

The next read-aloud that Mrs. Livingston conducted with the class was interesting because Mrs. Livingston picked the book out herself. She found the print out of this book on the internet and she printed each student in her class a copy. The information I collected to support this information came from observations and the interim-interview. Included next is an excerpt from my observation in which Mrs. Livingston introduced her class to the book, *Mommy Bird*:

Mrs. Livingston tells the class, “I was looking on the internet for a Spanish and English book. So, I found a book called *Mommy Bird*. The words are in Spanish and English. We will read it in English and then our friends who speak Spanish will read it for us in Spanish.” All students read the book in English and then the Spanish -speaking students read it in Spanish. Mrs. Livingston would listen to the students read it in Spanish and then she would try, and after she tried she would ask the Spanish- speaking children if she

was right. One child reread the page for her and made some corrections. One of the female students, who speaks English and Spanish, is seated between two boys who only speak Spanish. She frequently helps these students do their class work. This female student suggested that one of the boys, seated next to her, could read. She said, “He knows it, let him read it.” This child read the page, with a smile, and he sounded out the last word. All the students read in English and then the Spanish -speaking students read in Spanish. The Spanish-speaking students, especially those who speak only Spanish, did not hesitate.

When I asked Mrs. Livingston about why she chose to incorporate the *Mommy Bird* book into her language arts time, she commented:

Well, the bird book came up just as I was needing something for the two who don't speak English. Something to try to make them feel like they were part of the class a little bit more. And uh, then I got the idea to do it for the whole class and to put the English with it also, so that the rest of the kids can see how it is in Spanish. And they might pick up on a little bit. And the ones who are learning English would see it in English and know how to say it also. So, that was just to give them something to do and to involve them.

Mrs. Livingston incorporated her own ideas into this read-aloud. Initially, she was looking for a way to involve the two students who didn't speak any English, but then she decided that having the Spanish text accompanied by the English text would benefit all students: the students who spoke no English, the students who were learning English, and the students who spoke only English. She also gave each child a copy so they could have the opportunity to notice

the differences between the Spanish and the English language. Mrs. Livingston's ideas worked out well because they included the whole class and the whole class had a chance to participate.

Saturdays y Domingos

When Mrs. Livingston conducted the next read-aloud, she used her own ideas and experiences to build the theme of families, which is part of the second grade social studies curriculum. In my field notes, I wrote:

Mrs. Livingston tells the class, "We have been reading some books in Spanish and in English." She reviewed *Abuela* and *Isla*. "Remember *Isla* the little girl's grandmother talked about and taught her about where she was from. We are talking about families. Everyone's family is different." Mrs. Livingston shared about her grandparents, whom she never knew. They died when she was a baby. Her great aunt was like a grandmother to her..."Your grandparents, parents, parents' grandparents and etc. make up your family tree." Mrs. Livingston explains the book, *Saturdays y Domingos*. "Sometimes you marry people of different nationalities. You may be Spanish and fall in love with an American person." She started reading the book and the Spanish-speaking students are helping her...There is a part in the book where the little girl counts in Spanish and the students began to count in Spanish...The next pages had animals on them. Mrs. Livingston called on some of the Spanish-speaking students to tell the class the names of the animals in Spanish. They reviewed them a couple of times so all the children had a chance to say the words in Spanish. The book had a piñata in it for the little girl's birthday. Many of the students looked at each other and talked. Many of them told Mrs. Livingston about piñatas and their experiences with them. It came to the part in the book where they sang Happy Birthday to the little girl. Mrs. Livingston told the students she

practiced and the male English as a Second Language teacher who speaks Spanish helped her with the pronunciations. Mrs. Livingston straightened herself up in her chair and took a deep breath and read the song. After she read it the Spanish speaking students wanted to sing the song in Spanish. They sang it twice. Mrs. Livingston then began to review the book and asked the children to tell her the things they remembered about the book.

Things that are different, but almost the same she did things with her American and Spanish family...Mrs. Livingston told the students to think about the special thing that you do with someone special in your family, something you always do.

Once again Mrs. Livingston did an excellent job building background knowledge for the read-aloud and sharing her own experiences to explain to the students the book's topic. Mrs. Livingston's actions sent the message to the students that she really was interested in their culture and families. The fact that Mrs. Livingston took the time to review, practice, and find out the correct pronunciation of the words, prior to reading it to the class as she was instructed to do as part of the intervention, exhibits that she really was interested and wanted to make the read-aloud experience memorable for her students.

Book Excerpt

For the third read-aloud, Mrs. Livingston decided not to read the whole book, but instead she found an excerpt of the book in a reading basal to read to the class. In the observation that captured this read-aloud, I wrote:

I am not going to read this book because it is very long. This book is in English and in Spanish. When Mexican people come to the United States they used to tease them or get aggravated with them because they didn't speak English, but now it is okay." An African American student raised her hand and said, "It is kind of fun for English people to learn Spanish." Mrs. Livingston

said, “Yeah, in fact when you go to high school you will get to learn a different or new language.” “You can look at shampoo bottles and things like that and they have the Spanish words. The directions are in Spanish.” The book showed some piñatas, Mrs. Livingston said, “We now have piñatas in America.” While Mrs. Livingston read, she would say the Spanish words several times...The students would then say it with her, some to learn and some to correct her. The book then showed confetti eggs. Mrs. Livingston said, “You see, that is something I didn’t know that came from Mexico.” A student told a story about when they or when she lived in Mexico. She, her mom and her little sister filled eggs and then they went outside and cracked them on people’s heads. Toward the end of the book a student asked, “Are we supposed to be learning Spanish?” Mrs. Livingston said, “I am not teaching you Spanish, but it would be great if you picked some up. We are learning about different cultures. We have lots of Spanish students in our class and we are learning about their cultures. We learned about another culture from the stories, *Chinatown* and *Jalapeño Bagels*.

In this read-aloud, Mrs. Livingston realized how much she could handle as far as reading a book in Spanish and she took the initiative to find an excerpt from the story in a reading basal. Once again, Mrs. Livingston used her own style of read-alouds. Additionally, she took the time to find extra resources to present the read-alouds to the class which shows that she has an interest in her Hispanic English Language Learners and that she really wants to see these interventions work in her classroom setting.

From Here to There

In the last read-aloud that Mrs. Livingston read, *From Here to There*, she sent the same message, but her style of connecting the book to the students’ lives is notable and this read-aloud concluded with a writing activity. I recorded in my observation,

Mrs. Livingston read the book *From Here to There*. She explains to the children what the book is about. She begins by telling them to remember about when they wrote their pen pal letters with Mrs. Smith. So, she then explained what you do with a diary. She then went back and started to tell the story. She asked the children how many of them had to make a big move and leave some family members and friends behind. “How many of you had to move and learn a new language? How many of you were born in Mexico and moved here?” Mrs. Livingston gets out a map and shows the students the United States and the Mexican border. She told them that many people have to move to new places. The girl in the book is very nervous about not being able to speak Spanish. One student said, “Well these students speak Spanish.” She talks to the students about leaving family members behind in other areas of the United States. “Yes,” many students said, “for Hurricane Katrina we left some family in Texas to come home.” Mrs. Livingston then begins to read the book. Mrs. Livingston then said, “remember the little girl is writing in her diary. She is writing about the food at dinner they had with Abuela and Tata. Mexicali is where they are now.” Mrs. Livingston shows them on the map where Mexicali is. So she reminds the students that they are still in Mexico. They are visiting her aunts on her way out. The little girl is very worried. Papa is going to Los Angeles to try to get the family green cards. The teacher explains to the students what green cards are: “You need a green card to live in the United States if you were not born here.” The book talks about Caesar Chavez. Mrs. Livingston explains to the students that he is important to Mexican Americans because he helped them get their rights. She then explained to them about unions and how horrible it used to be for Mexican Americans. The students related living with other people to when they evacuated for Hurricane Katrina... Mrs. Livingston explained that immigration patrol checks to make sure you have permission to be in the United States, which is your green card. The family finally gets to the United States and the

book ends and Mrs. Livingston reads the author's biography in the back of the book. Mrs. Livingston walked around the room and showed the students the small picture of the author. Mrs. Livingston then said, "I want you to think about those of you who have family members who do not live here. I want you to think about someone you would like to write to. If you have family members someplace, what would you like to say to them in a letter? If you do not have family to write to you can pretend you are writing in a diary..." She explained and made a model on the board of a diary entry and a letter. Mrs. Livingston passed out paper and tried to review the directions with the students.

Mrs. Livingston's introduction of the book corresponded with the theories this case study is based on. She made a connection with the topic of the book and the students in the class. The way Mrs. Livingston presented the topic of moving made it easy for all students, English speaking and Hispanic English Language Learners, to make a connection with their own lives. Mrs. Livingston was also very knowledgeable about the topics in the book and she completely explained them to the students. Mrs. Livingston's explanations, the use of maps, and the connection she formulated between the students and the text made this a successful read-aloud due to the fact that it created unique discussions for the class. Once again the effort and time that Mrs. Livingston invested into the read-aloud process proclaims the message that Mrs. Livingston is particularly interested in the implementation of interventions that can foster the use of Hispanic English Language Learners' primary language in the classroom setting.

Using Short Phrases in Hispanic English Language Learners' Primary Language

The third intervention, using short phrases in Hispanic English Language Learners' primary language, was not implemented in the way in which I intended. The instructions for this intervention were for the classroom teacher to review the Spanish phrases on the poster, which

exhibited everyday phrases in Spanish, and to decipher which phrases to use at specific times throughout the school day. As mentioned earlier in this chapter, Mrs. Livingston did not remember to use Spanish phrases throughout the school day, but she implemented the phrases through a worksheet activity. I observed Mrs. Livingston throughout the worksheet activity:

Mrs. Livingston turned on the overhead projector. She then led the students to read the phrases from the phrase poster in English. Then she asked the Spanish -speaking students to read them in Spanish. She tried to connect the phrases to something they had already read. “*Donde esta*, remember that from the *Jalapeño Bagels* story? Please, what is the Spanish word for please, *por favor*.” She showed them how you could cover up the *por* and what you have left is *favor*. “When you ask for a favor don’t you say please?” Mrs. Livingston wrote the English word on the overhead and then the Spanish word. The students are matching the English to the Spanish words. Mrs. Livingston thought of this activity on her own. She copied the papers herself. She is finding different ways to work with the phrases with the students besides using them in everyday language.

Mrs. Livingston did not remember to use the Spanish phrases in everyday conversation; however, the use of the phrases did inspire her to create another activity that included the use of the Spanish phrases. The way Mrs. Livingston introduced the phrases and the way in which she gave the students ideas to remember the phrases shows that she is most interested in the students understanding the Spanish language and not just memorizing the words. Although Mrs. Livingston incorporated the Spanish phrases into a lesson, I think it would have been more memorable and enjoyable for the students if they would have used the phrases in everyday conversation, such as good morning, please and thank you.

Multicultural Activity

This multicultural activity was implemented in the way in which the classroom teacher was instructed; however the intervention was not successful. The teacher was instructed to send home with her students the letter (see appendix g) I created explaining to parents the language tree activity we would be conducting in her classroom. After all the students returned the form to school Mrs. Livingston was instructed to give the forms to me so I could find the correct symbol to represent each child's language background. At this time she was instructed to explain the activity to her students and to choose a time to conduct the activity. First, I do not think the parents understood the letter I created because most of them listed all the nationalities present in their family tree. Secondly, I think this activity should have taken more than one day so that the teacher could present the students with more information about the languages that their families speak. This activity did not produce the results that I expected due to the time allotted to complete the language tree. Mrs. Livingston wrote a journal entry about the language tree in which she said:

We did the language tree activity. I don't think the kids fully understood what we were trying to get across to them. I think the parents confused family ancestry and language. Overall though, I guess that they understood that most of the kids in the class have different language backgrounds. They liked coloring the pictures. I noticed that they seemed to, the Spanish kids, take their time coloring the pictures of the Mexican flag and dragon. They were very neat and well-done. The American kids didn't do as nice a job on their flags and pictures of the African Americans. Maybe that's just a coincidence.

I consulted with Mrs. Livingston about the language tree activity during the post-interview. I asked her what she would do differently to make this activity more enjoyable to her students. She commented:

Well, I think that we would just have to spend more time studying each culture and finding out a little bit more about the background of each and it seemed like some of the parents confused it with a family tree. So, I think we would just have to be a little more clear on that, but to go back into the background and see more of the culture and how each one is different and I think that would help the kids to understand what they were doing a little bit more. They enjoyed it and liked doing it.

Mrs. Livingston implemented this activity just as she was instructed. The lack of success of this activity was due to poor planning on my part. I did not expect the parents of the students to misunderstand the purpose of the project and I did not plan for the activity to be implemented in such a small time period. Mrs. Livingston's solutions to make the activity more enjoyable for her students show that she is flexible and knows that in order for these interventions to work in her classroom they may need to be altered in some way. It is also encouraging that she was interested in the intervention enough to think about ways to correct the problems experienced.

One exciting part of the intervention process was that Mrs. Livingston decided on her own to educate the students on *Cinco de Mayo*, by presenting them with information in a hand out and showing the students a short film. I observed Mrs. Livingston introducing this information to the class:

Mrs. Livingston told the students we are now going to watch a film on *Cinco de Mayo*. She had the computer projected onto the board. She got the information from a website. She said, "Before we start the film I want you to look at this paper. I will read it to you

and you will follow along.” The paper was a sheet on *Cinco de Mayo*. She asked the students what *Cinco de Mayo* is. They said, “The fifth of May and a day Spanish people celebrate.” So, she reads about it and the students follow along and listen. She explains to the students through the handout that May 5, 1862 is an important battle for Mexico. The Mexican soldiers won a fight or battle. They had a lot of French soldiers, but not a lot of Mexican soldiers. She asked the students why we celebrate *Cinco de Mayo* and they said because, “they won the war, or they won a battle.” She referred to the story, *Big Bushy Mustache*. It was about a play the character was doing about *Cinco de Mayo*. Mrs. Livingston then began the film from the internet. You could hear the students saying, “Oh, they won the battle,” while Mrs. Livingston began to play the film...The film had lots of music and dancing in it and it had an abundance of food. The film narrator said that all types of people celebrate *Cinco de Mayo*. After the film Mrs. Livingston gave the students a *Cinco de Mayo* color sheet to color.

The effort and time that Mrs. Livingston put into this presentation, including finding the information on *Cinco de Mayo* and finding the film to present to the students showed that she was really supportive of interventions that foster the use of Hispanic English Language Learners’ primary language in the context of the classroom.

Conclusion

The intervention process overall went well and Mrs. Livingston tried her best which was seen through the time and effort she invested in the intervention process. Although the intervention process was a pleasant experience for Mrs. Livingston, I had hoped the intervention process would be implemented in a more natural manner. Mrs. Livingston and I ended up scheduling every read-aloud, writing activity and the multicultural tree activity due to time

restraints. Mrs. Livingston wanted to make sure she got everything done, which made her anxious to plan the interventions and when they would be implemented. When I asked Mrs. Livingston about time restraints in the post-interview, she commented:

I think if it was to start at the beginning of the year that it would be a more natural thing and it would be more, just part of what we do all the time. So, it wouldn't seem like something else that we've got to do. It would just be something that could just be brought into the rest of the curriculum whenever it fit in.

I agree with Mrs. Livingston that the natural integration of the languages and cultures of all students was the ultimate goal of this case study. However, due to time constraints Mrs. Livingston scheduled each intervention when she could fit them into her daily schedule. When the interventions are a part of the everyday routine, not only will the interventions be implemented more frequently but the message will be sent to the students that their primary language is important enough to the teacher to be used on a daily basis.

Themes

In the remaining parts of this chapter, I will discuss the four themes that emerged through data analysis of the interviews, observations, and Mrs. Livingston's journal. The four themes that represent this case study are: heightened awareness, challenges, changes to interventions and enjoyment.

Heightened Awareness

Although this case study focuses on interventions that can foster the Hispanic English Language Learners' primary language in the classroom setting, the information that this case study produced is based on the classroom teacher's experiences with the intervention process. The theme of heightened awareness delves into one aspect of the classroom teacher's

experiences throughout the intervention process. This theme was formulated using the positive and negative issues that surfaced in regard to the actual interventions as they were perceived by the classroom teacher. It was evident through observations and interviews that the classroom teacher built her perceptions of the success or lack of success of an intervention based on the students' actions in relation to the activities. In this section, I will first describe the positive and negative encounters the classroom teacher experienced with each intervention and secondly, I will explain overall how the usage of the interventions led the teacher to an increased awareness of Hispanic English Language Learners' specific needs.

The Environmental Print Intervention

The information gathered from interviews and Mrs. Livingston's journal supported the fact that she encountered positive experiences in regard to the interventions related to environmental print. These experiences were labeled positive due to the students' actions which exhibited high interest, participation and enjoyment. In Mrs. Livingston's comment on the first time she introduced the labels and posters in Spanish to her students, she said:

I finished going over the vocabulary chart with the class. It was difficult to keep everyone from saying the words at once. I wanted to call on one Spanish child at a time to read the phrase. They were all excited and wanted to help read it and tell how to pronounce the words.

During the interim interview, Mrs. Livingston recalled the experiences she had with the posters in Spanish: They enjoyed it. One of the kids said, "Are we going to go over the numbers chart?" And I said, "Well, I do not know, you know, we can't do it right now." And it was like the end of the day. But, I know that the rest of the class does enjoy it.

In her journal she wrote, “I’ve noticed that they read the charts a lot and they read the cards that are up on the walls and on different desks and counter tops.”

When asked if there was an intervention that created change, Mrs. Livingston commented:

Putting up the charts and the labels and having them there for them to be able to look at.

And to see and they were really excited when they came in the next day and they saw the labels and they were reading the labels I think it helps them to see the written Spanish and to know what it is, they might not see it written in Spanish now that they’re here.

The games and flashcards in Spanish were also a part of the environmental print intervention; however Mrs. Livingston did not have any experiences with these materials. Her lack of experience with these materials was due to the fact that she did not use these materials for more than introducing and explaining them to the class. I observed Mrs. Livingston introducing the games and flashcards to the class. When I asked Mrs. Livingston she said that she did not have time to use the games and flashcards. Mrs. Livingston did not implement this intervention; therefore she did not follow the instructions for this intervention process. I intended for the games and flashcards to be a fun way for the English Language Learners to review their Spanish and teach their classmates some of their primary language and for the non-English Language Learners to learn words in Spanish.

The Read-aloud Intervention

The read-aloud intervention also created a positive experience for Mrs. Livingston and her students, which was evident through various student expressions. The encouraging feedback was exhibited by the students’ high interest in correcting and assisting Mrs. Livingston as she read the books, their ability to recall events in the books, and their overall enjoyment. The aid

that Mrs. Livingston received from her students was part of the enjoyment she experienced through the implementation of this intervention. In my observation notes, I wrote about how the students corrected Mrs. Livingston's pronunciation of Spanish words while she was reading aloud.

When Mrs. Livingston was asked how she felt about the students, she commented:

Oh, I think that it's great that they are so willing to help and that they, that they're not shy about it, they just want to do it. They want to tell you what it is and tell you how to say it and you know I'll watch how they correct each other and I think that's great that they do that. Instead of having to say, "Oh, please tell me how to say this," I have to say, "Just please hold on, and let me listen to one of you, so I can really hear what you're saying." And I think they enjoy being able to use their language and other times during the day they'll speak to one another so they're definitely not shy about it.

The students exhibited their interest in the books' content by recalling specific events in the story, *From Here to There*. Mrs. Livingston began by asking the following question:

"The other day I started reading a book about a little girl who was leaving Mexico to go to California so her dad could work. What are some things that you remember about the little girl?"

The students responded:

"She was worried about speaking Spanish because what if they didn't let her speak and she did not want to leave her friends and family."

"She was also scared."

“The brothers felt happy because they wanted to meet new friends and people. They were going to learn how to speak English.”

One student said they were happy because they were hiding in the boxes. Mrs. Livingston asked, “And do you remember who was born in the United States?” One student said, “The dad.” Mrs. Livingston said, “That’s right, he was born in Arizona and they moved to Mexico when he was six.”

To summarize Mrs. Livingston’s experiences with the read-aloud interventions, she wrote in her journal:

I think they enjoyed listening to the stories and hearing not just the story, but hearing a different language and the other kids enjoyed hearing their language and it helped them, made them think about if what they were saying was correct or not. Since they would correct me and correct one another when they would hear it and just gave them maybe exposure to something that they hadn’t heard before. (The formal usage of the language, maybe.)

Writing Activities

Like the previous interventions mentioned in this section the writing activities also produced a positive experience for Mrs. Livingston and her students. The positive experiences were displayed by the commendable writing abilities Mrs. Livingston’s students portrayed on these particular writing activities and by the students’ interest to write in the Spanish language. Mrs. Livingston’s remarks in regard to the writing activities, which were prompted by the content of the books used in the read-alouds, were:

I think the writing activities were fine. They enjoyed it and they knew what they were supposed to do and they actually (laughing) did better on those than some of the other

activities done during the year. I do not think there was anything that I would change necessarily.

When asked why she thought the students did better on these writing activities than previous ones through the year, she commented:

Maybe from having an example in the book, in the stories and kind of see how the writing was used, what it was used for. And you know just having that background of the stories to know what they are writing for.”

During an observation, I also noticed that the students exhibited their excitement for the writing activities by asking Mrs. Livingston if they could write in Spanish:

One girl, a child I have heard speak Spanish several times before, asked if they could write in Spanish. Mrs. Livingston said, “Yes.” The two girls said, “Yeah!” The first girl asked again and Mrs. Livingston said, “Yes, but you need to write the English word like the book does.” After the students finished, Mrs. Livingston read their stories. She smiled as she read their stories. She complimented them each on their story and asked them a question about it. She had trouble getting the students to share their stories. She complemented them again and said they were really good. Some of the students used Spanish words in their stories.

The last two interventions, the use of Spanish phrases and the language tree, were not as successful as the previous interventions. The Spanish phrases did not produce as many memorable experiences for Mrs. Livingston and her students because at times she did not remember to use them in everyday conversation. The language tree was not characterized as successful due to the students’ overall lack of interest in the activity.

Using Short Phrases in Hispanic English Language Learners’ Primary Language

When asked about the short phrases in Hispanic English Language Learners' primary language Mrs. Livingston commented on the times that she did use the phrases. She said:

I have been trying to remember to say "hello" and "thank you," and "goodbye" in Spanish when I talk to the Spanish kids and the rest of the class too. I ask them how to say different things in Spanish. I enjoy it. I think that the kids appreciate me saying something that they can understand.

I would try to remember to use the phrases. And uh, there would be times that I wanted to say something and I was thinking about saying it maybe, and just couldn't remember how to say it right. So it did not come out.

Mrs. Livingston's inability to remember the phrases made this intervention difficult for her; however, when she did use the phrases with students she received a positive response.

The Language Tree Activity

The language tree did not create a pleasant experience for Mrs. Livingston overall. First, the parents did not understand the note I sent home to them explaining the language tree activity. Many of the parents confused language with ancestry; therefore when the students returned their papers they had several nationalities listed. I went ahead and found symbols for all of these nationalities, but the activity developed into a lesson about countries instead of languages. The lesson was also very quick due to time constraints.

When Mrs. Livingston began this journey of implementing interventions which can foster the use of Hispanic English Language Learners' primary language in the classroom environment, she did not have many educational experiences related to the education of English Language Learners. Therefore, a common theme which emerged throughout this case study is the awareness that Mrs. Livingston gained during the intervention process. Even though Mrs.

Livingston's experiences with the interventions were a mix of positive and negative experiences the common result of each intervention was that Mrs. Livingston learned that it was important and enjoyable for the students to be exposed to their primary language in the classroom setting. When asked if there was anything she learned throughout this process Mrs. Livingston said:

It's made me more aware that they need to use their language and that they would be comfortable communicating with one another in their natural language if they can't think of how to say it in English and that's what ends up happening most of the time. They are trying to explain something so the best way for them to do is in Spanish, but it's increased my awareness of that and, and I really hadn't thought about it before really, really.

Challenges

The second theme that emerged from the data gathered in this case study involves the challenges experienced by the classroom teacher. These challenges are separate from the positive and negative experiences the classroom teacher encountered with the actual interventions due to the fact that these are challenges related to the overall process of implementing interventions into the classroom setting and are based on Mrs. Livingston's thoughts, not the students' actions. The interesting aspect of this theme is that it not only includes the challenges experienced by the classroom teacher, but it also includes her solutions to the challenges. The explanation of this theme will first include the challenges Mrs. Livingston experienced with the Spanish language and her responses to those challenges, and secondly I will present the major challenge Mrs. Livingston experienced, which was time constraints, and her solutions to this challenge.

Challenges with the Spanish Language

The challenges Mrs. Livingston encountered with the Spanish language did not make her uncomfortable during book read-alouds, but she was determined to use the correct pronunciation for the students. She said, “I don’t feel uncomfortable. I just want to be sure to say the words correctly.” During the chart presentation, which I was observing, Mrs. Livingston began to realize that the students do not all speak the Spanish language exactly alike. I observed the following:

The word *anaranjado*, which means orange in Spanish, was one of the words they helped her with. She asked five Spanish -speaking students to say the word. They all said it differently and she turned to me and asked me why. I told her that the reason that the students speak differently is due to differences in dialects and that all the students do not come from the same place and that different areas have their own ways of speaking. I explained it to her by giving her the example of when and if she travels to a northern part of the United States that she will sound different from the natives of that area because she speaks a different dialect of English. Even though we speak English in the Northern and Southern parts of the United States we may pronounce words differently due to the dialect of English spoken where we live.

The next time Mrs. Livingston had an obstacle like the one previously mentioned she explained to the students why they may speak differently from each other and the author of the book:

One girl corrected Mrs. Livingston. She said, “You should say, ‘do you want to fly?’” Mrs. Livingston told her that the book is probably formal and since Mrs. Livingston does not know Spanish she is going to read it like the book.

Another phrase came up in the book, “Circa del mar.” One of the students corrected Mrs. Livingston., She said, “Circas del mare.” Mrs. Livingston said, “you add an “S” to the end. Maybe you learned Spanish differently.”

When asked about these pronunciation obstacles Mrs. Livingston commented:

The challenge was mostly for me to, to hear how they were saying it and to try to learn the right way to say it. And trying to pick up on which endings to use, when like, the male and female, the “a” and the “o”, for example. And um, so the challenge was just for me trying to, trying to learn that.

Although the Spanish language pronunciations presented obstacles for Mrs. Livingston, she solved the problem by being honest with the children. She told them that she does not know Spanish so she needs to follow the book and that maybe they learned Spanish differently. Mrs. Livingston’s inclusion of a solution to the challenge enabled her to continue the intervention without feeling uncomfortable or inadequate. The Spanish pronunciations presented challenges to Mrs. Livingston but they were not as prevalent throughout the data as the challenges she experienced due to time restraints.

Time Constraints

Some of the obstacles related to time constraints were based on the time period in which this case study took place, which was in the months of March, April, and May. Time was a major challenge throughout this study. It was the reason why Mrs. Livingston had to plan and schedule every intervention instead of just letting them flow naturally into the classroom setting. The interventions which were affected by time were the use of Spanish phrases, the use of Spanish games and flashcards, and the language tree activity. Mrs. Livingston made the following comments regarding time:

Well, just by starting at the time of year that we did , getting towards the end of the year that's always hectic trying to do paperwork and that kind of stuff that has to be done. But, I think if it was to start at the beginning of the year that it would be a more natural thing and it would be more um, just part of what we do all the time. So, it wouldn't seem like something that we've got to get done. It would just be something that could just be brought into the rest of the curriculum whenever it fit in. And if it just started at the beginning of the year it would seem like it was just part of the class. Yeah, and just trying to read the stories and different activities would fit into what we were already working on. I really think the non-Spanish speakers would probably have learned more and that the Spanish speakers would have helped them like they do with each other. And just wanted to kind of share so I think that everybody in the classroom would of just learned more. And yeah we could of done more, I don't want to say like a lesson, but it could have been more in depth. It could have been things that uh, they just got more from it. Learned more from it.

The challenges Mrs. Livingston experienced with the interventions were related to the Spanish pronunciation of words and time constraints. The fact that Mrs. Livingston created solutions to these challenges is commendable for if she would not have, many of the interventions would have completely failed. Although the interventions were not implemented in the way I intended—which is natural and a part of the classroom's daily activities—Mrs. Livingston appeared to do the best she could when presented with the challenges of pronunciations and time constraints.

Changes to Interventions

Overall, although time was the biggest obstacle Mrs. Livingston encountered, she still found a moment in her busy schedule to incorporate her own additions to the intervention process. This obviously took some time and indicates that although Mrs. Livingston felt constrained by time, she was willing to devote extra time—her own time for preparation as well as class time—to those interventions she found particularly valuable. Mrs. Livingston integrated a book, *Mamma Bird*, narrated in Spanish and English that she found on the internet to use during the read-aloud process and conducted a presentation on *Cinco de Mayo* for the class, which included a hand-out and a film with information on the holiday. Both of these additions were described earlier in this chapter. This action by Mrs. Livingston implied that she believed it was important to have all the students take part in an English/ Spanish read-aloud, and it was also important for them to know about their heritage and why they were celebrating the holiday of *Cinco de Mayo*.

The surprising element of this theme was that Mrs. Livingston made some changes to the intervention process. The changes she made included: using the phrases as an activity instead of using them in daily conversations, the choice not to use the games and flashcards, the choice to use an excerpt for a read-aloud book instead of the actual book and the choice to add her own personal unique style to the read-alouds. Throughout the interviews I concluded that the reason she made these particular changes to the interventions was to save time but still be able to implement the interventions. The only one that was not used to save time was adding her own personal style to the read-alouds. Throughout this process and through observing Mrs. Livingston in the classroom I can speculate that she included her own style to the read-alouds which included her sharing her family background and life experiences in order to make the

English Language Learners understand that they are not alone and that several people have unique families. I also believe she chose to share her life experiences with the class in order to make the non-English Language Learners realize that even though you may not speak a different language many of us have relatives from other parts of the world in our families. The interesting finding was that even though Mrs. Livingston altered some of the interventions I firmly believe that she participated in this action in order to implement the interventions in the best way that she possibly could when considering time restraints and the unfamiliar material included in this intervention process.

Enjoyment

The final theme of this case study is teacher enjoyment. The teacher indicated that her overall enjoyment of the intervention process will affect her actions in the future in regard to English Language Learners and their language needs. I concluded from Mrs. Livingston's journal entries and data collected through interviews that Mrs. Livingston enjoyed the intervention process and that she will probably use some of the interventions which promote the use of Hispanic English Language Learners' primary language in the context of the classroom in the future. These conclusions are supported by statements made by Mrs. Livingston throughout the data collection process. Some of the statements that appeared frequently are:

“I enjoyed reading the phrases with the kids.”

“It was fun reading the books.”

“Overall, this has been an enjoyable experience.”

“I have enjoyed this experience.”

During an interview Mrs. Livingston was asked about enjoyment and the intervention process and she responded:

I've enjoyed reading the books and picking up the Spanish phrases and trying to remember them you know and using them with the kids when I remember to use them. And they get a kick out of it if I say something to them. They'll look at me and smile. Um, like one the other day, I think I said *denato* or something. He looked at me or I told him the date, I said *la lecha* and he looked at me and smiled. So, so I've enjoyed it, being able to say something they understand and know that they understand it instead of speaking in English all the time and hoping that they pick up on it or rely on someone else to tell them. So I've enjoyed learning the little bits here and there that I've picked up on. And the stories are good, they enjoyed the stories.

As mentioned earlier in this chapter, one of the major challenges Mrs. Livingston experienced during the intervention process was time constraints. She articulated that she felt as though she was not giving the interventions an adequate amount of time due to regular classroom curriculum and routines. However, when Mrs. Livingston was asked about time she responded, "No, I still, you know enjoyed doing it."

Mrs. Livingston's enjoyment of the interventions and awareness of the needs of English Language Learners have also led her to create future plans that include using some of the interventions that she has learned throughout this process. As previously stated in this chapter Mrs. Livingston has incorporated some of her own additions into the intervention process, which she plans on using in the future. Additionally, participating in this study made Mrs. Livingston aware of some of the responsibilities she holds as a teacher of English Language Learners, and her future plans exhibit how she plans to fulfill these responsibilities. She said:

What I'd like to do and plan to do even if it is just for myself, is to have the most important papers in Spanish and English since they will be used from year to year. I

don't mind asking him (the male English as a Second Language teacher who speaks Spanish) to do that kind of translation and proof reading for me. And there are really several Spanish speakers on staff, now that I think about it, who could do this.

Mrs. Livingston's career plans have also been affected by the enjoyment she has experienced throughout this study. She explained,

Yeah, I would like to learn more Spanish, not just, not just for this class, but you know, just to know it. And um, I don't know if I mentioned before that I'm thinking of taking the English as a Second Language classes. I don't know if we said that in one of the interviews before so, yeah I think it would be a nice experience working with the kids trying to teach them a new language.

Conclusion

In this chapter, I described some of the aspects of the school environment I explored through the study that might potentially foster the use of Hispanic English Language Learners' primary language in the classroom setting. These areas included the classroom teacher, school environment, classroom environment, and Mrs. Livingston's implementation of the intervention process. It can be concluded from this information that the classroom teacher in this case study had an overall concern for the Hispanic English Language Learners in her class, but that she also lacked awareness in understanding the needs of these specific students. This lack of awareness was due to not being educated in how to teach English Language Learners either through teacher education courses or professional development from the parish in which the participating teacher is employed. The school and classroom environments in which this case study took place generally did not acknowledge the presence of Hispanic English Language Learners. However, Hispanic English Language Learners were not completely dismissed in that they were given

assistance by the English as a Second Language teacher and Mrs. Livingston's decision to let them freely converse in Spanish in the classroom setting.

In the final section of this chapter I specifically explained how Mrs. Livingston implemented the interventions that may foster the use of Hispanic English Language Learners' primary language in the classroom setting. This description aids in understanding the four major themes which emerged throughout this study, heightened awareness, challenges, changes to interventions and teacher enjoyment. I found that (1) the teacher's awareness of the need to include students' native languages in the classroom was heightened through the interventions, even though some of her experiences with the interventions were positive and some were negative; (2) the teacher experienced challenges in including students' native languages in the classroom—specifically challenges with the Spanish language and challenges created by time constraints—and in some cases, she found ways to overcome these challenges; (3) the teacher made changes to the interventions; (4) overall, the teacher enjoyed the implementation of these interventions and the data seem to suggest that her enjoyment will lead to lasting changes in her teaching practice.

In chapter five, I explain how the findings from this study relate to the research presented in Chapter II, the limitations of this study in reference to the interpretation of the findings, the implications which present who this research will aid and my recommendations for future research.

Chapter V

The purpose of this case study was to extend understanding of how a monolingual English speaking teacher can strategically incorporate Hispanic English Language Learners' primary language into the classroom setting and the teacher's experiences throughout this process. In order to fulfill this purpose four research questions were created: (1) What are the classroom teacher's attitudes and perspectives before, during, and after the implementation of interventions that foster the use of Spanish English Language Learners' primary language in the classroom setting? (2) What are the experiences a monolingual English speaking teacher encounters throughout the process of interventions that foster the use of Spanish-speaking English Language Learners' primary language in the context of the classroom? (3) Based on the teacher's perceptions of the students' actions, how do all students respond to the implementation of interventions that foster the use of Spanish-speaking English Language Learners' primary language in the classroom environment? (4) How do the teacher's perceptions of her students' responses to the interventions that foster the use of Spanish-speaking English Language Learners' primary language in the context of the classroom affect her actions and beliefs about the implementation of the particular interventions utilized in her classroom? The answers to these questions can be found in the four themes that evolved from this case study: heightened awareness, challenges, changes to interventions, and enjoyment.

In this chapter, I will first discuss each finding and the relationship that exists between the findings and the literature presented in chapter II. Second, I will identify if and how the findings I developed addressed the need for the study. Third, I will address the limitations of the study and how the limitations can affect the way in which the findings can be interpreted. Fourth,

I will present the implications of the study which will explain who can benefit and learn from this particular case study. Lastly, I will make recommendations for future research based on the findings of this study.

The first section of this chapter will compare the research presented in chapter II with four areas of the study: (1) the teacher/participant Mrs. Livingston, (2) the school and classroom environments in which the study took place, (3) the Hispanic English Language Learners' in Mrs. Livingston's class, (4) Mrs. Livingston and her experiences with the interventions that may foster the use of Hispanic English Language Learners' primary language in the classroom setting, which includes heightened awareness, challenges, changes to interventions, and enjoyment.

Mrs. Livingston

The data provided evidence that Mrs. Livingston began this case study with a pre-developed concern for her Hispanic English Language Learner students. This concern was exhibited through her comprehensive knowledge of the English as a Second Language program that her students participate in, her ability to gain assistance for the Hispanic English Language Learners in her class from school personnel, and her decision to allow her Spanish speaking students to converse in Spanish in the classroom setting. Mrs. Livingston's concern for her Hispanic English Language Learners conflicts with the research that states that regular education teachers have a negative attitude towards English Language Learners and that these negative attitudes prosper as the teachers' years of service to education grow (Garcia-Nevarez, Stafford, & Arias, 2005). Mrs. Livingston has been teaching regular education for nine years, yet findings from this study show that she exhibits a positive attitude towards her English Language Learner students.

Mrs. Livingston's positive attitude also conflicts with the research which concludes that teachers, who have not participated in teacher education courses or professional development in the area of teaching English Language Learners, hold negative attitudes towards these specific students (Lee & Oxelson, 2006). Mrs. Livingston still holds a positive attitude toward English Language Learners even though she has not participated in any teacher education courses or professional development about English Language Learners.

Lee and Oxelson (2006) also found that teachers who have not participated in teacher education courses or professional development regarding English Language Learners do not see it as their role to teach or maintain these students' native languages. Mrs. Livingston exhibited a lack of awareness during the pre-interview that supports this research finding, when she stated that teaching Hispanic English Language Learners was not a whole lot different than teaching a class of English speakers. Mrs. Livingston did not have any educational preparation to teach English Language Learners and was unaware of the specific needs these students require in order to learn. However, the finding that Mrs. Livingston allowed Spanish-speaking students to speak in their native language in the classroom would indicate that she was at least willing to help students maintain their native languages.

The data gathered in this case study implies that if Mrs. Livingston was educated in interventions that would aid Hispanic English Language Learners, she would be interested in the interventions' content and supportive of their use in the classroom setting. Gandara, Maxwell-Jolly and Driscoll (2005) reported that when teachers were prepared for teaching English Language Learners, the teachers developed greater confidence in their skills for working with these specific students. Throughout the intervention process, Mrs. Livingston developed confidence in her ability to teach English Language Learners, which was exhibited by her

decisions to make additions to the intervention process and the creation of future plans which aid the Hispanic English Language Learners in her class.

School and Classroom Environments

The data collected for this study revealed that overall the school environment in which this study took place does not acknowledge the presence of English Language Learners in the school setting. This was evidenced by the lack of environmental print in the Spanish language, the administrators' decision to assign Mrs. Livingston a class in which the majority of students were English Language Learners without taking into account her attitude or educational background in regard to these particular students, the administrators' decision not to provide teachers with education on English Language Learners through professional development, and the faculty's overall attitude of disinterest in the interventions that may foster the use of English Language Learners' primary language in the classroom setting. The one aspect of the school environment that acknowledged the presence of English Language Learners in the school community was the inclusion of a multicultural celebration, which parents were invited to attend and during which the students participated in a dancing and singing performance. A multicultural lunch was provided and shared by all the English Language students and their parents.

With the exception of the school's multicultural celebration, the school environment of the site of this case study supports Robisheaux's (1993) research that claims that schools reproduce the dominant culture, which in turn supports Heath's (1983) research. Heath (1983) concluded that the lack of school success experienced by English Language Learners may be due to a mismatch of home and school cultures. This case study's school environment displays Delpit's (1995) "culture of power" due to the fact that the English language is used for classroom

instruction and the only language displayed in the halls or in the school building is written English. The “power” in this situation is the dominant or majority group, which involves the language permitted by the Anglo Saxon culture, Standard English. When English Language Learners are taught, instructed and assessed in English, the “power” group decides their “normalcy” or intelligence. In this case the rules or codes for participating in power refer to language.

This classroom environment observed in this case study was described in the previous chapter and is aligned with the values demonstrated in the school environment, which promote the dominant culture and the use of the English Language as the “culture of power.” Two aspects of the classroom environment did not support the dominant culture, however. First, assistance was given to English Language Learners from the English as a Second Language teacher. Secondly, Mrs. Livingston’s decision to allow the Hispanic English Language Learners to converse in Spanish in the classroom setting was accepting of the non-dominant culture.

The Hispanic English Language Learners in Mrs. Livingston’s Class

Although this case study focused on the teacher of Hispanic English Language Learners and not the students themselves, I was able to make some observations about the students. The Hispanic English Language Learners in Mrs. Livingston’s class exhibited characteristics of pride, resilience, and a strong sense of family. These characteristics can be seen in their decisions to speak Spanish freely in the classroom atmosphere, their choices to participate in classroom activities despite the obstacles that the language barrier presented, and their decisions to help their less skilled English Language Learner peers through translation. The characteristics of the English Language Learners in Mrs. Livingston’s class do not fit the profile described in much of the research on Hispanic English Language Learners. Commins (1989) found that English

Language Learners preferred to use English in several contexts including the home and the school even though they were more proficient in Spanish due to the stigmatism the Spanish language presented. The Hispanic English Language Learners in Mrs. Livingston's class were comfortable speaking the Spanish language. This comfort level may have been due to the fact that the majority of students in the class were Hispanic English Language Learners.

Mrs. Livingston and Her Experiences with the Interventions that May Foster the Use of Hispanic English Language Learners' Primary Language in the Classroom Setting

The interventions chosen for this case study were supported by research which emphasized the capacity of the interventions to foster the use of English Language Learners' primary language in the classroom setting. According to Mrs. Livingston all of the interventions were helpful and enjoyable except for the inclusion of Spanish phrases and the language tree. Even though all of the interventions used in this study were supported by research, this study exhibits that the way in which interventions are implemented by a particular teacher can greatly affect their abilities to foster English Language Learners' primary language in the classroom setting. The inclusion of Spanish phrases in daily conversation was not compatible with Mrs. Livingston's scheduled routine because she forgot to use the phrases in ordinary classroom conversation. However, when Mrs. Livingston did remember to use Spanish phrases with Spanish speaking students, the children smiled and appeared to appreciate her trying to utilize their primary language. The language tree was not successful due to the fact that the parents of the students in Mrs. Livingston's class confused the term "language background" with "ancestry." Additionally, time constraints limited the utility of this activity. Therefore if the parent note would have been written more clearly and time was not an issue this intervention could have been successful in Mrs. Livingston's classroom.

Challenges

Mrs. Livingston experienced two significant challenges during the intervention process. A minor challenge she experienced was the pronunciation of the Spanish words. Due to the diverse ways in which the Spanish -speaking students stated the words and the differences between their pronunciations and the way they were written in the book, there was some debate among the Spanish -speaking peers. This challenge can be overcome by becoming educated in the area of language variations. Wolfram, Adger, and Christian (1999) in their book *Dialects In Schools and Communities*, discuss language variations:

Every language differs to some degree from place to place and from group to group. We use the term language variation to refer to the fact that a language is not uniform. Instead, it varies, corresponding to sociocultural characteristics of groups of people such as their cultural background, geographical location, social class, gender, or age. Language variation may also refer to differences in the way that language is used in different situations such as in the home, the community, and the school, and on different occasions such as telling a friend about a trip or planning a trip with a travel agent. (p. 1)

The major challenge Mrs. Livingston encountered was time constraints. Mrs. Livingston did not feel that she gave the interventions adequate time due to the amount of routines and paperwork the end of the school year entails. There is research that supports this finding and the challenges Mrs. Livingston experienced. Gandara, Maxwell-Jolly, and Driscoll (2005), after surveying California teachers, reported that the second largest challenge teachers who teach English Language Learners reported was time, which includes having adequate time to teach the required subject matter and the skills that English Language Learners need for English development.

Mrs. Livingston's Changes to the Interventions

An unexpected finding of this case study was Mrs. Livingston's decision to incorporate her own additions to the intervention process. Not only did Mrs. Livingston present her own unique way of conducting a read-aloud which included her own personal background experiences and her ability to instruct the students to connect with the text through their life experiences, but she also included one of her own books and activities. The book she included into the read-aloud process and the information she used to present her class with a presentation and film on Cinco de Mayo were gathered from the internet. Mrs. Livingston used technology as a resource and a tool to enhance the use of Hispanic English Language Learners' primary language and culture in the classroom setting. Padron, Waxman, and Rivera (2002) list technology as one of the factors associated with the educational success of Hispanic students. However, I have not found any research studies that describe a teacher making changes to the intervention process; therefore, based on a review of previous research, it seems unusual that Mrs. Livingston made these particular changes and additions.

Enjoyment

The data gathered in this case study provided evidence that Mrs. Livingston enjoyed this process and will continue to use some of these interventions in the future. Her actions throughout this study suggest that she has developed an interest in English Language Learners and will continue to implement ideas that acknowledge English Language Learners and their language in the classroom setting. Schwarzer, Haywood, and Lorenzen (2003), who conducted a year-long research study similar to this one, concluded that "teachers can indeed foster language sensitivity, tolerance, interest, and even literacy in languages in which they are not proficient" (p.

460). These researchers also found that awareness of language diversity is a whole school project, but it must start with the classroom teacher.

The Findings and Their Relations to the Needs of the Study

The reasons I conducted this case study, which were discussed in chapter II, were to add to the research base of Monolingual English-speaking teachers fostering the use of Hispanic English Language Learners' primary language in the classroom setting, which would inform teachers and administrators of the interventions, and to explore the benefits associated with the use of English Language Learners' primary language in the classroom setting.

Overall, due to the fact that Mrs. Livingston increased her level of awareness in the area of educating Hispanic English Language Learners, which is a major theme of this study, this case study did succeed in informing a teacher of the uses of Hispanic English Language Learners' primary language in the classroom setting. The second need for this study was to explore the benefits related to including English Language Learners' primary language in the classroom setting which include: the enhancement of reading proficiency for Hispanic English Language Learners, the establishment of pride for Hispanic English Language Learners, the strengthening of family relations for Hispanic English Language Learners, the resourcefulness of the interventions for all students, and the fostering of bilingualism.

Even though the findings of the study which were formulated from the classroom teacher's perceptions support the fact that the Hispanic English Language Learners were very interested and motivated to write more clearly during writing assignments and that all students enjoyed the interventions, there is not enough research to support the benefits listed in relation to the usage of Hispanic English Language Learners' primary language in the context of the

classroom. However, the teacher participant in this study expressed the belief that the interventions were successful based on the enthusiasm observed on the part of the students.

Limitations of the Case Study

All qualitative studies are subjected to limitations which prohibit their findings from being used to make a generalization about a specific population. Patton (2002) states that:

By their nature, qualitative findings are highly context and case dependent. Three kinds of sampling limitations typically arise in qualitative research designs: Limitations in the situations (critical events or cases) that are sampled for observation (because it is rarely possible to observe all situations even within a single setting), limitations from the time periods during which observations took place, that is, constraints of temporal sampling and limitations based on selectivity in the people who were sampled either for observations or interviews, or selectivity in document sampling.

The major limitation in this study with regard to contextual issues involved the classroom teacher's inability to allow the interventions that can foster the use of Hispanic English Language Learners' primary language in the classroom setting to flow naturally into daily classroom instruction and routines. Mrs. Livingston planned each time she would use an intervention, and she scheduled these time periods with me so that I could observe the implementation of the interventions. I did not envision this study including such planned activities. My initial plan was for Mrs. Livingston to incorporate the interventions into her classroom lessons and conversations and that I would notice the use of the interventions when I observed during classroom instructional time periods. However, due to Mrs. Livingston's time constraints with the end of the school year approaching, and her determination to implement the interventions, she scheduled all interventions in her lesson plans. In order to witness the interventions being

implemented I had to observe at specific times throughout the school day, which in turn constricted me from observing during other parts of the school day. Due the fact that I was not observing Mrs. Livingston at all times I can't draw any conclusions as to whether or not she carried over any of these interventions when I was not observing even though I have recorded some comments from interviews that suggested that she did.

In qualitative studies, the information collected from interviews is also subjected to various limitations. Interview data can be affected by the biases of the interviewer, the time and place in which the interview is conducted and the emotional state of the interviewee. Therefore, when people interpret the findings of this study they must take into account the limitations related to all qualitative studies and this case study in particular.

Implications

Several parties can benefit from the findings of this research: teacher educators, school administrators, teachers, and parents. The main benefit from this research is the information gained through the positive and negative experiences encountered by the classroom teacher. Teacher educators can not only use the information collected in this case study to inform their students of the avenues they can take when educating English Language Learners, but also of the challenges that may arise during the implementation process. Teacher educators can inform their students about the dialect differences and time challenges that may occur and how they can overcome these challenges. Students in education courses can also learn from the mistakes Mrs. Livingston and I made such as the language tree letter sent home to parents and conclude ways to eliminate these mishaps.

School administrators can also benefit from the experiences of Mrs. Livingston throughout the intervention process. These administrators can be pro-active by introducing their

teachers to the negative and positive experiences Mrs. Livingston encountered. Administrators can hold professional developments in order to explore Mrs. Livingston's experiences and compare them to the experiences the participating school may encounter due to its particular student population. One of the findings of this study is that the teacher implementing the interventions can alter how the interventions are accepted and responded to by the students. Therefore if school administrators and teachers explore their school population and predict some of the problems that may arise through the use of Mrs. Livingston's experiences they may be able to avoid possible challenges. Teachers can also use this information as a guide to implement the interventions in their classroom, and if they are already implementing interventions to foster Hispanic English Language Learners' primary language in the context of the classroom, this information may answer questions that have developed throughout the process.

Parents may find this information useful because they may be confused with all the research presented to them on which programs to choose for their students. Implementing the interventions that can foster the use of Hispanic English Language Learners' primary language is used in addition to programs such as English as a Second Language, and this may make parents feel at ease. Some parents may be overjoyed to know that their children are learning the English language while at the same time preserving their primary language. Overall the information and findings presented in this case study can be beneficial to anyone who has an interest in English Language Learners.

Recommendations for Future Research

This case study focused on a monolingual English-speaking teacher and her experiences throughout the implementation process of interventions that can foster the use of Hispanic English Language Learners' primary language in the classroom setting. One of the major

challenges reported by the classroom teacher was time. Her solution to this problem included starting the intervention process at the beginning of the school year so that the interventions could be a part natural part of the class curriculum. I think it would be interesting to conduct a year-long case study to see if the challenges presented by time constraints are eliminated and if the interventions flow naturally into the classroom curriculum. This case study used a sampling technique called “purposive sampling,” which allowed me to select an early childhood teacher in order to gather information about the interventions that can foster the use of Hispanic English Language Learners’ primary language in the context of the early childhood classroom. The early childhood Hispanic English Language Learners in this case study did not fit the profile created by research which characterizes these specific students as being ashamed and embarrassed of their Spanish language due to the negative stigmatism related to the Spanish language. Several reasons why Mrs. Livingston’s second grade Hispanic English Language Learners may have felt comfortable speaking Spanish in their classroom include their age level and the fact that the majority of the class was Hispanic English Language Learners. It would be interesting to study a monolingual English speaking teacher and her elementary or middle school class in order to explore the ways in which the Hispanic English Language Learners at this age level would react in the classroom setting and with the interventions that can foster the use of Hispanic English Language Learners’ primary language in the context of the classroom. I also believe it would be exciting to conduct a case study in which the whole class was the case instead of only the teacher. A case study which explores the whole class would lend itself to primary information on how the students in the class actually reacted to the interventions that can foster the use of Hispanic English Language Learners’ primary language in the classroom setting. Another case study that would be interesting to conduct would be a case study that focused on the monolingual

English speaking teacher implementing interventions that supported a variety of primary languages of English Language Learners. This study would explore how the teacher implemented interventions in several languages. Overall, this case study was a descriptive and exploratory study which created many questions for future research.

Summary

This case study began with a monolingual English -speaking teacher instructing Hispanic English Language Learners in the regular education setting. Her participation in this study brought her deep concerns for her Hispanic English Language Learners and her lack of awareness of how to effectively educate these students to the surface. Throughout this study, Mrs. Livingston's personal characteristics guided her through the intervention process in which she implemented interventions that can foster the use of Hispanic English Language Learners' primary language in the classroom setting. Mrs. Livingston's experiences yielded themes which include heightened awareness, challenges, changes to interventions, and enjoyment.

Mrs. Livingston began this study with one very positive attribute related to her Hispanic English Language Learner students, and that attribute was that she cared deeply about these students. Even though the school and the classroom environment which Mrs. Livingston created did not outwardly acknowledge Hispanic English Language Learners, Mrs. Livingston did her best to implement the interventions she learned by participating in this study within the classroom setting. Mrs. Livingston was given the chance to be instructed in the utilization of these interventions, and her performance in implementing the interventions was commendable due to the fact that she created her own additions to be incorporated into the intervention process.

This case study gives support to Schwarzer, Haywood, and Lorenzen's (2003) research. They conducted a study similar to this one, in which they observed a monolingual English-

speaking teacher and her team incorporating English Language Learners' primary languages and culture into the classroom setting. They stated: "Any teacher can foster multiliteracy in the classroom without being a speaker of those languages" (p. 453). These researchers argue that the first step for monolingual teachers to effectively educate English Language Learners is to understand the role that their students' native languages play in the development of a second language, and to recognize the common myths about the regular education teachers' responsibility in multiliteracy development. Finally, these researchers found that teachers need to exceed the common myths and create a classroom that supports multiliteracy development. I believe through participating in this case study that Mrs. Livingston has come closer to understanding the role that students' primary language plays in the development of a second language, and that using students' primary language in the context of the classroom builds a multiliteracy environment which can be beneficial to all students.

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Appendix A

Dear _____,

Hello. I am a graduate student under the direction of Professor April Bedford in the Department of Curriculum and Instruction at the University of New Orleans. I am searching for a school that has a high Hispanic student population to participate in my dissertation study. The following information explains the study and what is included in participation.

Research Question:

What are the English speaking monolingual teacher's experiences of the implementation of interventions that foster the use of English Language Learners' primary language in the context of the classroom?

Abstract

The study proposed in this paper is a qualitative case analysis that describes the monolingual English speaking teacher's experiences when she implements interventions that fosters the use of English Language Learners' primary language in the context of the classroom. The purpose of this study will be to extend understanding on how monolingual English-speaking teachers can strategically incorporate English Language Learners' primary language into the context of the classroom and their experiences throughout this process. A purposive sample of one monolingual English-speaking teacher and her early childhood class will participate in this study. This class is eligible due to the age group of the students and their linguistic characteristics. The interventions that will be implemented in the participating classroom are: (1) environmental print in students' primary languages, (2) including books in Spanish in the classroom library, (3) read-alouds, (4) utilizing short phrases in students' primary language, and (5) completing a culture tree activity. There will be three types of data collection procedures utilized in this case study: pre, interim and post interviews, school and classroom observations, and journal entries written by the participating classroom teacher.

This study will require me to be in the classroom for the months of March, April, and May. During this time I will introduce the teacher to the interventions and then she will implement them in the classroom. Before I introduce the teacher to the interventions a pre-interview and observation will take place and then interviews and observations will be conducted during and after the intervention process. I will be in the classroom regularly during the months of March, April and May to conduct observations in the classroom.

Activities the teacher will be involved in:

1. Pre-observation (1 to 1 ½ hours in length)
2. Pre-interview (1 to 1 ½ hours in length)
3. Learning and implementing the interventions
4. Interim and post interviews (all interviews will be audio-taped)
5. Allowing me to observe in the classroom 3 days a week, for three months

6. Writing her thoughts and experiences (regarding the process) in a journal

All materials for this study will be supplied for the teacher and then donated to the teacher and her class after the study is completed. Including: several Spanish and multicultural books for the classroom library, print rich labels in Spanish and English, bulletin board sets, reward certificates in Spanish, and stickers in Spanish.

If you have any more questions or if you would like to physically meet, please let me know, my phone number is (504) 280-6605.

Thank You for Your Time,

Ali Herques

Appendix B



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Department of Curriculum and Instruction

The implementation of interventions that foster the use of English Language Learners' primary language in the context of the classroom

Adult Statement of Informed Consent

Investigator: April Bedford, Ph.D

504-280-6607

What is the aim of the study? The aim of this study will be to extend understanding of how a monolingual English speaking teacher can strategically incorporate Hispanic English Language Learners' primary language into the context of the classroom and the teacher's experiences throughout this process.

What will be involved in participating? This study will require me to be in the classroom during the months of March, April, and May. During this time I will introduce you to the interventions and then ask you to implement them in your classroom. The interventions include: (1) environmental print in students' primary languages, (2) including books in Spanish in the classroom library, (3) read-alouds, (4) utilizing short phrases in students' primary language, and (5) completing a culture tree activity. Before I introduce you to the interventions a pre-observation and interview will take place, and then interviews and observations will be conducted during and after the intervention process.

What risks and benefits are associated with participation? I do not foresee any risks to you other than a possible breach of confidentiality. To protect against that risk I will ensure that your tapes and transcripts are held in the office of Curriculum and Instruction and that access to them is limited to April Bedford and Ali Herques. Your name will not appear in any interviews or observation transcripts.

You may really like participating in this study. You will learn new activities that will aid in creating a multicultural environment in your classroom. You will also receive all the materials used for this study including: several Spanish and multicultural books for the classroom library, print rich labels in Spanish and English, bulletin board sets, reward certificates in Spanish and stickers in Spanish.

What are my rights as a respondent? You may ask any questions regarding the research, and they will be answered completely. You may withdraw from the study at any time. Your participation is voluntary. If you would like to talk to someone about your rights as a human subject, call Dr. Laura Scaramella at 504-280-7481.

If I want more information, whom can I contact about the study? Call Ali Herques at 504-280-6605 or Dr. April Bedford at 504-280-6607.

By signing this form, you are agreeing to participate in this study. You also agree that the study has been explained to you and your questions have been answered. You do not give up your

IRB application form version 3
Approved Date 9/7/2006



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legal rights by signing this informed consent form. You will receive a copy of this signed consent form.

Teacher's name (print) | 3-7-07
Date

Principal's name (print) | 3-7-07
Date

Teacher's name | 3-7-07
Date

Principal's name (print) | 3-7-07
Date

I have carefully explained the nature of the study, "The implementation of interventions that foster the use of ELL students' primary language in the context of the classroom" to the above named teacher and principal.

Alexandra Helgeson
Interviewer Obtaining Consent | 3-7-07
Date

Appendix C



Department of Curriculum and Instruction

The implementation of interventions that foster the use of English Language Learners' primary language in the context of the classroom

Child Statement of Informed Consent
Investigator: April Bedford, Ph.D
504-280-6607

Your child's class has been invited to take part in a research study. Before you decide if you would like for your child to participate in this study, you need to know the risks and benefits. This consent form tells you about the study. If you have any questions please ask, Ali Herques and she will answer them. Signing this form means that you agree for your child _____, to be in the study.

Why are you doing this study? The purpose of this study is to find out how English speaking teachers can bring English Language Learners' primary language into the classroom setting. Dr. April Bedford is in charge of this study. She is an Associate Professor in the Department of Curriculum and Instruction at the University of New Orleans.

What does my child have to do? Your child does not have to do anything, but participate in regular classroom instruction. A researcher will teach your child's teacher instructional strategies that bring English Language Learners' primary language to the classroom setting. Your child's teacher will use these instructional strategies in class. A researcher will come into your child's classroom and observe the class and the effects of the instructional strategies on the students and the teacher during the months of March, April, and May.

What are the risks to my child? The risks are no more than your child experiences in a typical day. I do not foresee any risks to your child other than a possible breach of confidentiality. To protect against this risk I will ensure that all students' names are omitted or changed in observation transcripts.

What are the benefits for my child? Your child may really like being in this study. Students will get the chance to participate in fun classroom activities while exploring their own language and the language of their classmates. Your child's class will also receive new books and supplies for their classroom in Spanish.

What are my child's rights as a participant? You, as the parent of your child, may ask any questions about the research and they will be answered completely. Your child's participation in this study is voluntary and they may withdraw from the study at any time. Even if you agree for your child to participate and you sign this form, your child can still withdraw from the study after it has begun. It is important for you to know that your decision for your child to be in this study will not effect your child's grades at school.



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If you would like to talk to someone about your child's rights as a human subject, call Dr. Laura Scaramella at (504) 280-7481.

What if I have questions later? Call Ali Herques at 504-280-6605 or Dr. April Bedford at 504-280-6607.

By signing this form, you are agreeing for your child, Thomas Fisher, to participate in this study. You also agree that the study has been explained to you and your questions have been answered. You do not give up any of your legal rights by signing this informed consent form. You will receive a copy of this signed consent form.

Thomas Fisher
Parent's first and last name (print)

04-03-07
Date

Thomas Fisher
Child's name here

[Signature]
Parent's signature

I have carefully explained the nature of the study, **'The implementation of interventions that foster the use of English Language Learners' primary language in the context of the classroom'** to the above named parent.

[Signature]
Observer Obtaining Consent

[Date]
Date

Appendix D



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Departamento del plan de estudios y de la instrucción

La puesta en práctica de los intervenciones que fomentan el uso de la lengua primaria de los estudiantes del CODO en el contexto de la sala de clase

Declaración del niño del investigador informado del consentimiento: Abril Bedford, Ph.D 504-280-6607

Se ha invitado a la clase de su niño que participe en un estudio de la investigación. Antes de que usted decida si usted quisiera para que su niño participe en este estudio, usted necesita saber los riesgos y las ventajas. Esta forma del consentimiento le dice sobre el estudio. Si usted tiene cualesquiera preguntas satisface pide, Ali Herques y ella les contestará. La firma de esta forma significa que usted conviene para su niño _____, para estar en el estudio.

¿Por qué usted está haciendo este estudio? El propósito de este estudio es descubrir cómo los profesores de discurso ingleses pueden traer la lengua primaria de los principiantes de lengua inglesa en el ajuste de la sala de clase. El Dr. abril Bedford está a cargo de este estudio. Ella es profesor de asociado en el departamento del plan de estudios y de la instrucción en la universidad de New Orleans

¿Qué mi niño tiene que hacer? Su niño no tiene que hacer cualquier cosa, sino participa en la instrucción de sala de clase regular. Un investigador enseñará los intervenciones del profesor de su niño que traen la lengua primaria de los principiantes de lengua inglesa al ajuste de la sala de clase. El profesor de su niño utilizará estos intervenciones en clase. Un investigador vendrá en la sala de clase de su niño y observará la clase y los efectos de los intervenciones en los estudiantes y el profesor durante los meses de marcha, de abril, y de mayo.

¿Cuáles son los riesgos a mi niño? Los riesgos no son no más que sus experiencias del niño en un día típico. No preveo ninguna riesgos a su niño con excepción de una abertura posible del secreto. Para proteger contra este riesgo me aseguraré de que los nombres de todos los estudiantes están omitidos o cambiados en transcripciones de la observación.

¿Cuáles son las ventajas para mi niño? Su niño puede realmente tener gusto de estar en este estudio. Conseguirán la ocasión de participar en actividades de la sala de clase de la diversión mientras que exploran su propia lengua y la lengua de sus classmates. La clase de su niño también recibirá los nuevos libros y fuentes para su sala de clase en español.

¿Cuáles correcto de mi niño como participante? Usted, como el padre de su niño, puede hacer cualquier pregunta acerca de la investigación y ella será contestada totalmente. La participación de su niño en este estudio es voluntaria y ella puede retirarse del estudio en cualquier momento. Incluso si usted acuerda para que participe su niño y usted firma esta forma, su niño puede

Appendix E

Dear Parents,

Over the next three weeks your child's class will be participating in a "language tree" activity, which entails doing an investigation of their family's native languages. The class will explore the various languages of their parents, grandparents and great grandparents. Our goal is to share and discuss our native or heritage languages and become familiar with the variety of languages in our classroom. Please help your child complete this activity by talking to your child about his or her native language, culture and heritage. Please list your family's native or heritage languages in the blanks provided _____

Thank you so much for your help.

Appendix F

Padres Queridos,

Durante las proximas tres semanas su nino participará en "una actividad llamada el árbol de la lengua", que exige hacer una investigación de las lenguas maternas de su familia. La clase explorará los varios idiomas de sus padres, abuelos y bisabuelos. Nuestra meta es compartir y discutir nuestros idiomas naturales o de herencia y llegar a ser familiar con la variedad de idiomas en nuestra sala de clase. Por favor ayude a su niño terminar esta actividad hablando con su niño sobre su lengua materna, cultura y herencia.

Escriba el idioma que usa su familia o su cultura en las siguientes lineas: _____

Gracias por su ayuda.

VITA

Dr. Alexandra Joan Herques received her Doctor of Philosophy degree in curriculum and instruction from the University of New Orleans in December, 2007. She completed a Master of Education degree in reading education at Nicholls State University in December, 2003. She also holds a Bachelor of Science degree in Child and Family Studies which she earned from the University of Louisiana at Lafayette in 1998.

Dr. Herques has five years of experience teaching public elementary school in the state of Louisiana in which she has taught fifth grade, first grade, and special education kindergarten and second grade. She is presently teaching kindergarten in a Title I elementary school in the state of Louisiana. During her tenure in the graduate school at the University of New Orleans, Dr. Herques worked as a teaching assistant, instructing pre-service elementary teachers in literacy instruction for content learning and field experiences for literacy instruction.